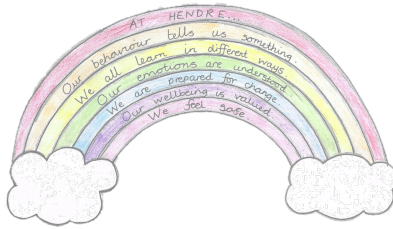


Hendre Junior School



Behaviour Policy

Junior School



Our philosophy is to catch the child being good and rewarding them appropriately.

The importance of encouraging positive patterns in our children cannot be overstated. It underpins the ethos of the school and is essential in promoting learning. It ensures the safety of the children in our care and the welcome felt by visitors. Good behaviour is essential for the smooth running of the school.

Aims of policy

- To ensure a clear and consistent approach is adopted throughout the school.
- To ensure that our focus is to develop a culture where it is the norm to CELEBRATE and instances when children receive consequences for poor behaviour are rare.

Objectives of our behaviour management strategies

- To provide a happy environment in which children feel secure.
- To provide stability for each child as boundaries are clear and expectations of good behaviour are consistently high.
- To provide a calm environment conducive to effective learning.
- To provide an environment where positive thoughts towards others are encouraged.
- To provide an environment where praise is given by staff and pupils and achievements are celebrated.
- To provide an environment where each child is positively involved in encouraging others to work towards excellence.

Positive behaviour can be achieved and encouraged through the provision of well planned, engaging lessons which appeal to the interest of all pupils. Children must be encouraged to set themselves high expectations and to take pride in their work. Within the class they must learn to listen attentively to others, take turns in speaking and getting their teacher's attention.

The classroom environment gives clear messages to children about the extent to which they and their efforts are valued. Classes which are well organised and have easily understood routines will help to develop independence and self-discipline. Relationships between children and teacher, strategies for encouraging good behaviour, arrangement of furniture, neatness and orderliness, access to resources and classroom displays all influence the ways in which children behave.

Teaching methods must encourage enthusiasm for the subject and active participation for all. Praise must be used to encourage and reward instances of good behaviour, learning attitudes as well as good work. Teachers' specialist knowledge of individual children will enable them to make appropriate allowances when necessary.

Individual classroom strategies

Staff are welcome to use their own strategies for promoting positive behaviour in their own classroom as long as they do not compromise our whole school strategies.

Some ideas include:

- Secret student
- Reward Stickers / charts
- Top table / Hendre's Haven
- Seren Y Wythnos
- Kindness of the week
- Golden Time
- Marble in the jar

School Ethos

The school has six Golden rules which are displayed in the main hall, corridors and in each classroom. Staff will discuss the school's rules with children on a regular basis. These are underpinned by a mantra explaining the three core behaviours of nurture, resilience and pride, which are non-negotiable and will be applied consistently across the school in every situation. The golden rules are embedded within our Wellbeing Rainbow, a symbol of hope and positivity outlining the six key principles underpinned at Hendre Junior School. The rainbow has been designed by the pupils, for the pupils, with a child-centred approach being at the forefront to ensure they are invested.

We follow and embed **The Six Principles Of Nurture**:

- Children's **learning** is understood developmentally.
 - The classroom offers a safe base.
 - The importance of nurture for the development of wellbeing. •
- Language is a vital means of **communication**.
- All behaviour is **communication**.
 - The importance of transition in children's lives.

Our positive behaviour system:

At Hendre Junior School, we follow The Golden Model. The emphasis of this is to always to be encouraged to behave positively rather than to criticise inappropriate behaviour

Our Golden Rules

We are gentle

(by showing empathy and understanding towards others)

We are kind and helpful

(by showing care and respect towards others,
by treating others the way we would like them to treat us)

We listen

(by being polite and well mannered,
by listening to **all** the adults in school,
by listening to each other,
by not interrupting others when they are talking
by putting up our hands to speak and not shouting out)

We work hard

(by working hard and learning from our mistakes,
by applying ourselves,
by allowing others to do their best)

We are honest

(by owning up if we break a rule,
by always being honest)

We look after property

(by keeping classrooms neat and tidy,
by looking after resources
by looking after our own things and other people's)

Classroom rules and privileges

At the beginning of the year and when children are fully settled in, children in each class discuss the Golden rules and collaboratively establish a set of positive rules applicable to their own class (maximum of five). These are displayed on class Health & Wellbeing boards in the form of a class charter alongside the Golden rules in their own classroom. At this time teacher and pupils also establish classroom privileges. Each week, there will be a whole school assembly to share a rule that will be a focus.

Golden Time

Golden Time can help teachers and classes achieve their full potential by optimising positive behaviour management. When Golden Time is fully implemented, teachers tend to spend less time on behavioural issues and more time teaching. Golden Time is a whole school (or class) activity session to celebrate keeping the Golden Rules or school values. Golden Time activities are special activities that the children have chosen to do. With a consequence for their actions, children learn about the difference between positive behaviour and keeping to the golden rules, and disruptive or unhelpful behaviour that stops everyone moving forward.

Some examples of Golden Time activities include:

- Cookery
- Craft
- Sport
- Dance
- ICT
- Painting
- Yoga
- Mindfulness

Each activity is led by a teacher or teaching assistant. Children sign up to their chosen activity on a Monday morning and go to their designated room on a Friday afternoon for a 40 minute session. This is an opportunity for pupils to mix with their peers in their class, year group and whole school as well as build relationships with new staff. ***If Golden Time cannot take place in this form due to restrictions, alternate arrangements are made within classes.***

As part of Golden Time, we also lead some community-based sessions such as:

- Helping Hands (where pupils visit our local care home and complete an activity with the elderly residents)
- Café Hendre (where parents and members of the community can participate in 'coffee and a catch up' session, served by the children)
- Team Rees Gym (where pupils visit the local gym for fitness sessions)

Enhancing positive behaviour

The emphasis must always be to encourage positive behaviour rather than to criticise inappropriate behaviour and rewards have a major role to play in this.

We encourage and reward good behaviour by implementing:

Six stages of Reward

1. Using verbal praise and awarding stickers and stamps, star charts, house points.
This is instant, motivational and helps children to realise that good behaviour is valued. This is also reflected in the statements we make when marking children's work. (see Marking Policy)
2. Partner Teacher Reward - Children are also sent to other adults in the school to receive recognition of good work, though this should be done without disturbing the teaching of those classes.
3. Golden Time-To be given out at the discretion of the class teacher
4. House points
5. Send to Senior Management/ Deputy Head for award.
6. Send to Head teacher for Award
7. Phonecall to parents

Class dojo points

All pupils are set up on Class Dojo, which is used to monitor and track individual pupil behaviours throughout the week. Dojos are given for children who follow our six Golden Rules. Each day, a pupil is chosen from each class to give dojo points at the teacher's discretion. Class totals are used to generate whole class treats and rewards that gradually increase in worth as the number of dojos gets higher.

Examples:

- 100 (Extra break)
- 500 (Double Golden Time)
- 1000 (Whole class treat eg. cinema day / pyjama party)

The 'Marble In The Jar' reward for Whole Class dojos may still be used. It motivates and incentivises children to work together as a team. At the start, pupils decide as a class that their class treat will be and then earn their marbles according to positive behaviours.

5

Celebration Assembly

Each Friday the school celebrates achievement, effort, attendance and good behaviour in our 'Celebration' assembly.

Weekly Awards include:

- **Seren Y Wythnos**
- **Dosbarth Y Wythnos (Class Attendance Award)**

End of term

Attendance certificates for those pupils 95% or above.

End of year

Recognition of achievement, effort and improvement in a range of aspects of school life by the presentation of certificates, trophies and awards in the Annual Awards Evening.

Unacceptable behaviour

The following are some examples of what we would regard as unacceptable behaviour and is not exhaustive: -

- A. disregard of requests for co-operative, sensible and considerate behaviour
- B. threatening or abusive language toward other children and adults
- C. bullying
- D. acts which are racist and/or sexist which causes upset to others
- E. fighting / physical assault
- F. causing damage to the property of others, including the school itself

It is vital that a fair and consistent approach to dealing with problems is understood and used by everyone. Children must not be made to feel that they are being treated unfairly or any differently from anyone else.

- when dealing with a situation it is important not to over-react
- avoid confrontation
- address the problem
- listen to all sides of the story
- try to establish the facts (not always very easy)
- judge only when certain
- use sanctions sparingly and appropriately
- the focus must be restorative rather than punitive

To support staff the Incident Report File provides guidelines for investigating and recording instances in a systematic way. Each member of staff has a bank of their own blank reports. Once a report has been completed it must be filed. The file is kept with the HT. Not all instances need to be recorded, only the more serious(C F)

Sanctions

The use of punishment should be characterised by the following features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are needed to avoid future punishment
- Reprimands should, whenever possible and appropriate, be delivered

away from other children

- Group punishments should be avoided as they may breed resentment •
- There should be clear distinction between minor and major offences • It should be the behaviour rather than the child that is being punished

Punishments range from verbal and facial expressions of disapproval through withdrawal of privileges, reflection at breaktimes, referral to the Head or Deputy, letters to parents and interviews with parents to exclusion (following LEA guidelines). Most instances of misbehaviour are relatively minor and can be dealt with simply and quickly by a verbal reprimand.

Some may require **being kept in at break times**. The purpose of this should be restorative and provide pupils with the opportunity to reflect on their behaviour, its consequences and how they can change this. This can only be done as long as the class teacher remains with the child(ren). This can be done formally in breaktime reflection sessions with dedicated staff supervising (as per the Reflection timetable) or in class supervised by individual class teachers. **On no account should children be left in the hall or classroom unsupervised.** Other instances may involve the **withdrawal of privileges**, such as:

- Classroom privileges
- Position of responsibility-house captains/prefects and class monitors lose responsibility for limited time.

7

- Representing school eg tournament (parent informed).
- Going off site for fun excursions eg visiting pantomime.

Putting children to stand outside the classroom is not recommended. Although in general most children will remain where they are put there is always the chance that a child may abscond or place themselves in a position of risk. **In this situation the teacher would be culpable.**

Five stages of consequence for low-level behaviour

The following sanctions can be used for non-serious behaviour in the classroom and on the playground.

1. He/she receives a warning and is reminded of the rule being broken.
2. At the second warning, the child is advised that he/she will miss an amount of their golden time.
3. If the child persists with the inappropriate behaviour golden time minutes (number of minutes at the teacher's discretion) are taken away.
4. If the inappropriate behaviour continues there will be no further warnings, a 10 minute (5 minute for younger children) 'time out' away from their learning space will be applied
5. If the child is still refusing to adhere to the rules then the class teacher will meet with them at the next available break/lunch time to discuss a way forward. Time out in another class will be given (5/10 minutes). Child to complete work in their own time. At this stage and at all further stages, records of all meetings must be logged in the Behaviour Log. The teacher then has an informal chat with the

parents/guardian.

Constant Offenders

Where anti-social, disruptive and aggressive behaviour continues despite all the teacher's attempts to curb it, and then the child should be referred to the Head teacher who will summon the parents to discuss possible ways forward.

A constant offender is a person who has been logged in behaviour log over 3 times during a half term period. The following will happen

1. Sent to Headteacher
2. Inform Parents via a phone call
3. If there is a subsequent entry to the behaviour book a formal warning will be given via a letter and parents requested to come and discuss behaviour with the Headteacher and class teacher. If problem is at lunch time, the child will be removed from lunch, if problem is in class, a temporary exclusion from school
4. Monitor behaviour through home school book and set a behavioural plan in place according to each individual's needs
5. Instant exclusion will be issued to any child for extreme instances of behaviour.

This will include:

- Individual extreme aggression towards staff or another child
- Serious Behaviour that leads to danger towards themselves and another person
- Extreme Swearing directed towards a member of staff.

Children who continually find it difficult to control and manage their behaviour appropriately will be placed on the SEN register and given an IBP. The issuing of an IBP follows the same graduated response as an IEP. In some instances, behaviour problems may be caused by medical, psychological or other underlying factors. In these cases, it may be necessary to refer to other agencies, such as the Educational Psychology Service.

The graduated response

Teacher (or SENCO) identifies that a child has special educational needs or behaviour difficulties

Teacher (or SENCO) provides interventions that are additional to or different from those provided as part of the school's usual behaviour strategies, discussing the provision for

the child with his/her parents and record strategies employed to enable the child to progress within an IBP- School Action

If progress is not adequate, the SENCO may seek the advice and support from external agencies- School Action Plus

The role of non-teaching staff.

These include all support staff, midday supervisors, breakfast club and canteen staff, clerk, caretaker, cleaning staff.

All non teaching staff are made aware of and are given a copy of this policy. All non teaching staff reward pupils.

Staff who work in the classrooms can award stickers, certificates and house points for the same reasons as class teacher-effort, good work, listening etc. Breakfast club and canteen staff can award house points for good listening, good behaviour and good manners.

School clerks, caretakers are able to give house points and stickers for helpfulness and good manners

9

The role of Lunchtime supervisors

Lunchtime supervisors will be asked to focus more on positive rather than negative behaviour-praise, giving house points for:

- walking into line/school
- lining up sensibly
- quietly collecting dinner with good manners
- sensible behaviour at table
- appropriate play
- good listening

They keep a log of incidents. This is kept at reception. Information must be passed to the class teacher by relevant supervisor. Therefore it is important that teachers are outside meeting their class at the end of lunch so that the supervisor can report to them.

Lunchtime supervisors are given a rota at the beginning of the year so that they know which senior member of staff is on duty. If a child commits a serious offence the senior teacher on duty is informed.

Nurture

We offer a Nurture provision as a short-term, focused intervention for children with particular social, emotional and behavioural difficulties, which are creating a barrier to learning within a mainstream class. Pupils are assessed using the Boxall Profile and criteria is identified as entry and exit strategy.

Bullying

It is our aim at Hendre Junior School to develop a caring community where children treat each other with compassion and respect. We emphasise the importance of good relationships so as to establish an ethos and atmosphere in which anti-social behaviour is considered unacceptable. It is the right of every child to attend school in a safe and secure environment.

10

Bullying can be defined as the wilful, systematic desire to hurt another and will not be tolerated in school. It can take the form of verbal, physical or psychological abuse such as name-calling or spreading "stories".

The problems associated with bullying are well known. One of the major difficulties we have is with the perception of parents/carers and the children of the difference between bullying and other instances which are not systematic or where children fall out. All instances where 'bullying' is reported, however, must be investigated. It will be up to the judgement of the staff involved as to how far the investigation proceeds. Instances where one or more child is consistently upset by the behaviour of others and this is not reciprocated will almost certainly constitute an example of bullying.

Whilst the problem of bullying must be addressed, it is essential for the development of the individual that he or she learns to deal with conflict and minor skirmishes so as to grow into an adult capable of mature relationships. There are, and always will be, strong personalities who dominate play and other situations and tend to be leaders who "organise" groups. These are not bullies.

Bullies usually focus on younger, smaller or timid children. They display aggressive attitudes and intimidate and destroy rather than display strong, positive attitudes of organisation or an eagerness for progress.

Victims may be somewhat different in appearance or speech or suffer from lack of self-esteem. They may behave or react in a way which seems to encourage bullying. Symptoms may be exhibited which include:

- Absenteeism
- Under achievement
- Becoming withdrawn
- Not wanting to go out at breaktimes

When dealing with instances of bullying the following procedures should be adhered to: -

- ▢ The complainant's account must be listened to
- ▢ Proposed action must be discussed with the child. This may mean that the child does not want anything to happen at this stage but should be made aware that any further instances must be reported to an adult.
- ▢ On no account should bullies and victims be talked to together unless the victim is happy to do so.

- If the child wants action to be taken, then the other's account must be listened to separately. This will often result in hearing an entirely different

11

story and can make resolving the problem by taking action against one child very difficult. Where it is clear cut, the 'bully' should be made aware that further instances will not be tolerated and that parents/carers will be involved. **A written note of this should be made, kept and copied to the head teacher.**

- Where possible, the account of eyewitnesses should be sought especially where two different stories are given in above.
- Where further action is required, the parents/carers of both children should be informed.
- All incidents reported to us by parents/carers must be investigated and the action to be taken agreed with them. The results of this action should then be communicated to them by word of mouth, telephone or letter.
- There is no doubt that there are some problems in this subject which are peculiar to the school area. This knowledge should always inform our actions.

Communication and Parental Partnership

We give a high priority to attempting to establish close communication between school and home and to developing a positive partnership with parents and carers, enhanced through the use of SeeSaw. Where the behaviour of a child is giving cause for concern it is important that parents/carers are made aware of those concerns at an early stage. This can be done by having a quiet word when children are brought or collected or by means of a letter home. In general, this kind of approach should be used before involving other staff but those concerns should be reported to the head teacher.

Parental support and co-operation are needed and any approach should reflect the importance of their partnership role. Their involvement in any plan will be vital to its success.

Parents are given a Home School Agreement at the beginning of each year which they, the pupil and the school sign. This agreement addresses behaviour and once signed, parents have agreed to support the principles of our policy.

Implementation, Monitoring and Evaluation

This is the responsibility of the whole school community but the particular responsibility of the Head and Deputy Head. It would be achieved by a variety of ways to include:

- Monitoring the Celebration & Achievement Log and awards given.

12

- Discussion with all staff on behaviour both formally (staff meetings) and informally.
- Regular observation of pupils during structured and un-structured times. • Monitoring of any recorded incidents.
- Annual reviewing of standards when considering priorities for the School Development Plan.
- Monitoring cases of absenteeism/exclusion figures.
- Using evidence from PASS
- Boxall Profile data
- Thrive intervention data

Availability of Policy

The policy is available for viewing on request at the school and on our website (to be set up in the near future).

Other ways the principles in this policy are communicated:

- Staff handbook
- School prospectus
- Home School Agreement
- Golden Rules Display
- Class Profile

Other related Policies

Wellbeing Strategy

Health & Wellbeing – nurture, thrive, roots, SRE, feel-good, well-being,

SRE

Anti-bullying

Child Protection (LEA)

Equal Opportunities (School)

Marking Policy

Conclusion

The links between this policy and Health & Wellbeing are evident. Some of the topics we cover in PSE lend themselves to a discussion of human behaviour and how

13

we and others are affected by the way we choose to behave. Circle Time relies on established rules and appropriate behaviour in order to function.

Our approach to Behaviour Management in Hendre Junior School evolves from our ethos. We want our pupils to be happy, secure and confident individuals who can live side by side in harmony, respecting each other. It is incumbent upon all staff, both teaching and non-teaching, to provide positive models of behaviour for our pupils so that the whole school community reflects our values.