

Emmbrook Junior School



Behaviour Policy and Statement of Behaviour Principles

Responsibility of: Head Teacher and POPC Committee
Date of Policy: April 2021
Date of Review: April 2022

Mission Statement

The Emmbrook Junior School community works together to further develop each child's abilities by creating a nurturing and motivating environment for learning. Each child's self-confidence will be strengthened so they make good academic progress whilst gaining increasing resilience and respect for the community.

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1. Aims

This policy aims to:

- Create the conditions for a safe, positive, orderly school community in which effective learning takes place.
- Establish a behaviour culture where our pupils are encouraged to develop self-discipline, to have regard for other pupils and adults and to develop respect for others and their environment.
- **Ensure every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.**
- **Ensure all pupils, staff and visitors are free from any form of discrimination.**
- Outline **how pupils are expected to behave** during school.
- Provide a whole-school, **consistent approach** to behaviour management (and where necessary, use targeted approaches to meet the needs of individual pupils).
- **Define** what we consider to be unacceptable behaviour, including bullying.
- Outline our system of **rewards and consequences**.
- Explicitly summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Roles and responsibilities

3.1 The governing body

The **governing body** will review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

3.2 The Head Teacher

The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the **governing body**. The Head Teacher will also approve this policy.

The Head Teacher will ensure that the school environment encourages positive behaviour, the use of positive language and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied fairly and consistently.

3.3 Staff

All staff are responsible for:

- Implementing the behaviour policy consistently
- Maintaining and reinforcing high expectations of behaviour
- Using positive language at all times
- Informing parents of both successes and areas for development
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording misbehaviour incidents (Level 3) on the behaviour log which will be filed in a class information folder.
- Storing completed reflection sheets in the class information folder.
- Asking the Senior Leadership Team for support in responding to behaviour incidents where necessary

3.4 Parents

Parents are expected to:

- Support their child in adhering to our Golden Rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Work with the teacher to ensure children meet the high expectations of Emmbrook Junior School

4. Our Golden Rules

Pupils are expected to follow our six Golden Rules, which are:

- We are kind and helpful to everyone
- We show respect to others and ourselves
- We are honest
- We work hard and always try our best
- We respect our school environment
- We encourage one another

5. Rewards and consequences

5.1 List of rewards and consequences

Positive behaviour will be rewarded with:

- Praise
- House Points
- Caught Doing the Right Thing vouchers
- Phone calls / notes home to parents
- Emmbrook Excellence Awards
- Special responsibilities / privileges

5.2 Definition of 'Caught Doing the Right Thing'

Children will be given a Caught Doing the Right Thing voucher for the following actions:

- Holding doors open

- Doing a job well for an adult
- Doing something extra without being asked
- Doing something unexpected that is good
- Helping children when they are hurt
- Picking up litter
- Helping others in class
- Keeping the corridors tidy

5.3 Definitions of misbehaviour and consequences

Please see the table below that defines the three levels of misbehaviour and the consequences the school may use in response to unacceptable behaviour:

Misbehaviour Level 1: Reminder stage

This is defined as:

- Distraction in class which has an impact on their own and others learning
- Non-completion of classwork due to poor attitude
- A breach of the Golden Rules

We encourage children to make the right choices and use every opportunity to praise and support them to demonstrate good behaviour

The following approaches are used by adults in order to quickly and effectively re-focus children in this:

- Non-verbal signs
- Quiet word with child using positive language
- Telling the child what they must do and finishing by saying “thank you” showing expectation that the child will do as you have asked.
- Remind class/child about Golden Rules. Use language of choice. Ensure rules are understood.
- Refocusing/diversions
- Repositioning of child – remind them of expectations

Misbehaviour Level 2: Visual Warning Stage

This is defined as:

- Children who have received a minimum of two reminders but even after the approaches named in Level 1, have chosen to continue to break the Golden Rules.

In this case, the following procedure will be followed:

- Child receives a visual warning in the form of a **yellow card**. This is placed discreetly in front of them on the table and is a signal that their behaviour choices are not in line with the high expectations of the school.
- When the morning or afternoon session has finished, children return the **yellow card** to their teacher agreeing how to move forward and focussing on the positive behaviour choices of the child since receiving the **yellow card**.
- All children are given a fresh start as soon as they have handed back their **yellow card** in order to encourage children to choose to behave in a positive manner.

Misbehaviour Level 3: Reflection Stage with Class Teacher or Support Staff

This is defined as:

- Repeated breaches of the school's Golden Rules
- Persistent Level 2 behaviour which continues even after a visual warning
- More serious misbehaviour such as inappropriate use of ICT equipment; fighting; inappropriate language

In this case, the following procedure will be followed:

- The **yellow card** is then turned over to display a **red card**, again placed in front on them on their table. This signals that the child has continued to display unacceptable behaviour.
- If a child demonstrates behaviour which is deemed of a more serious nature, they will be given an immediate **red card**.
- When the morning or afternoon session has finished, children are given the opportunity to reflect on their behaviour with the class teacher or member of support staff (in a 1:1 situation) in order to identify how best to move forward, again focusing on the positive behaviour choices expected of the child.
- An opportunity is offered for the child to seek support if needed.
- All children are given a fresh start as soon as they have had their reflection time and handed back their **red card** in order to encourage children to choose to behave in a positive manner.

Misbehaviour Level 4: Reflection with Deputy Head Teacher

This is defined as:

A child who regularly chooses to continue to display Level 3 behaviours (regular is defined as three red cards in a half term) even after reflection time with the class teacher or member of support staff.

In this case, the following procedure will be followed:

- **Reflection time will be arranged with the Deputy Head Teacher**
- **Parent contacted by the Class Teacher (with support of SLT if required)**
- **If necessary, a meeting between parents and an Deputy Head Teacher would be arranged.**
- **All children are given a fresh start after their reflection time with the Deputy Head Teacher in order to encourage children to choose to behave in a positive manner.**

Misbehaviour Level 5: Reflection with Head Teacher

This is defined as:

- Persistent level 3 behaviours and after one reflection with the Deputy Head Teacher
- Any form of bullying
- Sexual harassment (see Keeping Children Safe in Education Sexual Harassment definition p88)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting that causes serious injury
- Racist, sexist, homophobic or discriminatory behaviour (please see Serious Incident Folder in Head Teacher's Office)
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

In this case, the following procedure will be followed:

- **Immediate Reflection Time with the Head Teacher**
- **Parent contacted by the Head Teacher**

Where appropriate:

- Parents invited in to meet with the Head Teacher
- Contribution towards partial cost of replacement if property broken
- Involvement of EWO, EP, Foundry College if appropriate
- Behaviour Support Plan
- Fixed Term Exclusion
- Permanent Exclusion

5.3 Off-site behaviour

Consequences will be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

5.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

6. Behaviour management

6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Golden Rules
- Teach learning behaviours
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

6.2 Physical restraint (see Positive Handling Policy)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see Positive Handling policy)

6.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

6.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Manager will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

7. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Repetitive: unkindness, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

8. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

9. Training

Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

This behaviour policy will be reviewed by the Head Teacher and **full governing body** every 2 years. At each review, the policy will be approved by the Head Teacher.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying policy
- Positive Handling policy
- SEN policy

Appendix 1: behaviour log (T:\TAs\behaviour)

Where possible all behaviour incidents should be logged using CPOMs – the areas below should be used as an indicator of what should be recorded. The log can be used temporarily if CPOMs is unavailable.

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any consequences?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 2: Reflection Time Proforma (T:\TAs\behaviour)



Reflection Time

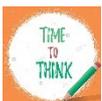
Name	
Class	
Teacher's Name	
Today's Date	

You have chosen not to follow one of our Golden Rules. You have been given some reflection time to discuss with an adult the impact that your behaviour has had on yourself and others.



Which of the Golden Rules do you think you have broken? Please tick.

We are kind and helpful to everyone	
We show respect to others and ourselves	
We are honest	
We work hard and always try our best	
We respect our school environment	
We encourage one another	



What did you say or do to break a Golden Rule?



What impact do you think your misbehaviour had on yourself? Others? Adults?

Yourself:	
Others:	
Adult:	



What would you have been a better choice in this situation?



Would you like someone to help you plan how to improve your behaviour in future?

Yes/No

If "yes", who would you like to help you?



Please sign below and ask your adult to sign so they know you are committed to following our Golden Rules.

Child: _____

Adult: _____

Additional information from adult



Appendix 3: Covid-19 Addendum

In light of the need for children to behave differently when they return to school, and for new safety systems we have put in place to operate effectively, we have reviewed our current behaviour policy and communicated to pupils, parents, staff and governors the updates.

Senior Leaders will:

- Set and maintain a culture where excellent behaviour and attendance is valued and expected by everyone in the school community. Make sure all staff, governors and trustees understand the importance of good behaviour and have a good understanding of the school's policies.
- Allocate a behaviour lead on the senior leadership team to ensure policies are implemented effectively and on the governing body to provide additional visibility, support and challenge.
- Communicate revised behaviour and attendance policies to staff, pupils and parents as soon as possible and ensure expectations are clearly understood.
- Ensure the Senior Leadership Team are visible around the school and invite discussion and feedback.
- Include behaviour and attendance expectations in your induction sessions with pupils and parents, newsletters and your website.
- Use visual reminders of behaviour and hygiene around the school.
- Build a strong relationship and keep an open dialogue with parents who need further information or reassurance on the importance and/or safety of returning to school.
- Provide regular feedback to staff, pupils and families on how well they are executing new procedures.
- Celebrate and reward individuals or groups who are conforming to our behaviour policy particularly well.
- Invite feedback from staff and pupils regularly and discuss how new habits and routines are working, in order to assess the effectiveness of behaviour and attendance policies and adjust provision in what is likely to be a changing context.

All children must:

- follow altered routines for arrival or departure
- follow instructions on hygiene, such as handwashing and sanitising
- follow instructions on who pupils can socialise with at school and where children may or may not play
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, distanced-queuing)
- abide by expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoid touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus (COVID-19)
- follow rules about not sharing specified equipment or other items including drinking bottles
- amended expectations about breaks or play times, including
- follow instructions over safe use of toilets
- understand there will be serious sanctions for coughing or spitting at or towards any other person and it will be considered Misbehaviour Level 5. (Refer to section 5.3)

All staff must:

- Not come to work if you have coronavirus (COVID-19) symptoms, or go home as soon as these develop (informing your manager), and access a test as soon as possible. You can do this by visiting the [NHS website to ask for a test](#) or calling the NHS on 119 if you do not have internet access.
- Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
- Use the 'catch it, bin it, kill it' approach.
- Avoid touching your mouth, nose and eyes.
- Clean frequently touched surfaces often using standard products, such as detergents and bleach.
- Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
- Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
- Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
- Prevent your class from sharing equipment and resources (like stationery).
- Keep your classroom door and windows open if possible for air flow.
- Limit the number of children from your class using the toilet at any one time.

- Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.
- Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take.
- Identify any reasonable adjustments that need to be made for students with more challenging behaviour.
- Log behaviour concerns onto CPOMS