



Bernards Heath Junior School

Headteacher Mrs S. Kilpatrick B.Ed, NPQH

Deputy Head Mr J. Reynolds B.Sc

Chair of Governors Mrs M. Liming

Behaviour Policy Incorporating **Bullying Policy**

Autumn Term 2016 to be reviewed Autumn Term 2017

Bernards Heath Junior School

Behaviour Policy

Purpose and Reasoning

At Bernards Heath Junior School we firmly believe that teachers have a right to teach and children have a right to learn. To this extent, this policy outlines our values and principles with regard to the behaviour we expect from our children and the manner that both appropriate and inappropriate behaviour will be dealt within the school.

Principles of good behaviour

1. Our School believes that an effective school is one in which the learning environment is underpinned by an ethos shared by governors, teachers, classroom assistants, ancillary staff, children and parents.

2. The positive values promoted by the school are encompassed in the following three aims:-

- to foster a sense of friendship and community through an effective home and school partnership in which children are valued, encouraged and supported.
- to develop tolerance and consideration, sensitivity and honesty, courtesy and mutual respect, independence and enquiring minds in all our children.
- to work together as a whole school to nurture a sense of well-being and an awareness of the social, emotional and spiritual needs of each other.

3. As adults within the school community, our objectives in promoting this policy are:-

- to promote equality and fairness in the school community
- to encourage children to develop good relationships with peers and adults
- to enable children to take on appropriate responsibility
- to promote good behaviour in classrooms and in the playground, between children working together around school and towards teachers, classroom assistants, auxiliary staff and visitors.
- to discourage undesirable behaviour.
- to encourage regular and punctual attendance at school.
- to ensure that principles of equal opportunities for all children underpin these objectives and the implementation of this policy.

4. All adults in the school have a responsibility to: model acceptable behaviour; always be ready to listen to children's concerns and take appropriate action (as outlined in the school's Behaviour Policy).

5. Our school strives to strike a healthy balance between rules and punishment and to apply them fairly and consistently. Such rules that the school has are derived from the above principles and must be consistent with them. These principles are the foundation of our Behaviour Policy.

6. The school has powers and duties to enforce discipline in school and we follow guidance and legislation from the **Department for Education**. These include the right to apply the following sanctions:

- The removal of privileges

- Confiscation of inappropriate items
- The use of reasonable force
- Missing break times
- Detention during lunch time and after school
- School based community service (litter picking, tidying classroom, clearing dining room, removal of graffiti)
- Internal exclusion from class
- Repeating work/additional work
- Verbal reprimand

Refer to :

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Aims and Expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to underpin the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy applies equally to children when involved in off-site activities.

1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not just rule enforcement, but also the promotion of good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others. Our school motto 'United in Learning' underpins our belief in being able to work together both academically and emotionally.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to develop in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. Rewards and Sanctions

2.1 We praise and reward children for good behaviour in a variety of ways:-

- Teachers congratulate children;
- Teachers give children House Points for consistently good work or behaviour, or to acknowledge outstanding effort or acts of kindness in class or around the school;
- We operate a "House System" in the school. All children become members of one of our four houses: Sapphire, Ruby, Emerald or Topaz. Children who gain 50 house points will have their completed shield presented in Good Work Assembly. A trophy is awarded to the House that gains the most points each half term.
- Children who produce outstanding or much improved work are sent to show their work to the Headteacher or Deputy Headteacher, as appropriate.
- Children may be presented with a Headteacher's Award, in Celebration Assembly, for outstanding achievement.
- Children have an opportunity to share their out of school achievements in Celebration Assemblies.
- Each class teacher operates a class reward system to sit alongside the individual reward system (House Points and Head Teacher Awards). Classes agree a target number of class points to be achieved by the whole class working together over time, once this is achieved the class are rewarded with an agreed class reward e.g. class cooking, local picnic or an agreed activity usually lasting for an afternoon. This reward would generally take place three or four times during the course of a school year.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction according to the circumstances of each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher warns him or her. If a child misbehaves repeatedly, The '**Time Out**' sanction may be applied in chunks of 5 minutes. Children may then be kept back at playtime, lunchtime, after assembly or at the end of the day. Every Friday break time, the Head Teacher or a member of the Senior Leadership Team will take a TIMEOUT session in the library for those children identified by class teachers as children who have failed to improve their behaviour despite repeated sanctions throughout the week. If teachers have more significant concerns, a **Pink Letter** (see attached) will be issued. The **Pink Letter** is posted directly to parents, and parents are asked to contact the teacher to discuss serious behaviour concerns, and to plan how school and home can work together to support the child to modify and improve their behaviour.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of him/herself or of others, the class teacher must take appropriate action.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the child will be sent to a member of the Senior Staff, to explain their behaviour. The teacher may contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child. A **Pink Letter** will be immediately issued in cases of serious bad behaviour.
- Sanctions in the playground: lunchtime supervisors know the school's **Behaviour and Discipline Policy for Playground Supervisors** and apply it accordingly.

2.4 Class teachers discuss the school rules with their class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these, as appropriate, with the whole class during 'Circle Time'.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. **See separate school policy on "BULLYING"**.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES/LEA Regulations on: The Use of Force to Control or Restrain Pupils. Members of staff have the power to use reasonable force to prevent pupils injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. (DfE Behaviour and Discipline in Schools 2016) If such action was taken, it would be in line with government guidelines on the restraint of children. Staff have been trained in de-escalation strategies, and these are used, which reduces the likelihood of having to restrain children

3. The role of the Class Teacher

3.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in an appropriate manner during lesson time.

3.2 Teaching (and non-teaching) staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teachers and Teaching Assistants treat each child fairly and enforce the classroom code consistently. They treat all children in their class with respect and understanding. The Staff have a responsibility to model the type of behaviour felt to be acceptable.

3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the Class Behaviour Log. In the first instance, the class teacher deals with incidents him/herself in the normal manner. Repeated poor behaviour will result in the issuing of a **Pink Letter**. Parents will be informed and asked to meet with the class teacher. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher or a member of the Senior Leadership Team.

3.5 The class teacher reports to parents about the progress of each child in their class, in line with school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4. The role of the Headteacher

4.1 It is the responsibility of the Headteacher to ensure that the school behaviour policy is implemented consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

4.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour, ("Incident" and "Racial Incidents" files in Head's office)

4.4 If poor behaviour is serious, continuous and disruptive to the learning of others in the class, and if school procedures and sanctions are having limited and unsustainable impact, the SENCo and HT may make a referral to outside agencies such as Behaviour Support Team.

4.5 The Headteacher has the full and final responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated acts or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. **Where an exclusion is deemed necessary, 'Local Authority Guidelines on Permanent and Fixed-Term Exclusions' will be strictly adhered to.**

5. The role of parents

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to keep us informed of: behavioural difficulties they may be experiencing at home; any trauma which may affect their child's performance/behaviour in school (e.g. death in the family); their child's ill health and any absences connected with it.

5.2 Our approach to discipline is explained in the school **prospectus**. We expect parents to support their child's learning, and to co-operate with the school, as set out in the school's **Home-school Agreement** (which parent/carers will receive, and are asked to sign, when their child enters our school). We try to build a supportive dialogue between home and school, and we inform parents immediately if we have serious concerns about their child's welfare or behaviour. A copy of this policy is available to parents on request, a downloadable copy is available on the school's website: (www.bernardsheathjnr.herts.sch.uk).

5.3 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher (and, or Headteacher). If the concern remains, they should contact the school governing body via the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be initiated (see school 'Complaints Procedure').

6. The role of governors

6.1 The governing body has the responsibility for setting down these general guidelines on standards of behaviour and discipline in the school, and of reviewing their effectiveness. The governors support the Headteacher in implementing these guidelines.

6.2 The Headteacher has the day-to-day authority to implement the school Behaviour and Discipline Policy, but the Headteacher may consult the Chair of Governors about an individual disciplinary issue if it involves a child who may be at risk of exclusion.

7. Monitoring

7.1 The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

7.2 The school maintains a variety of records of incidents of misbehaviour. The class teacher keeps a record of minor classroom incidents and playground incidents in the class Behaviour Log. The Head teacher records those incidents where a child is sent to him/her on account of bad behaviour.

7.3 All **Pink Letters** are kept in the child's internal school record.

7.3 Incidents that occur at break or lunchtimes are dealt with by the playground supervisory staff and are dealt with according to our **Behaviour and Discipline Policy for Playground Supervisors**. Incidents and sanctions are then recorded in the Playground Log and reported to the relevant teachers.

7.4 The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the policy/LA Guidelines are administered fairly and consistently.

8. Review

8.1 The Senior Leadership Team will review this policy on an ongoing basis.

Behaviour Policy, Autumn 2016

Working Party:
Senior Leadership Team, Whole Staff

Ratified by Governors: ___/___/___

Date of Review: ___/___/___



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Deputy Head Mr J. Reynolds B.Sc

Chair of Governors Mrs M. Liming

Behaviour and Discipline Policy for Playground Supervisors

Autumn Term 2016 to be reviewed Autumn Term 2017

Lunchtime Behaviour

Following our code of conduct, we expect our children to behave well at all times, both in the building and at playtimes.

We believe it is important for children to see that playtime behaviour also plays a part in our behaviour policy.

The lunchtime-staff have copies of the full behaviour policy and are integral to its successful implementation.

- Children should queue quietly and sensibly without any pushing.
- Children should talk *quietly* with their friends.
- Polite and courteous behaviour should be shown by the children towards others.
- Polite and courteous behaviour should be shown by the adults towards others.

These rules will be clearly displayed within the dining room.

At Bernards Heath Junior School we aim to ensure that eating together in the dining room is a quality experience for the children. With pleasant surroundings and the opportunity for socialising with their peers children are able to enjoy their lunch break. The above rules underpin the opportunity for that quality experience.

All midday-staff have a copy of the Behaviour policy, Child Protection Policy. MSAs will also reward children who behave well, eat sensibly and show good manners with house points, a mention in the Caring Book or a place at the Top Table.

The school has a lunchtime behaviour Log which the MSA will fill in as and when required. This is reviewed by teachers on a daily basis and issues arising may then be dealt with if not already done so by MSAs.

All teachers have a responsibility to ensure that children in their classes are aware of acceptable and unacceptable behaviour at lunchtimes. Teachers also have a responsibility to build a close working relationship with their MSA to show that they are valued and supported.

The Assistant Headteacher will meet with all lunchtime staff once every half term (or as necessary), to discuss any matters as they arise.

The Head teacher is available every lunchtime if required. When the Head is off site this responsibility is passed to the Deputy Headteacher, then the Senior Leadership Team. Lunchtime staff are actively involved with the children and often join in with games. At Bernards Heath all staff agree that lunchtime success is a joint responsibility.

All adults will need to be consistent and thorough in challenging unacceptable behaviour. Without consistency we run the risk of establishing 'norms' that are contrary to our school ethos. We recognise that some children at some times will face difficulties in conforming and working within our school rules. These children will be supported and given every opportunity to understand their actions and develop skills and strategies to enable them to become effective learners and members of the school community. To ensure this we follow the Playground Consistency Model.

Playground Consistency Model

Little Trouble

Possible Displayed Behaviour

A verbal insult, a petty argument, inside without permission, name calling, littering, being on the grass without permission, ignoring friends, (BEHAVIOUR CONSIDERED TO BE GENERALLY UNKIND)

Consequence

Verbal Warning

5 Minutes on Time Out Bench

Repeated episodes of Little Trouble will result in Medium Trouble Consequences

Medium Trouble

Possible Displayed Behaviour

Careless play, misuse of school property, pushing/shoving/kicking/swearing, (PHYSICALLY UNKIND BEHAVIOUR), repeated little trouble

Consequences

10 minutes on the Bench to complete a Behaviour Form to be handed to the teacher

MSA to discuss form with child (redo if necessary) and reflect on behaviour and future strategies to prevent reoccurrence

Forms returned to teacher for filing in class behaviour log

Big Trouble

Possible Displayed Behaviour

Leaving school premises, serious malicious damage to school property, PREMEDITATED/DELIBERATE PHYSICAL VIOLENCE, open defiance towards an adult, repeated medium trouble.

Consequences

OFF Playground (child escorted off playground to staffroom to report to incident to teacher)

Behaviour form to be completed

Parents contacted

Incident reported to Headteacher (Head will interview child possibly contact parents)

Miss next playtime or lunchtime.

This list is not exhaustive. MSAs will communicate 'New Behaviours' to other staff members.

Bernards Heath Junior School

Bullying Policy

Purpose and Reasoning

We believe that true bullying is intolerable.

Aims and Principles

We aim to create a structure within which we can identify children who bully and an ethos that protects individuals and helps children to learn new behaviour.

What is bullying?

- Intimidation
- Serious threats
- Power that is abused
- Physical harassment
- Constant targeted teasing
- Constant targeted name calling and/or repeated personal remarks
- Constant action that the victim does not want
- Deliberately causing fear or unhappiness
- Lack of remorse or concern about the behaviour
- These actions are repeated over a period of time
- They are uninvited by the victim
- Bullying can be the collective impact of minor infringements (low bullying)

What is not bullying?

- Our children are aged between 7 and 11. Children naturally fall out with each other. It is part of their natural development and childhood. Parents see this behaviour at home amongst siblings and friends. Sometimes children can be unkind and mean to each other; they need guidance and reminders not to be unkind, not to push others, not to leave other children out of games. It is our job, as teachers and parents, to give guidance and advice to our children on how to behave in a socially acceptable way. It is also our job as teachers and parents to help our children to build up resilience for when others are unkind and thoughtless, and to teach them strategies for when they encounter unkindness from others. As children go through life, teachers and parents are not always there to intervene. Children need to learn resilience and strategies to protect themselves. Once these minor behaviours turn into **Bullying** (see definition above) and when the bullying becomes constant and targeted, and starts to make a child's experience in school intolerable, the school will take sanctions against the child who is bullying.

Why is bullying intolerable?

- It makes people's lives a misery
- We cannot teach unhappy children
- It is always inappropriate to deal with issues through violence

- Bullying contravenes both teachers' and children's right to be safe and secure in school
- It worries parents/carers and can make them angry enough to say "Hit them back"

We aim to prevent bullying by:

- Adults in school encourage children to report bullying. Adults then investigate and take appropriate action
- We talk openly about bullying, how to report it, how it makes other people feel and the impact it has
- Using circle time to promote a positive ethos and to deal with problems before they escalate
- Using older children as playground monitors to help children who are having difficulties and to guide younger children
- Keeping a written record in our class behaviour logs of who the children are and who are involved and when and where the incidents occur; this helps to spot patterns of behaviour which may indicate bullying. A central record of incidents will be held in the Head teacher's office

If bullying does occur, we will always:

- Keep a written record of events in the class and with the Headteacher
- Give the children involved the opportunity to discuss the events with an appropriate adult
- Inform the parents/carers of all the children involved, by phone or in person
- Agree targets for action, to be completed within a set timeframe and hold a follow up meeting at the end of this time to review progress

Action taken may also include:

- Asking the child who is bullying, and, (if appropriate), the victim, to write down incidents for discussion
- Discussing the problem at class Circle Time
- Holding a smaller conference with the children involved and a mediating adult
- Create a support group for the children to teach new behaviour and to rebuild confidence
- Exclude the child who is bullying from the playground or classroom for a specified period of time
- Where appropriate to provide opportunities for the victim, and the child who is bullying, to work or play together to build a different kind of relationship
- Further action with the child who is bullying may be taken from the schools agreed sanctions
- Further support may be requested (with parental consent) from external agencies

Anti Bullying Policy Policy, Autumn Term 2016

Working Party:
Senior Leadership Team, Whole Staff

Ratified by Governors: ____/____/____

Date of Review: ____/____/____

Appendix 1; Pink Letter

Sanctions for poor behaviour at school: Sent to Head teacher

Dear

Unfortunately-----has been sent to see the Head teacher today for the following reason(s):

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Children are given clear instructions on acceptable behaviour within class as well as at other times, such as playtimes and lunchtimes. Good behaviour is continually praised and reinforced . Teachers will have already issued sanctions in class ; children will have been given chances and reminders to behave well, but they have then chosen to continue.

Parents are reminded that being sent to see the Head teacher is the exception, and many children spend 4 years here without ever receiving this sanction. We ask you to support us in taking this seriously and to help us to modify your child's behaviour to an acceptable standard.

Would you please contact your child's class teacher.

Yours sincerely

Sian Kilpatrick
Headteacher