



Christchurch Junior School

A member of Twynham Learning

Behaviour policy

**Last amended January 2022 by Sam Fuller (Headteacher) and
Ben Croton (Deputy Headteacher)**

Ratified unchanged by the Local Advisory Board 25.01.2023

Next review date January 2024

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Behaviour policy

1. Introduction

At Christchurch Junior School we recognise the value of a positive approach to managing the behaviour of our children.

This policy is intended to give a clear code of conduct for the guidance of adults. It has been compiled following consultations with staff and children and includes those values and principles that we consider important for the school.

We actively promote excellent standards of behaviour to help our pupils to be strong in character, having 'respect for people' and 'respect for property'.

We have a clear Twynham Learning Excellence Strategy with strands that are highly relevant to this policy. If children are to truly benefit from a world class learning journey and achieve world class outcomes, then the quality of pupils' behaviour must be maintained at high level. The staff at CJS is committed to ensuring that this is the case.

2. Aims and Objectives

The school's statement of aims and vision emphasises the importance of building a caring community in which "everyone feels safe and secure" and also where "we take responsibility for our actions." In stating our aims and objectives, we recognise that there is no simple or complete solution for every child. Behaviour is a complex area but agreed procedures and high expectations should lead to a positive approach and excellent standards of behaviour.

At Christchurch Junior School we aim;

1. In our classroom practice, to provide high quality, engaging teaching and fair, consistent management to encourage positive behaviour.
2. To make positive behaviour in and around school an expectation and responsibility of all adults and children.
3. To build positive relationships and partnerships with parents by welcoming them into school through our 'open door' policy. Parents are also made aware of their role in shaping those attitudes which produce good behaviour in school.
4. To communicate this policy fully and clearly to all adults and children, and manage it in a fair and consistent way.
5. To give children responsibilities to encourage them to make a positive contribution to the school community. This personal development work can be seen in many roles, including Anti-bullying Ambassadors and Upstanders.

3. Policy into Practice

Outstanding standards of behaviour are dependent upon the ethos of the school. At Christchurch Junior School, all staff are to take a positive lead in this and set an excellent example. These principles are reflected in the CJS Charter (Appendix i). This is revisited with classes at the beginning of each school year – and reinforced in assemblies.

Pupils' social, emotional and behavioural skills will be taught through personal development lessons (PSHRE curriculum), but all teachers have the opportunity to build this into their teaching.

Appropriate behaviour is recognised and rewarded through reward and praise which is known to motivate pupils. Inappropriate behaviour is dealt with in accordance with the school's Behaviour triangle (see Appendix iii) and logged on Arbor.

We expect teachers to deal with incidents of unacceptable or antisocial behaviour. The Education and Inspections Act 2006 (EIA 2006) provides for a statutory power for teachers and other school staff to discipline pupils replacing and superseding the previous legal authority based on the common law principle of the teacher being in loco parentis (in place of the parent).

4. Our Rewards and Incentives

Positive feedback	-	verbal praise
	-	written comment
	-	stickers/stamps
Public recognition	-	work displayed, name on the wall of excellence,
	-	sent to Year Leader/Headteacher
	-	Good Assembly each Friday
Awards	-	tables badge
	-	certificates
	-	trophies
	-	special privilege
	-	Inform parents special letter/phone call home/ communication via Dojo (may include photograph of learning)
Greater responsibility	-	peer mediators, librarians, sports leaders, school Council representative, Anti-bullying Ambassadors, Anti-bullying Upstanders, Health and safety Busters , Eco Council representatives.
House points	-	individual points
	-	Dojo points
	-	team rewards e.g. mufti day

5. Expectations for positive behaviour; unacceptable behaviour

Our children are expected to be considerate towards both their peers and adults, showing patience, care and respect. We have high expectations regarding standards of behaviour and presentation. The CJS Charter (Appendix i) must be displayed in each classroom. Each class should agree their own "class rules" on the basis of the principles set out in the charter.

Just as we acknowledge and reward effort and achievement, unacceptable behaviour will be firmly addressed. In most cases, it is anticipated, the matter will be resolved in school. Consultation with parents should happen at an early stage to help encourage good communication and to promote a circle of care. Certainly, there is no place in our school for bullying, harassment, discrimination or other anti-social behaviour likely to result in physical or emotional harm to others or damage to property. The School does not publish a list of rules but the School's Behaviour Triangle defines the behaviours which are considered unacceptable and the likely consequences of these behaviours.

Class teachers, lunchtime supervisors or other adults should always listen to the child whose behaviour is unacceptable and try to understand what the behaviour is communicating. It is accepted that inappropriate behaviour, whilst often chosen because of a range of emotional or circumstantial difficulties, must still carry a consequence. Dealing with unacceptable behaviour is the responsibility of all members of staff and a consistent approach is the most effective one. In the majority of cases (e.g. low level disruptive behaviour) early and good humoured intervention is often the best approach. The use of rewards and sanctions within

the year group should be designed to support staff in maintaining a safe and purposeful learning (and playing) environment.

6. Communication and logging of incidents

Communication is an essential part of improving pupil behaviour. All staff will use Arbor to record any incidents of unacceptable behaviour. Behaviour steps outlined in Appendix vi provide guidance to teachers as to what level an incident should be logged on Arbor.

This will be monitored on a daily basis and any level 2 behaviours will be followed up via our school Welfare Officer to discuss and have an immediate consequence. The behaviour report for each term can be reviewed internally to recognise patterns and put in place support for specific children.

(NB Any information regarding Safeguarding matters and Looked After Children are recorded on the online MyConcern system).

7. Consequences and sanctions

The school Behaviour Triangle (Appendix iii) clearly defines unacceptable behaviour and appropriate consequences. Children were consulted in the original creation of this triangle; it is displayed in classrooms and is discussed at the start of the school year with children so that they are aware of the consequences of unacceptable behaviour. The adult dealing with the problem should establish with the child the seriousness of the incident and work out how the difficulty can be resolved using the Behaviour Triangle as a reference point alongside the behaviour flow chart for in class difficulties (Appendix iv) which guides staff through steps to take when supporting children with their behaviour. This can be used in conjunction with the reflection poster (Appendix v). Sanctions need to be reasonable and proportionate, and may include lunchtime or even after school detentions or isolation. Obviously it would be impossible to include every type of behaviour and staff will use their professional judgement as well as consulting with colleagues and senior leaders when dealing with individual children and behaviours.

Persistent, unacceptable behaviour leads to the child being given a behaviour plan (see Appendix ii). This is drawn up by the school in consultation with parents and the child. It includes a description of the behaviour and the context or antecedent (triggers). It sets out the strategies that will be used to improve behaviour. These may include:

- changes to the environment
- focused support
- teaching of new skills
- clear expectations and consequences

Where a pupil's behaviour may cause a risk to the safety of other children or indeed themselves, the teacher responsible should draw up a risk assessment for that child and the management of that risk. This should be done in consultation with the school's senior leaders.

8. The power to screen or search and to confiscate items

The Department for Education issued advice in 2012 to Headteachers and Governors. This advice is clear that school staff can search any pupil for any item if the pupil agrees. The advice also states that Headteachers have a statutory right to search pupils or their possessions, without their consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item (e.g. knives or weapons, stolen items, alcohol, illegal drugs) or any item that the member of staff believes has been, or is likely to be, used to commit an offence or cause injury or damage.

The matter of searching without consent can be sensitive and needs to be considered in the context of Article 8 of the European convention of Human Rights. For this reason we expect that any instance where a member of staff believes that they have reasonable grounds for suspecting that a pupil has a prohibited

item would be discussed with the Headteacher or Deputy Headteacher (or a Year Leader) who would then either carry out the search or authorise the colleague to do so. This may be done in consultation with the parent/carer if appropriate.

The 2012 advice also states that school staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

9. The power to use reasonable force

2012 advice from the Department for Education states that all members of school staff have a legal power to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The same advice reminds that it is always unlawful to use force as a punishment.

10. Discipline beyond the school gate

We recognise our responsibility for the conduct of our pupils does not always end at the school gate. Where a pupil of Christchurch Junior School behaves outside of the school in a way that is clearly not consistent with our expectations of excellent behaviour, and this is witnessed by a member of the school staff or reported to the school, we have a legal right to deal with the matter in a way consistent with our dealing with incidents within the school. Examples where this would be appropriate would be where a pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

and the pupil is behaving in a manner which:

- could have repercussions for the orderly running of the school/educational visit
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In these circumstances the Headteacher would consider whether it would be appropriate to notify the police or the local anti-social behaviour officer in dealing with an incident. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. Likewise if the incident involves a child suffering harm, we would act in line with the TL Safeguarding and Child Protection Policy.

11. Headteacher's responsibilities

Serious incidents should be reported to the Headteacher (or Deputy). The Headteacher (or Deputy) will interview the children and discuss the matter with the class teacher and Year Leader to decide what sanctions will be applied or if parents should be informed. It is our policy to inform parents early in the proceedings where appropriate. They will be invited to discuss the incident with staff and to find an agreed approach to improvement. The Chair of Governors may be informed for the record as well.

12. Exclusion

The decision to exclude a pupil would only be taken in response to a serious breach, or persistent breaches, of the School's Behaviour Policy or where behaviour threatens the health, safety, education and welfare of other children or staff. The exclusion will either be for a fixed term, or permanently, with parents' right of appeal to the TL Joint Governor Panel.

Under the terms of the EIA, 2006 the Headteacher must:

- inform parents of the reasons for the exclusion; the period of time of the exclusion; their responsibility to ensure that their child is not present in a public place in school hours during the first five days of

any fixed period exclusion; their right to make representations about the exclusion to the TL Joint Governor Panel and how such representations should be made.

- Notify the Local Advisory Board and the local authority of a permanent exclusion, an exclusion for more than five days; an exclusion which would result in a pupil missing a national curriculum test. For all other exclusions the Headteacher must notify the LA and Local Advisory Board once a term.
- provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed period exclusion of six days or longer;
- inform their own and, if different, the pupil's home LA immediately of each permanent exclusion.

Appendix i

CHRISTCHURCH JUNIOR SCHOOL CHARTER


We have a right to be individual but should take responsibility for our actions. This means we should:-

- Help each other
- Respect everything and everyone
- Keep healthy and safe
- Always do our best
- Look smart and leave a good impression



This charter was drawn up by all the pupils and staff at Christchurch Junior School in July 2009

Appendix ii

Christchurch Junior School Individual Behaviour Plan			
Name: Class:	Date of Meetings:	Nature of Difficulties: •	
Targets to be achieved	Achievement criteria	Resources and strategies	Outcome
<u>Agreed non-negotiables</u>		<u>How will this be managed</u> <u>Consequences of not achieving the target:</u>	
Parent/Carer contribution Pupil contribution			Signed: Date:
Further notes.			Signed: Date:

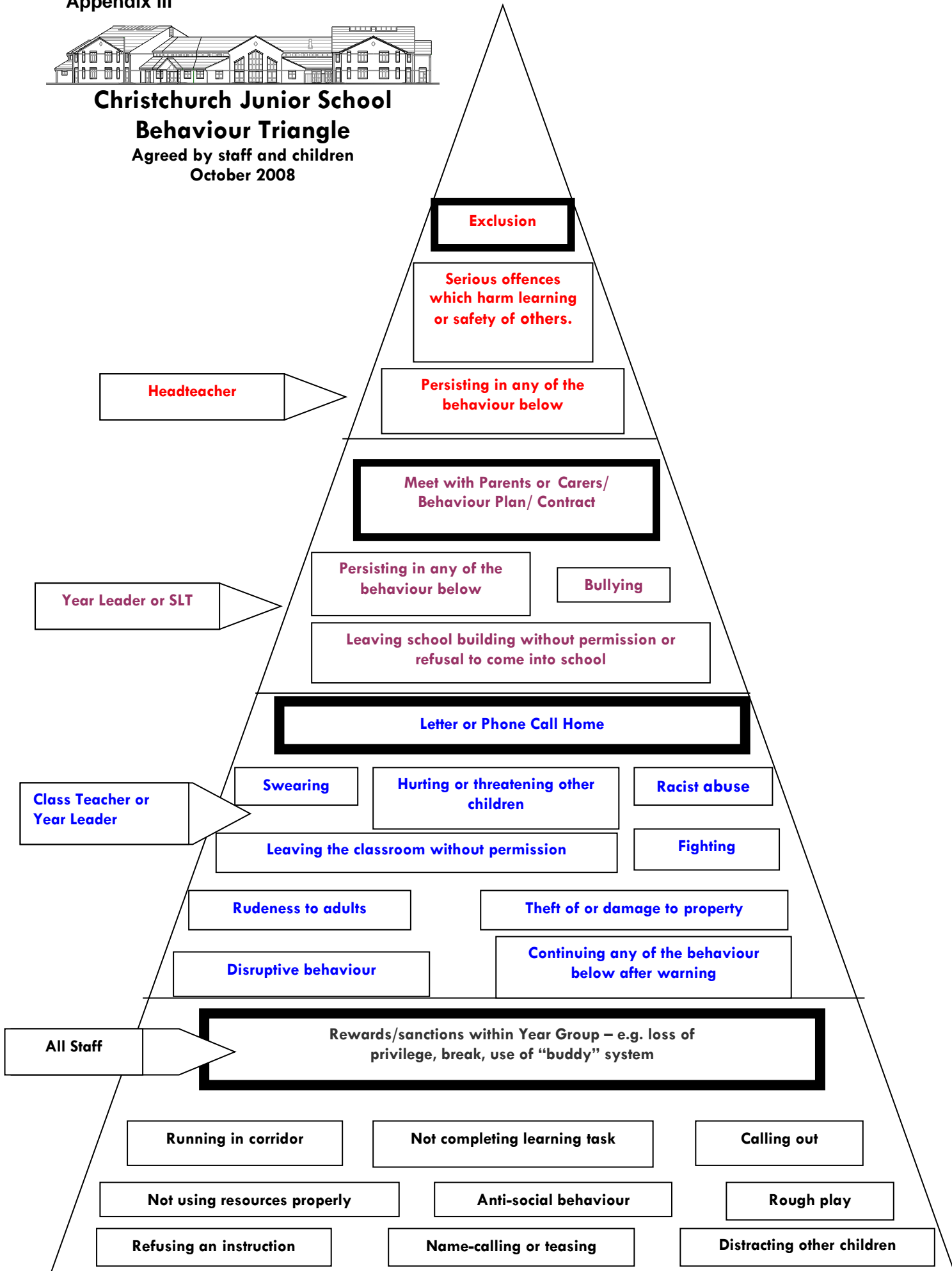
Appendix iii



Christchurch Junior School

Behaviour Triangle

Agreed by staff and children
October 2008



Appendix iv – Behaviour Flow Chart

In our school we all have the right to feel welcome, safe, cared for and happy so that we can learn and do our best. Therefore, we all have the responsibility to be kind, gentle, polite and help others as well as show respect to all children and adults in our school.

CONSISTENT

PERSISTENT

Behaviour management steps

1. Verbal reminder of correct behaviours expected



2. Warning on the board



3. Second warning on the board



4. Time out in class



5. Consequence



6. Time out in a different class to reflect



7. Removed from the class

Note for teachers

Step 7 - Isolation - the child is to be escorted down to Mr Fuller or Mr Croton with work to be completed. If Mr Fuller or Mr Croton are not available, the child is to be escorted to the following year leader - Y3 - Y6 , Y4 - Y5 and vice versa

It is the responsibility of the class teacher to communicate this isolation to the child's parents with a detailed and clear explanation.

Appendix v – Reflection Poster

In our school we all have the right to feel welcome, safe, cared for and happy so that we can learn and do our best therefore we all have the responsibility to be kind, gentle, polite and help others as well as show respect to all children and adults in our school.



**Why have you been asked to sit here?
Did you make the wrong choice?
What can you do to re-join your classmates?**

Appendix vi - Behaviour steps

Christchurch Junior School

At Christchurch Junior School, we have high expectations regarding standards of behaviour and presentation. Our children are expected to be considerate towards both their peers and adults, showing patience, care and respect. We think these qualities are very important, not only in other people but also in ourselves. Through our School Charter we;

- We help each other
- We respect everything and everyone
- We keep healthy and safe
- Always do our best
- Look smart and leave a good impression

Behaviours that do not follow these school expectations will be responded to in a stepped approach as follows:

<u>Step 1 – Low level behaviours</u>	<u>Response/ Consequences</u>	<u>Recording</u>
<ul style="list-style-type: none"> • Wandering around class • Calling out/ interrupting others/ making noises in class • Pushing in the line • Swinging on chairs/ fidgeting which distracts others • Running in corridors • Rough play • Cycling/scooting on school premises • Not following end of playtime rules • Playing with/ on school equipment before or after school 	<p>Positive behaviour management/ redirection strategies as outlined in policy, e.g. rule reminder, tactical ignoring, proximate praise etc.</p> <p>Warning of Step 2 if behaviour persists.</p>	Not recorded

<u>Step 2 – Less serious behaviour incidents</u>	<u>Response</u>	<u>Recording</u>
<ul style="list-style-type: none"> • Using unkind words, e.g. name calling, teasing (single incident) • Hurting someone, e.g. kick, push (single incident) • Distracting others from their learning • Failure/ refusal to complete work set • Interrupting/ answering back to an adult • Damaging property e.g. breaking a ruler • Throwing stones in the playground • Allegation of bullying <p>Repeated Step 1 behaviours</p>	<p>Follow class behaviour flow chart</p> <p>Loss of up to 15 mins play/ social time (ideally same day, supervised by class teacher.)</p> <p>Children who have not responded to behaviour flow chart approach, will be given time out in a different class.</p> <p>A red card during a lesson. This means that they will be required to spend time out of class in isolation, in the first instance (SLT to supervise)</p>	Class teacher records on Arbor.

<u>Step 3 – Moderate behaviour incidents</u>	<u>Response</u>	<u>Recording</u>
<ul style="list-style-type: none"> • Physical harm to others – leaving a mark • Threatening another pupil • Spitting • Swearing • Intentional damage to property • Theft • Leaving classroom without permission • Persistent Failure/ refusal to complete work set <p>Repeated Step 2 behaviours more than twice</p>	<p>If poor behaviour persists after use of behaviour flow chart on return to class, they will be given a red card and be required to spend time out of class in isolation, in the first instance (SLT to supervise)</p> <p>Class teacher directs child to attend Lunchtime detention. (see detention room rota)</p> <p>Class teacher informs parent in person by end of school day or by phone.</p> <p>Class teacher arranges a meeting to set up a behaviour plan with specific targets and rewards agreed.</p>	<p>Class Teacher records on Arbor.</p>

<u>Step 4 – Serious behaviour incidents</u>	<u>Response</u>	<u>Recording</u>
<ul style="list-style-type: none"> • Bullying • Racist or homophobic insult or insult related to disabilities or protected characteristics • Swearing directly at an adult • Dangerous acts of vandalism • Throwing objects at others • Overturning furniture • Extreme (unprovoked – possibly) aggression to others <p>Repeated Step 3 behaviours more than twice</p>	<p>Internal Exclusion from class for up to 3 sessions, supervised by SLT.</p> <p>SLT use 7 step Anti-bullying Plan.</p> <p>SLT to contact parents with a request they attend a meeting to plan next steps. This may include referrals to outside agencies.</p> <p>SLT/ Class teacher arranges a meeting to set up Behaviour plan.</p> <p>Behaviour plan with specific targets and rewards agreed/ Individual and Behaviour Risk Assessment agreed.</p>	<p>SLT records internal exclusion on Arbor.</p> <p>Record of Serious Incidents form completed & shared with parents by SLT</p> <p>Documents uploaded to Arbor by SLT</p> <p>Incidents requiring positive handling (restraint) handwritten in Bound book</p> <p>Health and safety (RIDDOR) form completed.</p>

<u>Step 5 – Very serious behaviour incident or repeated serious incidents</u>	<u>Response</u>	<u>Recording</u>
<ul style="list-style-type: none"> • Extreme behaviour or violence which harms the safety of others • Physical abuse to any member of staff • Two Step 4 serious behaviour incidents in a half term 	<p>Fixed term exclusion issued.</p> <p>Following a fixed term exclusion SLT will lead a reintegration meeting with parents and child which covers:</p> <ul style="list-style-type: none"> - Reasons for exclusion - Expectations on return to class - Social story of expectation in class - Strategies for child to use - Reparation/apology with anyone hurt. <p>SLT/Class Teacher arranges a meeting</p> <p>Individual Behaviour Plan and risk assessment agreed. PSP – for pupil at risk of permanent exclusion</p>	<p>Legal fixed term exclusion paperwork completed by HT/ Office manager.</p> <p>Where necessary, HT liaises with Lab to seek advice and records discussion notes.</p> <p>Incidents requiring positive handling (restraint) handwritten in Bound (HT's office).</p> <p>Health and safety (RIDDOR) form.</p> <p>SLT record on Arbor</p>

Equality Impact Assessment – Initial Screening Record

1. What policy is being reviewed?

Behaviour policy

2. Upon whom will this impact?

The Christchurch Junior School Community

3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	No impact
Minority ethnic groups			√
Gender			√
Disability			√
Religion, faith or belief			√
Sexual orientation			√
Transgender			√
Age (N/A to pre-school and school children)			√
Rurality			√

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups	√		
Gender	√		
Disability	√		
Religion, Faith or belief	√		
Sexual Orientation	√		
Transgender	√		
Age	√		
Rurality	√		

Does the initial screening highlight potential issues that may be illegal? NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? NO

Initial screening carried out by Finance and Staffing Committee on 20.11.18, reviewed by Local Governing Body 05.12.18

Comment by Headteacher: