



CALMORE JUNIOR SCHOOL



POLICY FOR THE MANAGEMENT OF PUPIL BEHAVIOUR

RATIONALE

Our behaviour policy is crucial in creating a caring, stimulating and secure environment in which staff and pupils can work and play safely . We believe that learning can only take place in an environment that provides security, praise, tolerance and care. Children and adults need to be valued and encouraged within an atmosphere of mutual trust and respect, where there is an overriding enjoyment of learning, and in line with British Values.

The ethos of the school is established by:

- Promoting a whole school vision which is shared by all the adults and children
- Consistent expectations
- A common teaching & learning policy

The above is fostered between adults and children by:

- Example
- Discussion
- Questioning
- Praise
- Following our school values-***Respect, Honesty, Kindness, Responsibility, Friendship & Ambition***

Our policy is based on the United Nations Convention on the Rights of The Child.

We have high expectations of the way in which all members of the school community behave towards one another. These are based on agreed rights.

1 Children - have

- a right to feel safe
- a right to learn
- a right to be treated with respect
- a right to a good education

2 Teachers - have

- a right to teach
- a right to be treated with respect by children and parents

3 Parents - have

- a right to know their child is safe
- a right to a good education for their child
- a right for their child to be treated with respect
- a right to be kept informed about their child's behaviour

- 4 All adults - have
- a right to be treated with respect
 - a right to do their job

Our Aims

1. to promote a caring environment where children and adults support and respect each other
- 2 to make the whole school community & visitors aware of the ethos of the school
- 3 to ensure the safety and well being of all in school
- 4 to encourage co-operation, honesty, respect, politeness and good manners
5. to foster respect & tolerance of others ideas and beliefs

- 6 to give children the confidence to express their needs and feelings and assert themselves positively & develop self-discipline & through this the ability to work independently & cooperatively with others
- 7 to teach children the skills to enable them to
 - a) solve conflicts as peacefully as possible through a process of negotiation
 - b) to show sympathy towards and tolerance of others by being aware of different needs
- 8 to be considerate and sensitive towards the needs and feelings of others
- 9 to encourage children to act appropriately and be accountable for their actions
- 10 to recognise that children are of equal value and are to be treated equally regardless of gender, religion, ethnic background or disability
- 11 to expect all adults in school to provide an appropriate role model
- 12 to involve parents in a community approach to positive behaviour
- 13 to teach children to care for resources and the environment
- 14 to encourage a positive learning environment where children and adults receive positive feedback through praise and reward

PRINCIPLES

At Calmore we believe that;

- pupils should develop a sense of self discipline and an acceptance of responsibility for their own actions
- there should be no form of discrimination, harassment and bullying, and we will promote equality of opportunity
- vulnerable pupils — such as those with special educational needs, physical or mental health needs, migrant and refugee pupils and looked-after children — receive behavioural support according to their need.
- parents should be kept informed about the behaviour of their child
- children should know their rights in relation to The United Nations Charter on the Rights of the Child and the responsibilities that come with these
- the rights and responsibilities of all members of the school community are ensured

- positive behaviour is always recognised and inappropriate behaviour is always challenged
- everything should be done to promote empathy and respect for self and others
- there should be a consistent, conscientiously followed approach to behaviour by all staff and for which all will take collective responsibility
- there should be a positive, caring relationship fostered through a positive classroom and school environment
- there should be a common framework for behaviour management, but within which there must be flexible ways of dealing with problems in order to meet individual needs
- there should be a clear set of rules, with shared ownership (Calmore's Charter/Class Charters) which are clearly understood and promoted by all and reviewed annually
- the behaviour policy is fully understood and is consistently implemented throughout the school
- effective systems are in place for monitoring and evaluation of this policy
- emotions are contagious – consider the emotion/mood you are projecting – is it worth catching? Be aware of your own mood and reflect on your responses
- use positive language stating what you expect rather than what you don't want e.g.: Not "Don't run!" but, "Walk please"
 - **Use de-escalation not confrontation**
- Smile and show that you like them

Calmore Junior School Charter

We have the right to

A GOOD EDUCATION

LEARN

A POSITIVE LEARNING ENVIRONMENT

BE HAPPY AT PLAYTIMES

USE A RANGE OF RESOURCES FOR LEARNING

SHARE OUR IDEAS AND OPINIONS

BE SAFE AND CARED FOR

*BE VALUED AS AN INDIVIDUAL
HAVE OUR DIFFERENCES
RESPECTED*

A CLEAN, TIDY SCHOOL

*TAKE PART IN A RANGE OF
ACTIVITIES*

We have a responsibility to

TRY OUR BEST, ATTEND REGULARLY AND NEVER GIVE UP

PERSEVERE IN OUR LEARNING AND HELP OTHERS

SPEAK USING KIND WORDS AND HAVE A POSITIVE ATTITUDE

PLAY FAIRLY, SAFELY AND INCLUDE OTHERS

RESPECT RESOURCES AND SHARE WITH OTHERS

LISTEN TO OTHERS AND VALUE THEIR OPINIONS

BEHAVE SENSIBLY AND NEVER HURT ANYONE

RESPECT AND VALUE OTHERS

RESPECT THAT WE ARE ALL DIFFERENT

RESPECT OUR SCHOOL AND PUT THINGS BACK TIDILY WHERE THEY BELONG

PARTICIPATE AND COOPERATE

This charter forms the basis of our behaviour policy and was written in conjunction with parents, staff, children and governors. We believe that it is the responsibility of all stakeholders to uphold this charter. If children do not keep the Calmore Charter/class charters there is an agreed set of steps that are consistently applied (See Agreed Steps)

In addition to our Calmore Charter, all classes negotiate a Class Charter in September. This will be written by the staff and children of the class. The class charters will be displayed prominently in all classrooms. All children agree to uphold their class charters and it is used as a teaching tool for good behaviour across the year.

Rewards

This school rewards good behaviour as it believes that this will develop an ethos of respect, kindness and cooperation. It is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. Incentive schemes are in place to recognise attendance and achievements.

We praise and reward children for good behaviour, social skills and work throughout the day in a variety of ways. Accentuate the positive – praise and reward those who are doing things well rather than ‘nagging’ those who aren’t

Rewards might include:

- Verbal praise-Be specific when using verbal praise eg: “Well done for sitting and listening well on the carpet
- Star charts
- Raffle tickets
- Charter Champs
- Headteacher Awards
- Golden time
- House points
- Stickers, certificates, merits, prizes
- Special privileges
- Star of the day/week
- Celebrations
- Peer praise

- Postcards home
- Lunchtime yellow cards
- Headteacher stickers
- Attendance certificates
- Contact with parents and children – especially when behaviour is good

Sanctions

The school employs a number of sanctions to enforce the school charter and to ensure a safe and positive learning environment.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others the class teacher will remove the class and send a red card to the office.

For repeated or serious anti social behaviour the headteacher may exclude a child in line with county guidelines. Governors will be kept informed about all exclusions. The Governing Body will form a discipline committee to review any appeals regarding an exclusion.

Responses

Behaviour is driven by feelings, and feelings are affected by experiences. Behaviour is a language and it is the challenge of staff to look beyond it to work out the message being communicated. The best chance of a positive outcome from a situation involving challenging behaviour comes when positive relationships are maintained and developed. Remember – **de-escalation not confrontation.**

People acquire habitual behaviours over time so change will not be instant. However, it can be achieved through consistency of approach and team work. In all our actions we must communicate a positive regard for the individual. It therefore helps to know:

- Their history
- Their level of understanding
- Their behaviour patterns
- Their characteristic ways of responding to authority, stress, rules, boundaries and support strategies.

When staff consider the behaviour of those they care for they should try to appreciate the feelings which may be driving the behaviour and look at removing the pressure rather than blaming the person. Remember, during a crisis situation the first person who needs to remain or regain calm is the member of staff.

If there is persistent, disruptive behaviour – particularly including 'low level' disruption like inappropriate talking, movement, tardiness, carelessness - consider the checklist below in the first instance to see if there are interventions that could be applied that would reduce tension and help address the behaviours.

Checklist for Initial Interventions

| Physical factors | Curriculum factors |
|--|---|
| <ul style="list-style-type: none"> • Room layout • Seating arrangements • Space • Lighting • Noise • Temperature • Ventilation • Access to materials | <ul style="list-style-type: none"> • Task difficulty • Stimulus overload or deprivation • Interest level • Teaching method • Relevance • Variety of materials • Availability of attention • Communication style |

| | |
|--|---|
| <ul style="list-style-type: none"> • Appropriateness of equipment • Access to outside areas • Storage of belongings • Ease of movement in the room | <ul style="list-style-type: none"> • Consistency between staff • Appropriate goals |
| Social factors | Choice and structure |
| <ul style="list-style-type: none"> • Expectations • Quality of relationships • Grouping arrangements • Time available for the child • Level of peer support | <ul style="list-style-type: none"> • Timetabling arrangements • Predictability • Transition times • Ability to exercise choice • Familiarity with routines • Preparation in advance for changes to routine • Opportunities for physical movement • References to golden rules/rights/responsibilities |

Curriculum

At Calmore, through our curriculum, we teach children the above mentioned principles. We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Through planning for the needs of individual children, this active involvement of children in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. Lessons should have clear objectives which are understood by children and differentiated to meet the needs of a range of abilities. Success criteria should be shared and negotiated with children in order that they know how to be successful in lessons. Marking and assessment is used to support progress and provide feedback to children. This shows children that their efforts are valued and progress matters.

Support Systems

If there is a persistent problem the class teacher and the SENCo will draw up an Individual Behaviour Management Plan/risk assessment to support the child in partnership with parents and relevant agencies/partnerships. Detailed records will be kept about the behaviour of children with a behaviour plan. All staff working with the child will be fully informed. This will give a consistent approach throughout the school. Advice and guidance will be sought from outside agencies in order to best support the child.

We will ensure support is provided for all adults working with children with behaviour difficulties. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs.

We have an open door policy where parents and carers are encouraged to visit to discuss any issues or difficulties.

Anti-Bullying

Anti-Bullying Policy

Aims

To foster a 'whole school approach' where all pupils learn in a supportive, caring and safe environment without fear of being bullied. We believe:

- Bullying is anti-social behaviour and it affects everyone. It is unacceptable and will not be tolerated.

- That everyone in the school community has a part to play in counteracting bullying
- That victims of bullying should be protected and supported
- That bullies should be helped to change their understanding and attitudes to bullying as well as their behaviour

Definitions and terminology

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those who are being bullied to defend themselves.

In line with HCC the following three conditions are used to define incidences of harmful interpersonal behaviour as bullying behaviour.

Behaviour is bullying behaviour if:

- It is repetitive, wilful or persistent;
- It is intentionally harmful, carried out by an individual or group; and,
- There is an imbalance of power leaving the person who is bullied feeling defenceless.

In order to help children understand what bullying is, the pupils have defined bullying in their own words:

Bullying is.....

Repeated behaviour: could be name calling or physical violence

Constantly picking on (calling names, telling lies, hurtful comments) or physically hurting (pushing, shoving, kicking and hitting)

When someone repeats it to the same person e.g. punching or kicking.

Kicking, punching, pinching, pushing you over, hurting, blaming someone else for something they didn't do, doing something someone doesn't like every day

There are many types of bullying including:

- Physical: (e.g. hitting, kicking, theft, damage to personal property)
- Verbal (e.g. repeated name calling, personal comments which exploit, physical, racial, cultural, social or gender differences)
- Cyber bullying e.g. by use of email or mobile phone
- Indirect (e.g. Isolation of individuals from their social or peer group)
- Racial and religious bullying
- Homophobic and transgender bullying
- Bullying related to special educational needs and disability

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults.

There may be evidence of changes in work patterns, reduced concentration or truanting from school.

ALL staff, governors and pupils must be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

Dealing with bullying incidents

In dealing with bullying incidents, we will observe five key points.

- We will not ignore bullying.
- Staff should not make premature assumptions.
- All accounts of the incidents should be listened to fairly.
- We will make every effort to adopt a problem-solving approach which encourages pupils to find solutions rather than simply justify themselves.
- We will follow up to check bullying has not resumed.

The following steps may be taken when dealing with incidents of bullying:

- If bullying is suspected or reported, the incident will be dealt with as soon as possible by the member of staff who has been approached.

- If this member of staff is not the pupil's class teacher, they will inform the class teacher.
- If appropriate, the class teacher will interview all concerned and will record the incident.
- The class teacher will inform the Headteacher.
- A clear account of the incident, the action taken and the outcome will be recorded and will be reported to the Headteacher.
- If the allegations have been directly reported to the Headteacher, the Headteacher will keep the class teacher informed of all incidents.
- Other staff will be informed if it is considered appropriate
- Parents will be informed at the discretion of the most senior member of staff who is managing the incident
- Punitive measures will be used as appropriate and in consultation with all parties concerned.

Pupils who have been bullied, or who encounter bullying, will be supported by:

- Being offered an opportunity to discuss the experience with a member of staff
- Reassuring the pupil
- Offering continuous support by staff or a group of pupils e.g. circle of friends and ELSa.
- Restoring self-esteem and confidence
- Children who have been bullied will be interviewed two weeks after the event to ensure that the bullying has been dealt with effectively

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong-doing and need to change
- At the discretion of the Headteacher, parents or guardians may be informed to help to change the attitude of the pupil
- After they have been interviewed independently, if it is deemed to be appropriate, both children will be brought together by the member of staff who has dealt with the incident to facilitate reconciliation.

The role of parents

Bullying is everyone's problem. All staff, pupils and parents should be aware that bullying exists and share a commitment to combat it and to make the school a happier place for everyone.

When, after discussion, we confirm a child has been bullying we will contact the parents to discuss the issues. We will ask parents to

- Talk to the child and explain that bullying is wrong and makes others unhappy
- Show the child how to join in with others without bullying
- Make an appointment to see the child's teacher or form tutor as soon as possible, and explain the problem and discuss how the school and the parents together can stop the bullying
- Talk to the child regularly about how things are going at school
- Give the child lots of praise and encouragement when they are being kind and considerate to others.

For minor or "one off" incidents normal school sanctions may be applied. For more serious incidents individual sanctions will be imposed in conjunction with parental involvement. The sanctions set out in the main body of the behaviour policy will be adhered to and the following disciplinary steps can be taken:

- Official warnings to cease offending

- Exclusion from certain areas of the school premises
- Minor fixed term exclusion
- Major fixed term exclusion
- Permanent exclusion

Prevention

At the start of each year school year, pupils will be reminded of the procedure they should follow if they encounter, or are the victims of bullying. The school takes part annually in 'anti bullying week. We also use our PSHE programme and associated anti-bullying work. Regular assemblies cover themes such as bullying, respect, manners, respecting differences etc

Our anti bullying policy is part of our staff induction pack. We have emotional literacy support assistants (ELSA).We follow the Anti-bullying guidance for schools (National Healthy Schools Programme).

This policy should be read in conjunction with safeguarding, PSHE, and confidentiality policies.

Help organisations

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|---|--|
| Advisory Centre for Education (ACE) | 0808 800 5793 |
| Children's Legal Centre | 0845 345 4345 |
| KIDSCAPE Parents Helpline (Mon-Fri, 10-4) | 0845 1 205 204 |
| Parentline Plus | 0808 800 2222 |
| Youth Access | 020 8772 9900 |
| Bullying Online | www.bullying.co.uk |
| Childline | 0800 1111 |

Assessment, monitoring and review

The school regularly carries out surveys, questionnaires etc on bullying, We also use the personal social and health education (PSHE)

Exclusions

The school will promote a policy of inclusion but in extreme circumstances the Headteacher may have to consider the possibility of exclusion in the interests of safety and wellbeing of both the children and the adults. Exclusions should be avoided wherever possible and other methods of managing behaviour will be tried first. Exclusion will be used in response to:

- serious breaches of a school's behaviour management policy eg. continued bullying, unacceptable behaviour during playtimes, physical violence towards others
- the failure of a behaviour plan and appropriate strategies
- a situation where the safety of other children or staff is compromised
- continuous interruption of children's learning

Exclusions are not used for:

- non-attendance, lateness or poor academic performance
- minor incidents eg not doing homework, not wearing uniform,
- effecting a change in placement

There are two types of exclusion:

1. Fixed period exclusion – either for under five days, between six and fifteen days and over.
2. Permanent exclusion – only after Pastoral/Behavioural support system has been in place for an adequate period

Role of Headteacher

Only the Headteacher has the legal power to exclude a pupil.

In all cases of exclusion, the Headteacher should:

- Contact the parents by telephone to inform them of the exclusion
- Send a letter to the parents and a copy to the LEA (See exclusion guidance for Hampshire schools)
- Send all exclusion notification forms to the LEA (See exclusion guidance for Hampshire schools)
- Inform the Governors' Pupil Discipline Committee

Role of the Governing Body

The Governing Body should have a Governors' Pupil Discipline Committee with a Clerk to provide advice on the exclusions process and administration. The Clerk should not be a member of the Governing Body. If the Clerk needs advice this can be obtained from the LEA Exclusions Team. The Governors' Pupil Discipline Committee should:

- Comprise of three or five members of the Governing Body
- Include a range of different types of governor
- Not have connections with the children involved

They should meet between six and fifteen days after exclusion notification to discuss fixed term exclusions of over five days and permanent exclusions.

The Discipline Committee should listen to all views and at the end of the meeting decide:

- Whether the pupil was responsible for the behaviour described
- Whether the Headteacher had adhered to guidance
- Whether the extent of the sanction was appropriate

The Discipline Committee cannot 'raise' an exclusion but can uphold an exclusion, reduce a permanent exclusion to a fixed period, reduce the days of a fixed period or reinstate the child.

Role of the Clerk

- It is the role of the Clerk to arrange review meetings that all can attend, ensuring both governors and parents receive appropriate paperwork, including statements
- Advise the chair of the committee on procedures and the agenda (See exclusion guidance for Hampshire schools)
- Take accurate notes and file these in case of appeal
- Within a day of the meeting inform parents of the committee's decision and the reasons for it (See exclusion guidance for Hampshire schools), copy this letter for the Headteacher and Exclusions Officer

Role of the LEA

- It is the role of the LEA to advise on procedures relating to all exclusions and ensure these have been carried out effectively
- Support schools in planning for provision for children excluded for more than fifteen days or being reintegrated into the present or new school.
- To give a view on the appropriateness of the exclusion and present a view at Independent Appeal Panels.

Schools are responsible for setting marking of work during a fixed period exclusion.

Extra guidance can be sought in 'Exclusion guidance for Hampshire schools', Circular 10/99 or from the Exclusions Officer or Head of Services (Pupils) at the Local Education Office.

Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis.

This document was produced in consultation with all stakeholders and is freely available to the entire school community.

This policy will be reviewed on an annual basis.

Policy Links

Physical Intervention

Teaching and Learning

Anti Bullying

Teaching and Learning

Safeguarding

Confidentiality

Inclusion

Exclusion Guidelines

Date of policy issue: October 2018

Agreed Curriculum & Standards:

Review: October 2019

APPENDIX A

Suggested agenda for the meeting of the Governors' Pupil Discipline Committee (in line with good practice guidance relating to Tribunals)

- Introduction by chairman of the Committee and explanation of procedures
- Submission by the headteacher
- Questions by parents
- Questions by LEA
- Questions by governors
- Submission by parents
- Questions by headteacher
- Questions by LEA
- Questions by governors
- LEA view (where LEA represented)
- Questions by headteacher
- Questions by parents
- Questions by governors
- Summing up by headteacher including any responses necessary following the LEA view.
- Summing up by parents
- Decision by Governors' Pupil Discipline Committee (made in private after discussion when all other parties except the clerk have left the room).

The clerk should make concise minutes of the meeting. These will be required, particularly, should the parent appeal to the Independent Appeal Committee.

The Committee's decision must be made known to the parents, the Headteacher and the LEA within one school day of the meeting. A copy of this should be placed in the pupil's file together with a copy of the original exclusion letter

Agreed Steps

For rewarding good work/behaviour and for dealing with unacceptable behaviour



Calmore's Charter

Good Work / Behaviour

Positive comments
Verbal encouragement
Reward stickers / stamps
Celebration assembly
Star of the day
Postcards home (posted)
House Points
Certificates
Golden Time
Team of the week
Names on the newsletter
Charter Champs
Table of the week
Awards evening
Headteacher
Awards/Stickers
Sharing Work

Step 1
**In the
classroom**

Step 2
**In the paired
classroom**

Step 3
**With the
Deputy head**

Step 4
With the Head

Unacceptable Behaviour

Non verbal warning

Verbal warning

Name on board

(Children have the chance to change the behaviour in the session and have this removed or name removed at end of session)

Fill in white slip then go to
paired class/LSA/other
adult

Which responsibility has been broken?
What is its consequence? How can it be put right?
Target should be set by the class teacher.

If white slip not cancelled,
fill in coloured slip with class
teacher and then take to
Deputy Headteacher/HT

Which responsibility has been broken?
What is its consequence? How can it be put right?

If a child receives a coloured slip their parents are informed by DHT or HT

Head called to classroom

Parents called in

We move **immediately** to Step 4 if there is...
violence, bullying, theft, racism, directed rudeness or swearing.