

# OCKLYNGE JUNIOR SCHOOL

## PART OF SOUTH DOWNS LEARNING TRUST

### Behaviour Policy

Date approved by Governors	January 2018
Date of Next Review	January 2019
Status	Statutory

All our policies support our vision and are based on our core values

We are polite, well mannered, considerate, gentle and understanding of others	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> </ul>
We are patient, honest, kind, good listeners, forgiving and admit when we have made a mistake	<ul style="list-style-type: none"> <li>• <b>Reflection</b></li> </ul>
We do not give up, we try to sort our problems calmly and give things a go	<ul style="list-style-type: none"> <li>• <b>Resilience</b></li> </ul>
We work hard, are helpful, reliable, look after property and co-operate with others	<ul style="list-style-type: none"> <li>• <b>Responsibility</b></li> </ul>

## Introduction

We aim to create a safe and positive learning environment where pupils are valued, nurtured and supported with their social and emotional development. We have identified four main values which lie at the heart of all we do at Ocklynge;

RESPECT      RESILIENCE      REFLECTION      RESPONSIBILITY

We explicitly teach and model these values through our curriculum, philosophy sessions, circle time and assemblies. Positive behaviour is rewarded and celebrated around the whole school and pupils are encouraged to take responsibility for their actions and to take responsibility for helping others. We encourage honesty when pupils have made mistakes and use it as an opportunity for reflection, with pupils encouraged to identify better choices for next time and to repair any relationships with peers and staff. Behaviour that is not acceptable is clearly pointed out, making it clear to the child that it is the behaviour that is being criticised and not the child as a person. We acknowledge that behaviour is usually a communication of underlying difficulties and we aim to uncover what may be at the root of a child's behaviour and offer early intervention, as well as making it clear that all members of our school community have a right to feel safe, be respected, be able to learn and to be able to voice any concerns.

## General Aims

- For all staff to model and teach children to show respect and kindness towards all, regardless of whether they have different beliefs, religions, opinions and cultures.
- To enable each child to develop social skills and emotional literacy for life so that they become increasingly confident, self-aware, able to manage their emotions and being responsible for their own behaviour choices.
- To help children to develop a social responsibility within the community, as they increase their understanding of the world we live in, so that they will develop into actively caring, responsible, inclusive and thoughtful citizens.
- To create an accessible and stimulating learning environment so that children feel enthused to learn, can work independently wherever possible and are able to shine in their own achievements and progress.
- To raise self-esteem of all members of our school community by praising and noticing achievements, skills and behaviour that adheres to our values.
- To model and explicitly teach manners and behaviour necessary for success in a range of social and formal situations.
- To fully involve parents in knowing how their child is behaving at school so that we can both work together to praise children and to help solve problems as they arise.
- For adults to be consistent in their rewards and sanctions, have a commitment to dealing with all behaviour and communicating with key adults to ensure the policy of rewards and sanctions is always followed.

## **To ensure the success of this policy we will;**

1. Expect all staff to be actively involved in following the rewards and sanctions system and instilling the values of the school.
2. Display the values, rewards and sanctions in an accessible way for children in every classroom and around the school.
3. Expect Classroom staff to invest time and make extensive efforts to form a positive relationship with all pupils in the class, particularly those for whom new attachments are difficult and create anxiety.
4. Encourage parents to access the class dojo system so that they can celebrate their child's successes immediately and can have regular communication with the teacher.
5. Aim to inform parents on the day that any sanction is given so that they can discuss this with their child that evening.
6. Use a Thrive approach and language when dealing with any upset or angry child. We will use de-escalation as a major strategy when children are upset, even if an incident was their fault. We will only discuss the behaviour with them when they are calm and if possible in a quiet and private way.
7. Follow up on any unacceptable behaviour even if it is not appropriate to do so immediately.
8. Plan restorative work through an early intervention plan and actively teach skills to those pupils who repeatedly find it difficult to follow our rules and values. These pupils may need an individual reward and sanction system.
9. Listen to parents and offer strategies or signpost them to family services if behaviour support is needed at home.

## **Rewards and Sanctions systems**

The reward and sanction system has been devised to help train children in acceptable classroom and social behaviour, to keep all of our community happy and safe and to ensure consistent responses to behaviour around our large school site. We want children to have their good behaviour noticed, rewarded and appreciated, particularly those who are quietly and consistently following all of our rules and values. All staff will follow the systems below but some may introduce additional systems at their discretion to motivate their pupils.

### **Rewards**

#### **Class dojos**

1. Classes will use the dojo system and children are able to earn individual and class reward points.
2. Children will be presented with dojo certificates; bronze for 50 dojos, silver for 100 dojos, gold for 150 dojos and a platinum certificate for the few children who earn more. The aim would be for most pupils to earn a certificate every long term - Christmas bronze, Easter silver, and summer gold.
3. The class will have a target amount, set by the teacher, leading to a class reward.

4. Children are able to earn dojos by following the school values of Respect, Responsibility, Resilience and Reflection. Each school value will be worth 2 dojos and everything else is 1 dojo.
5. Staff may also reward dojos to children for any reason that they note that a child deserves one, at their discretion.
6. Parents will be able to see all their child's dojos by signing up to the system. They may also message the teacher about achievements of their child outside of school.
7. At break and lunchtimes and around the school, all staff will award dojos using the dojo slip or a values sticker which the teacher adds to the dojo system.

### **Reward Time**

1. Every week children can have half an hour reward time for good behaviour linked to following the school values. For Year 6, this may be fortnightly.
2. The whole class receives this reward time automatically and keep the full amount of time if following our rules and values system all week.
3. Reward time will be held across a few classes as far as possible in order to offer a wider range of structured activities.

### **Outstanding and Exceptional Behaviour Medals**

At the end of each long term (T2, T4, T6) there will be three medals awarded - one for achievement, one for effort and one for citizenship by class. This is to acknowledge the children who are exceptional in these areas. It should be understood that this is hard to win as an award and is intended to enable children to strive for excellence.

### **Sanctions**

Sanctions are in place for those children who choose not to follow the school values and rules. There is a child friendly flow diagram of the sanctions displayed in all classes.

We do not accept:

- Aggressive or violent behaviour
- Swearing
- Challenging or arguing with an adult's instructions
- Racist or homophobic language
- Bullying
- Inciting gang like mentality.

Children will lose the right to go through the hierarchy of consequences if they exhibit severe misbehaviour.

### **Stage 1**

A Verbal warning or reminder of behaviour expectations is given.

No response by the child leads to name on board or notepad. This is rubbed out if behaviour turned around for the rest of the session or break time.

## **Stage 2**

A cross will be given against the name and 5 minutes weekly reward time lost. All staff will inform the class teacher of poor behaviour in any part of the school on the same day. The teacher will decide if stage 2 sanctions apply or escalation to a higher level.

If a child is repeatedly losing all thirty minutes of their reward time on a weekly basis then a different reward system will be devised by the class teacher using an early intervention plan shared with parents. This may mean that the child has to win reward time each week rather than it being an automatic right.

## **Stage 3**

A second cross will be given leading to a Time Out at break time - either that day or the next. Parents informed by the teacher on the day by phone, email or dojo message and a letter sent home. For children in the same friendship group, the teacher will separate when they do their time outs by time or day as far as possible. In time out the child will do a letter or card of apology, fill in a reflections sheet or finish off work.

If a child misbehaves in time out they will be given another one by the senior leader in charge and the teachers and parents will be informed of this. After five Time Outs in a term the Head of Phase (or Head of Year) and the teacher will contact the parents for a meeting. An early intervention plan may be appropriate at this point. The person who is leading the break or lunch duty when this occurs will notify the Head of Year and teacher.

## **Stage 4**

If the child continues to misbehave on that same day then he/she will be at Stage 4. The time out given at stage 3 will still apply. The teacher will send the child to another class for half an hour. If the child refuses to go then support staff from across the year will be called to help. The child will be given work to do in the other classroom by the teacher.

If poor behaviour persists to this stage during break or lunchtime, then the child will be sent to stand by a wall or other designated area near a supervisor for the rest of that free time. The sanction slip will indicate stage 4 reached. The child will get more than one time out. The MDSA lead may decide in discussion with the teacher that the child needs to be in a monitored area of the playground for a while or restricted in the games they play or whom they play with.

The Head of Phase or Year should be informed about any pupil reaching stage 4 by the class teacher. If reaching stage 4 is a persistent problem then an 'Early Intervention Plan' should be put in place, in consultation with parents. At this stage teachers will be supported by the Head of Phase (Or Head of Year). The plan should be reviewed with parents at least once a term or more frequently if needed. The plan is ended once the child's behaviour improves.

## **Stage 5**

The pupil has not responded still to the stages above and is behaving in an unsafe and unresponsive way, endangering themselves or others. Senior Leaders and the Learning Behaviour Mentors are called. They will firstly try and de-escalate the situation and provide an additional presence in the classroom so that the teacher may talk to the child. If this is not successful then it may result in the child being removed from the classroom or area, using positive handling if necessary for safety. The child will be calmed and spoken to about behaviour choices. For some children it will be beneficial for them to be sent to another class for the remainder of the session or day, depending upon the particular details of the incidents and the individual child's circumstances. If during break or lunch times then the child is sent in to the Senior Leader on duty or help is called for.

At stage 5 the child will automatically lose all rights to free time for a period of time of up to five days. They will spend time with a key adult who will give strategies to the child to learn to deal with their behaviour. Any child who doesn't complete work will be expected to do their work at home. The member of SLT dealing with the situation will inform the teacher, parents and the Inclusion Manager and will invite them to a meeting, which will be recorded and a copy given to the head teacher. An early intervention plan must be completed at this stage to support the child in changes their behaviour or ensuring that they do not reach this stage again.

## **Stage 6**

If the child refuses to follow instructions set by the SLT, and poses a significant risk of danger to themselves or others, or is refusing or unable to stop being verbally or physically abusive despite de-escalation techniques being used, then the head teacher will be called. The child will be given a fixed term exclusion. Parents will be issued with a formal notice of this and will be invited to a reintegration meeting with the Head teacher or Deputy Head Teacher on the day of the child's return to school. A behaviour plan will be created or reviewed. For children who get to this stage on several occasions, there will be a discussion about referral to outside agencies to work with us to prevent permanent exclusion from the school.

## **Following Stage 6**

Permanent Exclusion

## **Report Cards**

Report cards will be introduced to individual children as and when needed at the discretion of the SLT.

Teachers may use symbols of their choice, such as traffic lights, faces or weather symbols to depict children starting every week anew with 30 minutes reward time. Sanctions may not be carried over to the reward time of the following week.

## **Intervention groups and provision for social, emotional and mental health (behaviour)**

Any cause for concern with pupil behaviour, social skills, anxiety, anger management, mental health or change in behaviour due to a family circumstance

should, in the first instance, be discussed between the class teacher and the parent. The most effective intervention will be one which the class teacher can oversee, as the adult who knows the child best in school and has the daily contact with them and which the parent will be fully involved in through good communication with the school.

We encourage teachers to do an early intervention plan for social, emotional and mental health difficulties (behaviour) in order to document the efforts they and the parents are making. This will be a record of what has worked for a child and the strategies that have been tried before further help is requested. If the teachers and parents efforts do not result in an improvement in a child's behaviour then they may use the Single Referral Form describing the presenting need. Senior Leaders, Ms Knights and Mrs Berhane, will then discuss the referrals and decide upon the next action to take, which may result in an intervention within school or a referral to an outside agency, with parents full involvement and permission.

School interventions include group and individual work on;

- Anger management
- Friendship
- Social Skills
- Thrive
- Lego Therapy
- Supported lunch club
- Restorative Practice
- Peer mediation
- Individual behaviour plans.

We currently provide counselling for a very small number of pupils but hope to be able to extend this and provide a school based counsellor to cater for more pupils.

### **Special Education Needs and Disability (SEND)**

Children on the special educational needs register should be able to follow the same rewards and sanctions system as all other pupils with the expectation that the teacher has put in place any strategies, interventions and additional support mechanisms identified in their individual plans.

For a small number of pupils with significant and persistent social, emotional and mental health difficulties, a reward and sanction system may have no impact and be deemed inappropriate. In this instance, the child will have an additional needs plan and may need targeted and sustained support from a behaviour mentor. The behaviour mentor will, wherever possible, set up systems within the classroom to enable the child to form attachments with other adults so they are not too reliant upon them. If this fails to have an effect outside agencies may be involved with full consultation with parents.

We have several staff trained in using Non Violent Resistance (NVR) and working in partnership with families, a group of staff and other professionals. NVR involves a team of adults taking one sided action and refusing to accept behaviour that has a controlling effect on others, such as physical violence, verbal abuse, and

destruction of property and self-harm. This works on a principle of enhanced adult presence and communication about all behaviour. There is a focus on de-escalating and reducing conflict. At the same time deliberate efforts are made to meet the child's emotional needs and to offer unconditional acts of care and kindness.

### **Positive Handling**

A considerable amount of time and effort will be made to diffuse anger and to use an approach to help children regain control of their behaviour. However, there will be occasions when physical intervention by staff may be necessary to ensure the safety of our pupils and staff. We do not identify positive handling as a behaviour management technique but as an emergency measure. We will endeavour wherever possible to use staff who have received positive handling training and to use more than one member of staff to ensure the safety of all. Staff will use their individual judgement about handling a child when presented with a high risk of serious injury occurring and it will be recorded and reported to senior leaders and parents.

### **Searching**

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item such as knives, stolen items, pornographic images, illegal substances or any item that could cause personal injury or damage to property.

The named Governor with lead responsibility for this policy is: Mr Woodward.

The named member of staff with lead responsibility for this policy is: Mr Reynard.

## Roles and Responsibilities of all adults working within the school

Role	Responsibility
Governors	<ul style="list-style-type: none"> <li>• Be outstanding role models in demonstrating the school values</li> <li>• Establish the policy</li> <li>• Monitor and review the effectiveness of this policy</li> </ul>
Headteacher	<ul style="list-style-type: none"> <li>• Be outstanding role model in demonstrating the school values</li> <li>• Ensure structures are in place to support the effective implementation of this policy</li> </ul>
Senior Leaders	<ul style="list-style-type: none"> <li>• Be outstanding role models in demonstrating the school values</li> <li>• Ensure that procedures are developed and applied</li> <li>• Ensure that standards of behaviour are monitored and recorded.</li> <li>• Challenge unacceptable behaviour</li> <li>• Ensure that all staff are aware of and understand this policy</li> <li>• Encourage partnerships with parent to modify negative behaviour</li> <li>• Provide support to members of staff where necessary</li> </ul>
Teaching staff	<ul style="list-style-type: none"> <li>• Be outstanding role models in demonstrating the school values</li> <li>• Ensure that standards of behaviour in lessons are excellent</li> <li>• Ensure that classroom expectations are clearly outlined and understood by all students</li> <li>• Ensure that disruptive behaviour does not present a barrier to learning by consistently implementing the behaviour policy</li> <li>• Ensure the safety of children while on duty by actively promoting positive behaviour in line with the school values</li> </ul>
Learning Support Assistants	<ul style="list-style-type: none"> <li>• Be outstanding role models in demonstrating the school values</li> <li>• Reinforce the expectations for positive behaviour</li> </ul>
Lunchtime supervisors	<ul style="list-style-type: none"> <li>• Be outstanding role models in demonstrating the school values</li> <li>• Ensure the safety of children while on duty by activity promoting positive behaviour in line with the school values.</li> </ul>
Office Staff	<ul style="list-style-type: none"> <li>• Be outstanding role models in demonstrating the school values</li> <li>• Reinforce the expectations for positive behaviour</li> </ul>
All staff	<ul style="list-style-type: none"> <li>• Be outstanding role models in demonstrating the school values</li> </ul>

	<ul style="list-style-type: none"> <li>• Establish a relationship of mutual respect with students</li> <li>• Deal promptly and personally in matters of discipline</li> <li>• Consistently apply the behaviour policy procedures</li> </ul>
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### Expected code of conduct for children

Expected behaviour	Explanation
Mobile phones	Not to be used on the school site - this includes before and after school. If it is necessary for them to use the phone, this should be in the presence of a member of staff. The mobile phone is given to the teacher in registration and is passed on to the office. The child will receive the phone again at the end of the day.
Uniform	We expect to have a high standard of uniform for children to wear the correct uniform at all times. They should have their T-shirts tucked into their trousers or skirts. They should have the appropriate PE kits. Long hair should be kept up. No jewellery can be worn No make-up or nail varnish No brightly coloured dyed hair
Attitude and manners	We expect children to respond with the same level of respect to all adults on the school site including parents and lunchtime supervisors as they do their teachers. Parents should report any unacceptable behaviour to the members of staff on duty.
Online safety	Children are not allowed to access sites which may contain potentially unsuitable content unless supervised by an adult who has already monitored the content Children should not encourage other children to view unsuitable content of games, social media and internet content. We do not deem it suitable for children to access any social media sites below the recommended age of 13
Before and after school rules	Children are not allowed to play on the play equipment before or after school Children are not allowed to play football or ride on skateboards, scooters or bikes.
Eating around school	Children should not eat in the corridors walking around school. They are not allowed gum, sweets or energy drinks.

### **Links with other school policies and practices:**

This Policy links with a number of other school policies, practices and action plans including:

- Anti-bullying policy
- School's Value Based Education Policy
- SMSC policy
- Complaints procedures
- Safeguarding and child protection policies
- Confidentiality policy
- Online Safety and Acceptable Use Policies (AUPs)
- Social Media policy
- Curriculum Policies such as PSHE and citizenship and computing
- Thrive Information
- SEND report
- Positive handling guidance 2016
- Code of Conduct.