

## GEORGE ROMNEY JUNIOR SCHOOL: BEHAVIOUR POLICY

### AIMS AND EXPECTATIONS:

We believe that children should be provided with the learning opportunities needed to embrace an emotionally, physically and mentally healthy lifestyle. We also believe that all members of the school community should feel safe, secure and supported in their daily routines to ensure a happy, safe and positive learning environment for all.

Our school offers an enjoyable and stimulating environment to promote positive attitudes and behaviour, giving everyone an equal chance to succeed. We expect children and adults to respect themselves and each other, enabling everyone to have a voice and be a valuable member of the community, thus improving life skills and helping to promote life-long learning and becoming better citizens.

### CORE VALUES:

In our school we believe in certain Core Values which we aim to teach explicitly to all learners through PSHCE/SEAL lessons. We also expect all members of the school community to demonstrate and model these Core Values through their daily interactions with each other. The promotion and celebration of these Core Values is fundamental to positive behaviour in our school and enabling learning for all:

<b>honesty</b>	<b>responsibility</b>	<b>respect</b>
<b>integrity</b>	<b>consideration</b>	<b>fairness</b>
<b>acceptance</b>	<b>determination</b>	<b>co-operation</b>

### BEHAVIOUR EXPECTATIONS:

To help our school enjoy a happy, safe and positive learning environment for all; we have clear expectations at all times of the school day:

- We treat everybody kindly
- We listen carefully and speak politely
- We follow instructions sensibly
- We move safely
- We look after all property
- We always do our best

These expectations constitute our rules for good behaviour. We expect these rules to be respected in every part and every area of school life. They should be prominently displayed in every part of the school, enabling every child and adult to be reminded of their existence.

Most people in our school community follow these rules. We must, therefore, strive to develop and support this good behaviour through our Behaviour Policy. The aim of this Policy is to develop a *consistent* approach to behaviour management throughout the school, celebrating and praising

acceptable behaviour and enforcing firm boundaries and appropriate consequences for unacceptable behaviour.

### **VALUING APPROPRIATE BEHAVIOUR:**

As mentioned above, most children show good and appropriate behaviour, usually valuing themselves and others by respecting rights and accepting difference. We believe these need to be valued by giving positive feedback. Good patterns of behaviour are encouraged on a daily basis by:

- non-verbal signals, smiles/thumbs up
- positive verbal comments and praise
- positive comments written in books
- awarding 'Dojo' points to individuals for good behaviour
- celebrating individuals by positive comments with merit awards
- Star of the Week awards, where one child in each class is celebrated, and their positive behaviour linked to the Core Values
- Having special 'golden letters' posted home from headteacher for good learning; outstanding example to others or 'living' the Core Values

### **TEACHING APPROPRIATE BEHAVIOUR:**

We have clear expectations for all members of our school community. Each year, every class looks at our core values and behaviour expectations and then completes their own class charter. This is then signed by all members of the class and displayed clearly in every classroom to ensure all children remember what they have agreed to. Class teachers will refer to their class charter throughout the year when discussing behaviour issues or at other relevant times such as PSHCE lessons or circle time.

Assemblies are often used to reinforce positive attitudes and behaviour for all children here in school.

### **DISCOURAGING ANTI-SOCIAL BEHAVIOUR**

If children choose not to follow our rules or copy children who do not follow them, clear sanctions need to be in place to show disapproval of unacceptable behaviour and protect the security and stability of the school community. Instances of unacceptable behaviour must:

- Be taken seriously and dealt with immediately, initially by the member of staff witnessing and then shared with class/headteacher if required
- Be evaluated and there should be a clear distinction between minor and major problems
- Be made clear to the children what changes in behaviour are required to avoid further problems
- Have sanctions and consequences should be targeted at the behaviour and not the person

Minor sanctions for minor behaviour offences need to be shown to work, i.e. that offender does not repeat offence. It is important too that the sanction is not out of proportion to the offence. When anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of whole procedure should take place to eliminate such behaviour, but also referral to SLT, using individual behaviour contracts, contact with parents and Behaviour Support Plans (BSP).

Sanctions range from:

- non-verbal reprimand (the 'look')
- verbal reprimand
- 'time out' to reflect on behaviour and consequences in class
- 'time out' to reflect on behaviour and consequences in another classroom
- Missing breaktimes/part of lunchtimes

- A conversation with a member of SLT/headteacher about their behaviour
- SLT or headteacher to initiate a conversation with parents about concerns
- Specific behaviour targets agreed to support child in a behaviour contract
- Child to be placed on a Behaviour Report for a minimum of one week
- Removal of privileges such as representing school in teams or at events
- Working in isolation\* from other children in school
- Lunchtimes exclusions\*
- Fixed term exclusion\*
- Referral to EP/BST or similar behavioural expert
- Permanent exclusion\*

\*please refer to appendix one re: dealing with severe behaviour incidents

## **FIGHTING:**

This is a no-fighting school and fighting is considered a serious offence. Any fighting is dealt with immediately and will result in letters home for a first incident and exclusions for repeated incidents. Play-fighting is not accepted either, as it invariably leads up to a real fight. We have a consistent approach to this and play-fighting is stopped immediately.

## **DE-ESCALATION TECHNIQUES:**

In a situation where a staff member believes that severe behaviour may be escalating to a level of seriousness requiring physical intervention, staff members should first use the following de-escalation strategies to diffuse the situation:

- Appear calm, centred and self-assured, even if you don't feel it
- Use a modulated, low tone of voice
- Use simple, direct language
- Avoid being defensive when comments or insults are directed at you
- Provide adequate personal space – do not block a pupil's escape route
- Show open, accepting body language
- Reassure the pupil and frame an outcome goal
- Identify any points of agreement to build a rapport
- Offer the pupil a face-saving route out of confrontation
- Rephrase requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat I can help you with your work"

## **PRE-EMPTIVE STRATEGIES:**

In circumstances where an instance of severe behaviour can be predicted, and where an element of preplanning is possible, staff should ensure that a member of senior management is present, for instance, when delivering bad news to a pupil.

## **PHYSICAL INTERVENTION:**

All members of staff have the legal authority to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Physical intervention will only be used as a last resort and only as a method of restraint. Staff members must use their professional judgement of the circumstance to decide whether physical intervention is necessary. Physical intervention will only take place in line with the school's Physical Restraint and Use of Reasonable Force Policy, by trained members of staff. If possible, staff should ensure that a second member of staff is present.

Following an instance of physical intervention, the pupil should immediately be taken to the headteacher and the pupil's parents/carers should be contacted and may be asked to take the pupil home for the rest of the day. George Romney Junior School complies with the DfE's guidance on when it is permissible to use reasonable force; reasonable force must only be used to:

- Remove a disruptive child from the classroom when they have refused an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event, trip or visit.
- Prevent a pupil leaving the classroom, if leaving would put their own safety or others at risk, or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

**Reasonable force must never be used as a punishment.**

## **ROLES AND RESPONSIBILITIES:**

In our school, all members of staff agree that promoting positive behaviour and attitudes is a shared responsibility of all members of staff at all times of the school day. We all act in 'loco parentis' and therefore have a duty of care to all children and other members of our school community.

We understand the relevance and importance of this policy alongside the anti-bullying policy and know that with other key policies such as Health & Safety; we are helping the children and families in our school in terms of all safeguarding issues.

The headteacher works alongside the staff in promoting positive behaviour and attitudes. It is the headteacher's responsibility to make final decisions about fixed-term formal exclusions for children.

Parents/carers and families play the most important role in the nurturing of positive behaviour in our children. Our school does all it can to liaise and support parents in supporting positive behaviour for the children in school with consistent approaches and clear policies and procedures. We know how important it is for children to understand consistent expectations and so happily share this policy in our prospectus and remind parents of expectations each September through our Home School Agreement (HSA).

School governors have the legal responsibility for the creation of policies and procedures in schools. They support and advise staff and the headteacher in matters in relation to behaviour and discipline in our school.

## **RESPONSIBILITY FOR THE POLICY:**

This policy has been updated after discussion with staff, the SMSC committee of governors and the children in school via School Council. It was uploaded onto our website for parents to view and comment upon during the autumn term 2017.

*"This policy was presented to the governors and formally adopted 4<sup>th</sup> December 2017. It will be reviewed in the light of any changes in statutory requirements or needs identified within the school and in any event within 5 years of the date of adoption."*

Signed..... Date: 4<sup>th</sup> December, 2017  
On behalf of the Governing Body

## **Appendix One: Dealing with Severe Behaviour Incidents**

### **Procedures**

- The children involved and any witnesses are all interviewed by a member of SLT separately
- If any children are physically injured, this is dealt with in the usual manner and the nature of the injuries recorded
- If appropriate, all parties may be asked to write down an account of the incident and their role in it
- Staff listen carefully to all accounts and remain non-confrontational and non-judgmental until the investigation is completed
- Parents of the children involved in the incident are informed and invited into school to discuss the issue

### **Isolation**

Pupils who display disruptive severe behaviour may be placed in isolation for a limited period of time determined by the headteacher. Pupils should be placed in isolation for a period of time which is proportionate to the offence; however, no longer than 3 days.

### **Exclusion**

Following repeat offences that are not resolved by the previous sanctions, fixed-term or permanent exclusion will be considered.

When the headteacher decides to exclude the pupil, parents/carers will be contacted by telephone, and then in a letter explaining the appeals procedure.

The formal procedure for permanent exclusion will be followed as laid out in the DfE's 'Exclusion from maintained schools, academies and pupil referral units in England' guidance.

### **Governor's Guidance on isolation/fixed term exclusions**

- Where serious disruption continues, and after all other steps have failed, the child may need to be excluded for a fixed period of 1 - 3 days.
- For using foul language towards a member of staff, isolation/exclusion for the rest of the day, plus one full day.
- For hitting a member of staff, exclusion for a fixed period of 1 - 5 days, or possibly a permanent exclusion may follow.
- Damage to school property, which is deliberate and malicious, 1 - 5 days isolation/exclusion and re-imburement for repairs.
- For bullying, verbal bullying and cyber-bullying 1 - 5 days isolation/exclusion.

The school takes pride in good behaviour of our children and will not accept behaviour which affects the education or welfare of other pupils.