



Behaviour and Discipline Policy

THE GROVE JUNIOR SCHOOL

Behaviour and Discipline Policy



Date adopted by the Governing Body: July 2009

Amended at SIC: July 2015

Reviewed and amended : September 2016

Headteacher: Maggie Clifford

Chair of Governors: Elly Tomlins

Held by School Improvement Committee.

The Aims of this policy

The aims of this policy are to help the children of The Grove Junior School develop into citizens of the school and wider community that self-regulate their behaviour. This will in turn, create a happy, secure and stimulating environment where everyone can achieve and be inspired to do their best. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We aim to promote and develop self-discipline, social awareness and appropriate standards of behaviour. Pupils will be taught to understand the rights that children within the school have and their responsibilities to uphold them. They will also be taught to take responsibility for their own actions before accepting the consequences of their choices.

We do not tolerate bullying behaviour or any form of prejudice and all incidents will be dealt with promptly and accordance with this policy.

Our school's Behaviour Policy is a means of promoting the ethos of our school so that people can work together with the common purpose of helping everyone to learn. Our ethos comprises the values Inclusion, Aspiration and Creativity in order to help children to achieve their full potential.

Desirable Behaviour

At The Grove Junior School, children are encouraged to follow our Behaviour Code which is displayed throughout the school and shared with parents at the time of a child's admission to the school. Adults in school are expected to model excellent behaviour at all times.

We encourage children to:

- take pride in their achievements and in their school
- show respect for the beliefs, opinions and lifestyles of others
- develop their understanding of their responsibilities
- be kind, polite and courteous to others
- show care and sensitivity towards other people
- show respect for property and the school environment
- avoid inappropriate physical contact with others

Rewards

Improved learning and relationships. Pupils will be made aware of the positive impact upon their relationships with others and the benefits of this and the enhancement of their learning, socially and academically.

House Points. Pupils are rewarded with house points for effort and attainment within the class and for behaviour throughout the school day. Pupils are designated a house upon arrival into the school and the house point system plays an important part in motivating pupils to behave, to work hard and to take part in school life fully.

Headteacher's Award. These are awarded for pupils who have made an outstanding achievement or effort or for those pupils who have made a significant improvement in attainment, effort or behaviour.

Other achievements The school acknowledges all the efforts and achievements of children, both in and out of school and celebrates these in assemblies.

Lunchtime Raffle. Every lunchtime, children who are behaving well receive a raffle ticket from a lunchtime supervisor, which then goes into a weekly draw for a prize. This occurs during celebration assembly and is a great motivating incentive to maintain good behaviour at lunchtimes.

Classroom Teachers. Within the classroom context, teachers reward pupils with stickers, positive comments and verbal praise for good work, good effort and good behaviour.

Assemblies. Pupils have the opportunity to share examples of their best work with the rest of the school.

Posts of responsibility. Pupils are given a range of opportunities to gain posts of responsibility by becoming a class representative on the school council, class monitor, year three buddy, play leader or a peer-mediator.

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Unacceptable Behaviour – see ‘child friendly’ Behaviour Code

At The Grove Junior School, we consider the following behaviour to be unacceptable:

Physical Assault:

Includes fighting, violent behaviour, wounding, obstruction, jostling, biting, hitting, kicking, punching, play fighting, deliberate scratching, spitting and holding tightly anywhere, especially round the neck, possession of, or use of an object, such as knives, that could be used intentionally to harm someone else.

Verbal Abuse and Threatening Behaviour:

Includes threatened violence, aggressive behaviour, use of swearing or bad language, prejudice based abuse and harassment, verbal intimidation, unkind remarks, lying and establishing gangs.

Bullying:

Includes persistent isolation; intimidation and all forms of verbal, physical, homophobic, sexist and racist abuse (prejudice based abuse), including cyber bullying against pupils or any member of the school community (see Anti – Bullying Policy).

Racist Abuse:

Includes taunting and harassment, bullying, graffiti, derogatory statements and swearing that can be attributed to racist characteristics.

Sexual Misconduct:

Includes abuse, assault, harassment, bullying, graffiti and lewd behaviour.

Drug and Alcohol Related:

Includes possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse and substance abuse.

Damage:

Includes damage to school or personal property belonging to any member of the school community, vandalism, arson and graffiti.

Theft:

Includes stealing school property, stealing personal property (child or adult), stealing from local shops on a school outing, selling and dealing in stolen property and extortion. The Police will be informed as deemed appropriate.

Persistent Disruptive Behaviour:

Includes challenging behaviour, disobedience, persistent violation of school rules and having temper tantrums.

Any of these will result in parents being called to the school and may result in their child being given in a fixed-term exclusion or a permanent exclusion.

(Note: the above list is not exhaustive and other behaviour may result in exclusion as a sanction).

Consequences

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Pupils are given reminders and warnings initially.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- Pupils who have not behaved in an appropriate way during the week and have been reprimanded forfeit some of their 20 minute 'Golden Time' period.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others or their own safety, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is spoken to by a member of the Senior Leadership Team. We encourage restorative justice and the child will be spoken to ensure that they understand the consequences of their actions. Following this, the child will be expected to apologise and will be guided towards a means of restoring justice with the affected victims. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The school's consequences are clearly set out in the school's Behaviour Code. This code of behaviour is displayed in every classroom and in public areas and is referred to within the classroom context, through assemblies and PSHE. There are five stages of negative behaviour and pupils are made clear on the consequences of each type of behaviour. The Behaviour Code gives examples of the type of behaviour which could lead to sanctions. Every individual case is looked at on its merits and contexts.

Developing strategies for ensuring correct behaviour

Following the demonstration of an unacceptable behaviour, the teacher will investigate the backgrounds to the behaviour occurring with the child to ensure the child understands the situation. The child will be encouraged and guided by staff to think of and apply strategies to ensure this behaviour does not re-occur. This could include managing anger or emotions by using strategies such as counting to ten or removing themselves from situations that could lead to a re-occurrence of the unacceptable behaviour.

Roles and responsibilities of the headteacher, other staff, governors

The Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the Chair of Governors has been notified. The school has a formal exclusions policy, available on the school website. In principle, this operates in the following way:

He or she will:

- Ensure there is an investigation to identify the reasons for the exclusion (not the headteacher)
- inform the pupil's parent(s) or carer of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary
- advise the parent/carer that they may make representations about the exclusion to the governing body's discipline committee
- advise the parent/carer how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided
- notify both the local authority and the Chair of Governors of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.
- ensure that statutory data returns (on racial incidents and bullying) are submitted on time to the LA

The **headteacher and staff** will apply the principles identified above when implementing the following whole-school approaches to positive behaviour.

Where a case of bullying or a racist incident has occurred, teachers will ensure that pupils affected are counselled and are given strategies to help them to respond.

All members of staff are aware of the regulations regarding the use of force by teachers
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Pupils will be consulted fully when rules are being decided and will be expected to observe them. The School Council will be given the opportunity to discuss the proposed changes to the Behaviour Code when it is being amended.

Parents have a responsibility to support the school's Behaviour and Discipline Policy and will be asked to read and sign that they will support the policy as part of the Home/School agreement. The Behaviour Code will be clearly accessible on our school website. Parents are also encouraged to be good role models in terms of their behaviour to all members of staff and governors. The school will not tolerate any aggressive or threatening behaviour towards any members of the school community and any such behaviour may result in individual parents being barred from the premises.

The Governing Body

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school Behaviour and Discipline Policy.

Arrangements for monitoring and evaluation

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. SLT records those incidents where a child is sent to him/her on account of inappropriate behaviour. A record of any incidents that occur at break or lunchtimes is also kept: lunchtime supervisors may give written details of any incident in the incidents book, which is kept in the school office.

The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The governing body will evaluate the impact of this policy by receiving data from the headteacher analysed by year group, gender and ethnicity on:

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- fixed-term and permanent exclusions – number of and analysis of behaviour
- number of stage three and stage four incidences
- instances of bullying and racial incidents, as reported on returns to the LA, and action taken
- support provided for the victims.

Review

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Behaviour and Discipline Policy

| The Grove Junior School Behaviour Code | | |
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| | Behaviour Incident | Consequence |
| S T A G E 1 | <p>If you choose to:</p> <ul style="list-style-type: none"> Deliberately drop litter or food on the floor Push in the line Be in the school without permission Talk when you should be listening/working Call out or make silly noises Distract others from their learning Wander around the classroom without reason/ permission Disrupt an assembly Talk when you should be silent e.g. in assembly, moving around the school, when others are working | <p>You can expect us to:</p> <ul style="list-style-type: none"> Remind you about appropriate behaviour. You may lose one or two minutes of Golden Time. You may be given a task to make up for wasted time (if appropriate). |
| S T A G E 2 | <p>If you choose to:</p> <ul style="list-style-type: none"> Continue any stage 1 behaviour Damage property/waste school resources Be rude to anyone Use equipment in a dangerous way Refuse to follow instructions or ignore any adult Refuse to attempt a piece of work Take property which does not belong to you Swear Prod and poke etc. – personal space Rough play / play fight / push / shove Use inappropriate language (may not be swearing but still not acceptable - SHUT UP / I HATE YOU / your mum...) Speak aggressively/in an inappropriate manner Fail to take responsibility for your actions | <p>You can expect us to:</p> <ul style="list-style-type: none"> Speak to you about your behaviour. You will be given a formal warning by an adult and be reported to your class teacher. If necessary you will have time out of up to 20 minutes to cool down. You may lose at least 5 minutes of golden time/think about what you have done/do a task to make up on lost time You may lose a break time or be asked to write a letter of apology/ explain what they have done wrong new addition Class teacher should be informed |
| S T A G E 3 | <p>If you choose to:</p> <ul style="list-style-type: none"> Ignore Stage 2 warnings Fight Steal Deliberately swear or use offensive language/ repeated behaviour Spit at someone Continue to use any discriminatory language towards someone – immediate stage 3 and then move to stage 4 if continued Physically hurt someone deliberately Argue rudely or aggressively with any adult Deliberately damage property Be untruthful Refuse to follow an agreed resolution Behave in a way which is dangerous to others or yourself | <p>You can expect us to:</p> <ul style="list-style-type: none"> Speak to your parents about your behaviour and record your behaviour in the school Behaviour File. You will be sent to another classroom and asked to complete a ‘Time Out’ sheet. You will be expected to give some of your own time to make up for your wrong doing. You will be reported to the Deputy Headteacher Any of these incidents may result in a one day exclusion from school (at the discretion of the Headteacher) depending on the nature and context of the incident. |
| S T A G E 4 | <p>If you choose to:</p> <ul style="list-style-type: none"> Carry on with stage 3 behaviour Deliberately hurt someone seriously Cause serious deliberate damage to property Behave in a way which is exceptionally dangerous to others or yourself Bully another person Continue to use offensive language | <p>You can expect us to:</p> <ul style="list-style-type: none"> Send you to the Headteacher who will talk to you about your behaviour. Your parents will be contacted immediately You may be given an internal exclusion You may be put on report for two weeks You may be excluded from school during lunchtimes You may be excluded for up to 5 days |
| S T A G E 5 | <p>If you choose to carry on with Stage 4 behaviour, this may result in permanent exclusion. If you commit a serious one off incident this may result in permanent exclusion.</p> | |