



'BE THE BEST YOU CAN BE!'

BEHAVIOUR Policy

Lead person responsible:

D Guest

Date: November 2024

Review Date: November 2026

Rationale

We have a duty under the School Standards and Framework Act 1998 (updated FEB 2014) to have in place a behaviour policy that is clear, consistent and well understood throughout the school.

At Roe Green Junior School, we believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm.

We believe pupils will achieve their full potential in a safe, supportive, stimulating and ordered school environment.

We employ an Emotion Coaching approach as part of our behaviour strategy; stopping and becoming aware of the child's responses; acknowledging and recognising these emotional times as opportunities for support and teaching, then listening empathetically to validate the child's feelings. We help the child to verbally label their emotions, we set limits whilst helping the child to problem-solve.

As a result, Emotion Coached children:

- achieve more academically in school
- are more popular
- have fewer behavioural problems
- have fewer infectious illnesses
- are more emotionally stable
- are more resilient

The Behaviour policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy and use of restraint
- Disability Discrimination Scheme.

Implementation

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's individual needs will help to motivate pupils, promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.

We actively teach children strategies of how to behave in school through circle time and PSHCE lessons as well having assemblies and external agencies/visitors coming into school. All staff are able to access training and support which will help them to develop effective behaviour strategies.

Responsibility for Policy and Procedures

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Head teacher about disciplinary issues so that she can take the advice into account when making decisions about behaviour issues
- Help to review the effectiveness of the policy

The role of the Head Teacher and SLT:

- To implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy
- To ensure the health, safety and welfare of all children in the school
- To support staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy through necessary training
- To keep records of all reported serious incidents of misbehaviour
- The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified. However, Roe Green Juniors is a non-excluding school and all efforts will be made to keep children in our school.

All Staff will:

- Model respect in all communication with staff and children
- Have high expectations that are clear and consistently applied
- Use appropriate strategies to sustain positive behaviour
- Take account of children's social and emotional needs and adapt how we (as adults) communicate to children in respect of these

- Value and respond to every individual within our school irrespective of colour, race, religion, gender, sexual orientation or background.
- Use the behaviour policy consistently
- Give opportunities to develop interpersonal and social skills
- Offer a stimulating curriculum that enables pupils to engage
- Be organised in planning and resourcing lessons taught
- Make sure that pupils listen and are listened to, and value others
- Support children to help them make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society
- Teach children how to behave appropriately
- Reward/praise positive behaviour.

Parents, Carers and Families

Staff welcome early contact if parents have a concern about their child's behaviour or fear that others are upsetting them. If parents and school work together, we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Communication between staff and parents is through the use of the student planner or by phone call to the school and making an appointment through the school office.

Our Parents can help in the following ways:

- By adhering to the Home-School Agreement
- By ensuring that pupils arrive punctually for the start of the school day
- By ensuring that pupils have appropriate uniform for school and PE enabling them to take full part in all school activities
- By supporting the school policy
- To encourage and support children to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

The Children will:

- Respect and care for others and for property
- Listen to others
- Learn/work collaboratively
- Follow the golden rules (appendix 1)
- Follow playground rules (appendix 2)

- Try and resolve disputes positively
- Value and take responsibility of the environment
- When necessary, carry out self-monitoring
- Be polite to others
- Not bring toys or any valuable equipment to the School unless directed by a teacher or member of staff
- Wear the correct school uniform including footwear
- Respect our healthy school ethos by having only fruit and vegetables for snack time.

Our School Rules

This is based on the principle that everyone has a right to learn and a responsibility to allow others that right.

The rules are drawn up at the beginning of the year in consultation with the children. The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed which is fair and consistent.

We adopt the system of having 'Golden Rules'. These reflect our expectations in a child friendly manner. These rules will be displayed in each classroom and reinforced through circle time, PSHCE and other curriculum areas.

The Golden Rules

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|----------------------------------|---|---|
| We are gentle | - | <i>We don't hurt others</i> |
| We are kind & helpful | - | <i>We don't hurt anybody's feelings</i> |
| We listen | - | <i>We don't interrupt</i> |
| We are honest | - | <i>We don't cover up the truth</i> |
| We work hard | - | <i>We don't waste our own or others time</i> |
| We look after property | - | <i>We don't waste or damage things</i> |
| We are resilient | - | <i>We believe in ourselves and persevere.</i> |

(See Appendix: 2 for playground rules.)

Pupil Support Systems

We believe it is vital to have systems in place to support pupils in relation to behaviour management.

The systems in place at present include:

- Peer mediation
- Friendship club
- Ambassadors (Year 6)
- School council
- Play enrichment.

Rewards and Sanctions

We aim to reward positive behaviours rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, sanctions should be needed only for a minority of children.

It is essential that the main focus for rewards and sanctions should be within the classroom, extending to Senior Management when necessary. They should be applied in a fair and consistent manner with appropriate parental involvement.

These can be given to individual children, small groups, classes or departments as appropriate by:

- Head teacher
- Deputy Head teacher
- Assistant Head teacher
- Year Leaders
- Class teachers
- Classroom Assistants, all support staff and volunteers
- Midday Supervisors

Rewards at Roe Green Junior

At Roe Green, we believe in positive reinforcement and use a variety of reward systems. These include:

- Use of verbal praise
- Stickers in student planners
- Certificates
- Beads/ marbles in a jar
- Table points
- Golden time
- Names on board
- Notes in the student planner
- Liaising with parents
- Recognition in year group and achievement assemblies
- Sending children to the Head, Deputy or Assistant Head.

Sanctions at Roe Green Junior

The following can be imposed by the Class Teacher:

- Withdrawal of privilege relative to misbehaviour
- A verbal reprimand appropriate to the child and misbehaviour (e.g. within the group, individually etc)
- Use of incident log to document the situation
- Detention may be given for missed homework
- Parents informed and involved in the behaviour management process
- Use of 'My School Day' report booklet (SLT member informed)
- Time out (e.g. outside area under supervision, another group, another class)
- Reasoned explanation of why the behaviour is unacceptable followed by an appropriate sanction (e.g. a verbal or written apology, repetition of an unsatisfactory task)
- Child to assist in rectifying the problem they have caused
- Developmental written comment on work
- Work to be completed in the child's own time or at home
- Child sent to another appropriate adult to explain their misbehaviour
- Referral to Senior Management/Head teacher.

Positive behaviour should be encouraged at all times. However, those children who fail to adhere to school rules in the classroom will follow the behaviour steps system:

Behaviour Steps

- Official verbal warning
- Name written on the board
- A tick next to the child's name
- Time out in or out of class for 5 minutes to reflect
- Miss playtime (name in Class Log book and written in school planner)*1
- Send to Year leader (recorded in year leader's log book and school planner)*2
- Referred to Assistant/Deputy Head (Letter sent home)
- Head teacher to deal with issue.

**1- Once a child has been recorded in the teacher's log book three times – send to Year Leader.*

**2- If the child has been recorded in the Year Leader's book three times – contact parents and refer to the Assistant/Deputy Head as appropriate.*

A child should be sent directly to the Head/Deputy/Assistant in case of the following:

- Racism
- Serious cases of fighting
- Serious issues relating to bullying
- Vandalism
- Abuse of staff both verbally and physically.

Systems for Support Staff

Support staff will support our school behaviour systems by offering rewards and talking to a child if a behavioural incident occurs. They will refer consistent bad behaviour or a serious incident to the class teacher who is in charge of the pupil.

During lunchtimes, school meal supervisory assistants (SMSA's) will be responsible for the children. If behavioural incidences occur, SMSA's will:

- Speak with the child regarding the behaviour (in accordance with the policy)
- Refer incidents to the senior SMSA if situation is unresolved
- For serious cases, send child to a senior leader or the Head teacher.

There will be few children who have specific behavioural needs. In those cases, the behaviour steps will not be sufficient and other consequences will be put into place after consultation with the Head teacher or Deputy/Assistant Head.

They may choose to:

- Place the child on report
- Consult with the SEND coordinator
- Temporary suspension
- Permanent exclusion

Our policy is to avoid exclusions. However, if a need does occur, a managed move will be considered in lieu of permanent exclusion. This will be carried out in accordance with LEA policy and Governors directive and be used in only the most **serious cases**. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.

Prior to the exclusion or a managed move of a child these steps must be taken:

- Full consultation with parents well before the stage of considering exclusion is reached unless in response to a serious incident
- Full consultation with all relevant staff about the child's problems
- Involvement of the child where appropriate including reasons for action taken
- Discussion with the Educational Psychologist and/or outside agencies
- An opportunity for parents to present their case
- Pastoral support plan written

REVIEW AND MONITORING

This policy overlaps with other policies and will be reviewed and updated at the start of each academic year with all staff and governors.

Appendix 1: The Golden Rules at Roe Green Juniors

- We are gentle** - *We don't hurt others*
- We are kind & helpful** - *We don't hurt anybody's feelings*
- We listen** - *We don't interrupt*
- We are honest** - *We don't cover up the truth*
- We work hard** - *We don't waste our own or others time*
- We look after property** - *We don't waste or damage things*
- We are resilient** - *We believe in ourselves and persevere.*

Appendix 2: Our Playground Rules

- **NO** ball games before school starts **OR** on a Friday
- Only soft balls are to be used in the playground, no tennis balls (*Y6 playground will have some exceptions to this rule)
- Children can bring in games to play but it is their responsibility to look after them
- No high or long throwing allowed
- Keep all ball games away from the shelter, entrances and bench areas
- Stop when the first whistle blows and the red 'traffic light' symbol is displayed.
- Walk to your line and stand quietly in line when seeing the green 'traffic light' symbol alongside the second whistle.
- At lunchtime, return all games to the correct boxes.

Football days

- Monday** - Handball and own games
- Tuesday** - Football and own games
- Wednesday** - Handball and own games
- Thursday** - Football and own games
- Friday** - Friendly Friday – No ball games

APPENDIX 3: Supervision of Children

- **Classroom**

- Children should never be left unsupervised in a classroom. If, in an emergency you have to leave, a member of staff in the adjacent classroom should be informed before you go.
- All sharp objects (scissors, compasses etc) must be put away in a safe place. At NO time should children be left on their own with these objects. Always check before play and lunchtimes.
- During wet playtimes the duty rota is followed. The member of staff on duty is responsible for patrolling the corridor and keeping a check on the classes. In the event of wet play after an assembly, the teacher on duty is responsible for collecting their year group and escorting the children back to class.
- All equipment must be made safe.
- Staff on playground duty may leave their classrooms 5 minutes before the bell, but they must inform another member of staff before they go and ensure children are supervised at all times.

- **Around School**

- Children should not be asked to go to unsupervised areas alone (e.g. teacher's resource rooms, PE cupboards etc)
- Children who have been 'split' due to staff absence should line up in their class place before school. After registration, work will be given and children can move to their 'split' classes. During break times 'split' children should play in the area of the year group they have been 'split' into. After lunch 'split' children will return to their own class to be registered and afternoon work set. At the end of the day 'split' children should return to their own classroom to be dismissed by the year leader, (H/AH)
- When classes are split, children's names should be put into the 'split' book of the class they enter (which should be clearly on display or on the teacher's desk). This book should be taken into the playground during fire drills or in an emergency. 'Split' children should remain with the class until collected or called for by a member of staff.
- A complete 'Split List' should be available in: the front of each class register, in the first section of teachers green planning files, with year leaders and with the Assistant Head.
- Children delivering messages around the school must always be in pairs.