



Working and learning together for success

SARISBURY CHURCH OF ENGLAND JUNIOR SCHOOL

BEHAVIOUR POLICY – Autumn 2020

As a Church school with core values of love, hope and forgiveness, we believe positive relationships are a fundamental part of the school's work in promoting high standards of behaviour.

Rationale:

At Sarisbury CE Junior School, relationship learning and the promotion of excellent behaviour are at the heart of our school's ethos, values and culture. In implementing our behaviour policy and as a Rights Respecting School, we believe that:

- Children, staff and visitors should be respected, kept safe and well cared for.
- Children have a right to a good quality education in which learning takes place without disruption from other pupils.
- Teachers should be respected, enabled to teach and ensure the welfare and safety of all.

In order to realise these aims, we value the partnership between home and school and the important part parents play in promoting high standards of behaviour at Sarisbury.

At Sarisbury, the positive management of behaviour is the collective responsibility of all staff; for all pupils all of the time. We recognise that children learn by example and through positive role models. We believe that all members of our school community have a right to be treated with respect and courtesy. As a staff, we participate in open discussion about behaviour management, share expertise and offer full support to colleagues where needed. **We adopt the principles of Restorative Practice in our management of pupil behaviour and discipline.**

Parents and governors share the same aspirations as our staff that children are happy and safe; well behaved and conscientious. We believe that everyone should feel valued and to this end, all associated with the school at Sarisbury will work towards promoting the school's Core Christian values of **love, hope & forgiveness**, and strong sense of community.

Our whole school approach to excellent behaviour incorporates the school's organisation, the curriculum – with relationship learning at its heart – and the physical environment. We aim to maintain the highest standards in these so as to foster each child's:

- Self-esteem and responsibility
- Sense of security and of belonging
- Pride in his/her achievements and in the school

Core Christian Values:

Love, Hope and Forgiveness

To include:

Respect, Friendship, Equality, Inspiration, Courage, Determination, Excellence and Teamwork

Purpose:

This policy defines Sarisbury CE Junior School's expectations in promoting high standards of behaviour. Our policy aims to promote positive attitudes, self discipline and responsibility for the care of others. It details the rewards and sanctions used to encourage positive behaviour and relationships in support of the school's ethos and values.

Implementation:

Emphasis is placed on the positive aspects of children's behaviour – recognition and incentives are preferred to sanctions and punishments.

Staff at Sarisbury will follow agreed procedures for managing behaviour; these are detailed in the policy guidelines. We aim for a consistent approach in all aspects of pupil behaviour and discipline.

We will involve parents at an early stage where concerns arise so that home school partnership can work effectively in support of pupil behaviour.

The Sarisbury Way - SJS Code of Conduct

We expect everyone at Sarisbury to follow the school's Code of Conduct:

At SJS our core value is LOVE:

*We treat others with respect and kindness; using good manners to show we care
We communicate well; speaking, listening and acting with courtesy
We value and care for our school environment
We celebrate our achievements and those of others*

At SJS our core value is HOPE:

*We take responsibility for our own learning and actions
We are motivated; embracing challenge and working hard to achieve our goals
We are independent, resilient and aim to be the best we can be
We offer support and encouragement to others*

At SJS our core value is FORGIVENESS:

*We are reflective and honest about the mistakes we make
We are cooperative; respecting other people's rights to learn and play
We refrain from words or actions that could hurt others
We share a smile and treat others as we would like to be treated*

At SJS we are respectful, responsible and safe

Recognitions and sanctions:

Recognition, encouragement and praise form a major element of the SJS whole school approach to maintaining high standards of behaviour. Positive feedback and reinforcement should take precedent and include:

- Praise – showing respect and interest in each child; their strengths and weaknesses
- Individual 'teacher text' message sent at the end of the day
- Verbal and written comments in response to children's work (see marking policy)
- Stickers to mark children's contribution, effort and achievement
- Star of the Week (invited to the Star of the Week Tea Party)
- Show work to another teacher / Year Leader
- Show work to Headteacher
- Name recorded in the '**Achievements Book**'
Names read out in assembly to recognise achievement & text message sent to parents
- Celebrating children's talents and achievements in and out of school as part of the school's assembly programme
- Head Teacher's Excellent Work Award

Under review:

- Colour Team points – these contribute to a half termly colour team celebration
- Individual Merit Marks – 'Going for Gold' (awarded for going beyond the expected)
These accrue to achieve a variety of individual prizes

We recognise that communicating praise for good behaviour and work at parents' evenings or via letter or phone call are often highly effective and most rewarding for the child and family.

Recognitions at SJS – additional guidance to ensure greater consistency:

Team Points and Merit Marks

Team points are awarded when a child demonstrates their use of our school's values. This can include a contribution in class, assembly or consistently meeting aspects of the school's Code of Conduct 'The Sarisbury Way'

Team points are collected on the Olympic Rings in each classroom and totals collected by Team Captains on a Friday

When a child goes 'above and beyond' what is expected of them, they can earn merit marks in their 'Going for Gold' reward card. Above and beyond needs to apply to each individual regardless of their learning confidences or behaviours

WORK:

*Completing additional tasks (extended)
Work beyond expectations (presentation & content)
Self directed extension & extra home learning*

BEHAVIOUR:

*Actively guiding others' behaviour
Leading by example – high standards
Being a positive role model*

FRIENDSHIP:

*Including and caring for others
Acting maturely to solve problems
Nominations from others*

SCHOOL CONTRIBUTION:

*Offering a significant contribution in class or assembly
Helping others without being asked
The unnoticed acts (try to notice them!)*

Sanctions for misbehaviour:

During this period, and acknowledging the anxieties many children will feel, the school will continue to take a restorative approach to the management of behaviour.

The sanctions outlined below are intended as a guide and should be implemented with sensitivity, discretion and fairness. Our aim is to apply a clear and firm but non-emotional, non-confrontational and non-escalatory approach which avoids an over reliance on a rigid application of sanctions. We recognise that many sanctions will be more effective if parental cooperation is obtained and some require that parents are involved.

Sanctions should not be implemented until the facts of the misbehaviour have been established and where possible they should be followed up by support and positive reinforcement (restorative principles).

- In the first instance we offer verbal advice, reminder or warning from a member of staff i.e. a clear and individual warning that behaviours need to change
- Children to be kept back at break times to remind them of expected behaviours and impact on others (In line with our restorative approach)
- If disruptive behaviours persist, the child will be taken to a reflection area outside of the classroom - **this will replace the school's 'time out' process**

Parents will be contacted when a child is sent to the reflection area or when a referral slip is issued for a serious behavioural incident.

Other sanctions to be used:

- Exclusion from the classroom to work in the Headteacher's / Assistant Headteacher's office
- Use of break or lunchtime detention is appropriate when a child's work is unacceptable in quantity or quality – children must be supervised in classrooms if kept inside to work
- Exclusion from a school club or team
- Exclusion from a school visit on grounds of misbehaviour when the safety of others may be at risk – this should be made in consultation with the Head and in line with the school's policy for inclusion; a full risk assessment will need to be completed; particularly if the child has an EHCP

The referral Slip:

When sent to the reflection area, children will be **issued with a restorative referral slip** explaining the misbehaviour and any rules broken. This will give the child an opportunity to reflect and change their chosen behaviour. All referral slips are to be retained by the Headteacher and communicated to parents as appropriate.

Please can teachers / support staff complete the first part of the referral slip – i.e. the reason the child has been sent to the reflection area

Restorative questions – areas of discussion:

- ✓ Why have you been sent to the reflection area – what happened?
- ✓ Who has been affected by your behaviour? How are they feeling?
- ✓ What do you need to do to put things right?

Severe misconduct - sent straight to Headteacher:

- Causing deliberate physical injury to another person
- Using serious threatening behaviour
- Total refusal to follow instructions and do what is asked
- Swearing at a member of staff
- Theft of, or deliberate damage to, school property
- Racist comments / incidents
- Sexually inappropriate comments

In order to protect pupils and staff at SJS, a system of 'assistance required' cards is operated. These are to be taken by a child to a member of the senior leadership team who will then provide immediate assistance.

Response to severe misconduct to be taken by Head:

1. Child to have time out of class supervised by Head / AHT / YGL.
(*Details will be recorded in the behaviour incidents log*)
2. Parents to be informed.
3. In appropriate cases, e.g. exclusion or in line with an individual behaviour management plan, parents will be contacted to collect the child.

Breaktimes and lunchtimes:

Our expectations of pupil behaviour will be maintained during breaktimes and lunchtimes. In order to achieve this, Lunchtime Supervisory Assistants will receive training in the principles of positive behaviour management and restorative principles.

Examples of excellent behaviour will be shared by our lunchtime supervisors with class teachers. Team points will also be awarded to pupils that demonstrate excellent manners and behaviour. Lunchtime Supervisory Assistants will recognise children's good behaviour by awarding tokens – these are year group focused and additional break time will be awarded to the year team with the most tokens each half term.

In order to structure lunchtime play and therefore alleviate opportunities for misbehaviour, the school playground has allocated several activity zones.

In addition, a coloured band system allows a defined number of children to access the school's large adventure play area. This is to reduce congestion on the busy playground. Staff on duty are responsible for ensuring the smooth running of these zones and any child causing concern will have the following sanctions applied.

Sequence of sanctions for breaktimes and lunchtimes:

1. Verbal warning to include reminder of expectations – including respect of personal space
2. Withdrawal from a game or activity for a short period of reflection (restorative approach)
3. Conversation with the class teacher resulting in parental contact as appropriate
4. Isolating the child for period of time (HT or AHT office)

If problems with individuals persist, Lunchtime Supervisors will notify the Classteacher / Year Leader will be informed. Where appropriate, parents will be contacted to discuss their child's behaviour. Where appropriate, staff should consult with the Headteacher or Year Leader as to other sanctions to apply.

To ensure efficient communication between lunchtime staff and class teachers / year leaders, lunchtime supervisors will feedback observations of good behaviour, issues that have arisen, or a general summary of the children's behaviour at lunchtime relating to that year group.

Major incidents

1. The child is referred to the Head who will agree on the appropriate course of action. Most referrals will result in exclusion from lunchtime play.
2. In line with our policy for severe misconduct, parents will be informed to discuss the appropriate course of action and sanction for the child.

Exclusions:

In exceptional circumstances, and as a last resort, the Headteacher will use exclusion as one of the strategies available to the school for managing the behaviour of its pupils.

Exclusion is never taken lightly but is used as a way of communicating a clear message to the pupil involved and the whole school community that certain types of behaviour are unacceptable.

In taking the decision to exclude a pupil the Headteacher will follow Hampshire / DfE Guidelines for fixed period and permanent exclusions during the Covid-19 pandemic.

Related Documents:

Vision, values & Aims Statement
Christian Values
The Sarisbury Way – School Code of Conduct
The Sarisbury Learner – our approach to learning behaviours
Learning and Teaching Policy
Personal Development Learning Policy (PHSE)
Relationships Education Policy (from January 2021)
Anti-Bullying Policy
Home / School Agreement
Rights Respecting Schools Framework
Restorative Practice in Schools
Hampshire / DfE Guidelines on Exclusion

Guidelines on managing behaviour and expectations:

Entry to and exit from school:

During a period of staggered start and finish times, teachers are expected to be ready to receive their classes from 8:30am when children begin to enter the school. Children will enter the school calmly and quietly; making their way directly to classrooms and respecting personal space as appropriate. At the end of the school day, teachers are asked to supervise their classes leaving the school to ensure a calm and quiet exit from the building.

Corridors:

Children are expected to move around the school calmly, quietly and in an orderly manner. Children should walk on the left hand side and in single file. Corridors at Sarisbury are used for small group learning and therefore, children should be respectful of others at work. Children leaving classrooms and larger groups moving around the school should be supervised by staff. Coats and bags should be hung on pegs to ensure unobstructed access.

During wet playtimes:

During wet playtime staff should operate in year teams to ensure appropriate supervision while other members of staff take their break. Teachers should ensure there is an adequate supply of appropriate activities in the classroom to keep the children occupied during wet lunchtimes. A code of conduct for wet breaktimes has been developed by the School Council; these should be shared regularly with children.

Breaktimes:

At the end of break teachers should be ready to collect their class from the playground or field. Likewise after lunch, staff should arrive promptly to meet their class on the playground or field to ensure an efficient, calm and respectful entry into school. Whilst operating a staggered break and lunchtimes, children should be aware that other classes will be working during these times.

Assemblies:

Assemblies, including collective worship, are a valuable opportunity to bring the school community together, to celebrate achievement and to reinforce expectations of behaviour. Whilst these will be held remotely during this phase of the school's work, children should be encouraged to participate in and contribute to the themes being explored.

Inclusion and the management of misbehaviour:

We recognise that children are in the process of developing attitude, personality and character and that is normal for some misbehaviour to occur as they are learning and testing boundaries of relationships and acceptable behaviour.

A minority of children will display repeated misbehaviour or misbehaviour of a serious nature. The reasons for these behaviours are varied and often complex and therefore, children with individual behaviour management needs will be supported by an individual behaviour management plan (IBMP). This will be designed to meet the needs of the child and will be agreed in consultation with parents and the child concerned. The plan will be supported by the Class Teacher, SENCO and Learning Support Assistants where appropriate and reviewed on a regular basis.

