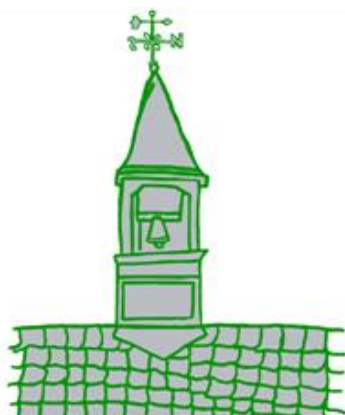


Fakenham Junior School Behaviour Policy



Approved: 24/9/2020

Review Date: September 2021 (or to meet new legislation and practices)

This policy should be read alongside:

- *Guidance and support for managing pupil behaviour document.*
- *Safer working practice document*
- *Touch policy*
- CoVid-19 Educational Settings Risk Assessment FJS

Aims

- To establish an ethos where positive behaviour is promoted and inappropriate behaviour dealt with consistently.
- To secure a learning climate where effective teaching and learning can take place.
- To promote self-discipline and the skills necessary to form good relationships, in order for children to make the right choices for themselves and others.
- To create honest and respectful members of the school community who take responsibility for their actions.
- To motivate all children to enjoy and achieve.
- To build positive relationships with each other, with the children and with their families.

Our Strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

Rights and Responsibilities

- Good discipline is the shared responsibility of all staff.
- Pupils have the right to a teacher who will provide consistent positive encouragement to motivate them to behave.
- Pupils have the right to know what behaviours they need to engage in to enable them to succeed in the classroom.
- Staff and pupils have the responsibility to behave in line with the school expectations.
- Leaders in school have the right to define the limits of acceptable and unacceptable behaviour in line with the school expectations.
- Staff and pupils have the right to be safe from physical and verbal abuse
- Pupils have the right to learn, free from disruptive behaviour, both inside and outside of the classroom.
- Pupils with a diagnosed disability (autism, ADHD etc.) have the right for reasonable modifications to the behaviour policy and expectations to be made; school leaders will decide on appropriate modifications depending on the individual.

As laid out in the DfE Teacher's Standards(Part One point 7), a teacher must:

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- manage classes effectively, using approaches which are appropriate to pupils' needs in

order to involve and motivate them.

- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fakenham Junior School Expectations

Our expectations of the whole school community are:

- **We care for everyone and everything.**
- **We try our best at all times.**
- **We show respect towards everybody.**
- **We are honest and responsible citizens.**

We have high expectations of behaviour and we expect each individual to respect others, their families, culture and beliefs.

These will be displayed in every room and around the school building.

Each teacher will work with their class to help them understand what others will see if they are following, or not following, the expectations.

For example

- Being kind to each other
- Sharing equipment and resources
- Not hurting other people (either physically or emotionally)
- Helping others if they are hurt or upset
- Producing the best work possible
- Listening to others
- Following instructions
- Using good manners (including holding doors etc)
- Using acceptable language
- Allowing others to learn and work
- Acting in a safe way with resources and equipment
- Telling the truth

Children will be encouraged and expected to take responsibility for their own actions and behaviour.

CoVid -19 Specific expectations

The normal school expectations remain in place. We also expect that:

1. Children will remain in their 'bubble'
2. Children will follow the instructions from staff about hygiene and health and safety

It is accepted that children will find social distancing a challenge. However, we expect that they will try to follow the expectation to do this when possible and other procedures to the best of their ability. They must respond to any instruction given by an adult with regard the health and safety of themselves or others immediately.

Children are expected to follow the expected rules to ensure the school is as safe as possible during the CoVid – 19 pandemic. These include, but are not exhaustive:

- Sitting in their required seat in class
- Following the one way system
- Remaining in the areas of the school allotted to their bubble
- Remaining within their bubble area
- Acting in a safe way around others
- Follow good hygiene rules

These will be under constant review in line with the CoVid -19 risk assessment.

Partnership with parents and carers

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning, by undertaking a home/school agreement as written evidence that they are in agreement.

We will keep parents involved and aware of positive and inappropriate behaviour. As far as possible, parents/carers will be informed via:

- Notes or emails to parents
- Communication books (if required).
- Phone Conversations.
- The Learning Review' Evenings. (when possible due to CoVid -19)
- Formal emergency meetings. (due to CoVid-19 these may need to be virtual.

Teaching and Modelling Positive Behaviour

It is an important part of our work that we directly teach what good behaviour looks like, signpost it when we see it and recognise it. We do this via some of the rewards below. We support children by teaching positive behaviour in 'Choices', via PHRSE lessons and in assemblies. The opportunities to use 'Choices' will be limited from September 2020 due to the CoVid pandemic. Staff also model positive behaviours both towards each other and towards children.

Rewards for Positive Behaviours

The rewards for positive behaviour should be intrinsic and we recognise that feeling good and proud about something you have done is a very significant reward. We also aim to reinforce positive behaviour with praise and recognition in a variety of ways. These include (but are not exhaustive):

- house points
- stickers and stamps
- whole class rewards; it is expected that all classes will have a whole class reward chart (30 points to achieve) to earn a whole class reward.
- a golden ticket to allow early entry to the hall for lunch
- lunchtime supervisors selecting 'lunchtime superstars
- good work badges
- certificates
- Notes/phone calls/ texts home to parents

Pupils are provided with the opportunities to take on responsibilities within their own class, and across their school, to promote positive behaviours. These include (but are not exhaustive):

- Membership of the School Council (this may be virtual)
- Buddies on the playground (from within each bubble)
- Sports Leaders (if possible later in 2020-21)
- House Captains
- Hall monitors (when hot meals are able to be restarted)

Sanctions for inappropriate behaviour

In Class:

Rewards are more effective than punishment in encouraging and motivating students. Staff should always attempt to use the principles of Restorative Practices (see guidance and support document) and should not wholly rely on sanctions to resolve the effects of inappropriate behaviour. Failure to respond to restorative interventions may lead to sanctions being imposed.

Each class will have a 'behaviour ladder' using the following steps.

Excellent behaviour
Very good behaviour
Expected 'good' behaviour
Warning
Unacceptable behaviour - 2 mins consequence
Unacceptable behaviour - 5 mins consequence
Unacceptable behaviour - 10 mins consequence

After the warning pupils should be given appropriate take up time to respond and modify their behaviour.

If the pupil is still behaving inappropriately after the '10 min consequence' is reached then a 'timeout' should be used where the pupil goes to spend 10 minutes in another classroom **within the same bubble**; teachers should set up appropriate reciprocal classes and display this in their classroom.

If a child is placed on a behaviour monitoring chart they **may** be removed from the class ladder as a modification.

If the behaviour is extreme then steps can be jumped on the ladder.

Pink Cards:

Currently Pink cards should not be used due to CoVid -19. Either an email should be sent to a member of the leadership team, or the pastoral support team, that they are required immediately, or a TA should go and request help.

If the pandemic subsides pink cards will be re-introduced.

Pink cards should be sent to alert a member of the leadership team, or the pastoral support team, that they are required immediately. They should only be used in an emergency, if a child is being unsafe or putting the safety of others at serious risk. If a member of the leadership team, or pastoral staff, receives a card they will attend the specific class; cards can be used to interrupt any meeting. Below is a guide for the possible use/not use of 'pink cards' (it is not exhaustive and may depend on the child)

Reasons to send 'Pink card'/email	Reasons not to send pink card/email
<ul style="list-style-type: none">- Child is hurting another/other children/adults.- Child is throwing/upturning furniture- Child is climbing on furniture- Child has absconded and adult/s do not know their whereabouts- Child is being unsafe with regard H&S and CoVid-19	<ul style="list-style-type: none">- Child refuses to work- Child will not follow instructions but is not being unsafe- Child has started to respond to warnings/behaviour ladder- Child has left classroom but is safe and within their bubble.

The teacher needs to record the incident as soon as possible on Pupil Asset.

Out of class sanctions/response

It is the responsibility of all staff to intervene with inappropriate behaviour outside the classroom. Teaching/classroom assistants should inform the class teacher who will decide on the sanction, this may be a step down on the behaviour ladder. Midday supervisors should try to deal with behaviours outside and in the hall immediately. This might include talking/warning a child, removing from an activity, or if serious, referring to the members of leadership team on duty.

Serious breaches, or Consistent and Continuous Breaches of the School Expectations

Sanctions will be of an escalating nature and appropriate to the individual decided by a senior leader in school. This may include removal from playground for a period of time, internal exclusion (if possible and safe), loss of privilege (job or right to represent the school etc.)

Timetable monitoring or anxiety maps may be used to track the behaviour of individuals causing serious concern.

When a pupil's behaviour continues to cause serious concern a risk management plan will be drawn up with the teacher, Pastoral support leader, Headteacher/Deputy and other adults involved with the child, to ensure a consistent approach. The plan should be shared with the child and their parents/carers.

Exclusion from school

When there are serious incidents of inappropriate and unacceptable behaviour the headteacher (or deputy headteacher in their absence) may use fixed term or permanent exclusion following the guidance issued by the Department of Education. If both are absent, then they can give permission to exclude via phone conversation with another member of the leadership team.

The headteacher, or deputy, will decide upon length of fixed term exclusion or implementation of a permanent exclusion, dependant on

1. The severity of the incident
2. The number of previous incidents

Before returning to school the Headteacher, or Deputy headteacher will hold a return to school meeting via the phone or virtual meeting space. Expectations will be made clear. Further infringement could lead to further exclusions or permanent exclusion.

Children with disabilities or EHCPs will also be expected to follow the expectations and procedures however leaders and staff will allow more time for them to change behaviours and comply as long as the risk to others is not severe.

Consequences of not following CoVid-19 expectations and rules

If children wilfully refuse to comply with the expectations, procedures or instructions from adults they will be:

1. Initially give a warning by a staff member and given a short time to alter their behaviour.
2. If children continue with the behaviour be removed from their bubble by a member of the SLT; they will be given 10 minutes to reflect and respond to instructions, if they are then safe they will be returned to their bubble/class.
3. If children revert to the unacceptable behaviour they will be removed and their parents will be called to collect them.

If children reach point 3 this will be deemed an exclusion, in line with the official DfE exclusions guidelines. The Headteacher, or Deputy Headteacher, will decide the length of exclusion based upon:

1. The severity of the incident
2. The number of previous incidents around health and safety during the CoVid pandemic

Before returning to school the Headteacher, or Deputy headteacher will hold a return to school meeting via the phone or virtual meeting space. Expectations will be made clear and support from the pastoral team considered. Further infringement could lead to further exclusions.

Children with disabilities or EHCPs will also be expected to follow the expectations and procedures however leaders and staff will allow more time for them to change behaviours and comply as long as the risk to others is not severe.

Expectations of staff

- The governing body, Headteacher and staff are responsible for ensuring that all aspects of the school's behaviour policy and its application, promote equality for all students.
- The promotion of positive behaviour is the responsibility of the school community as a whole.
- All staff should endeavour to work together to make a positive impact on the behaviour of a child or children.
- It is the responsibility of the teacher to administer the time consequence on the behaviour ladder; teachers have 10 minutes per lunchtime built into their directed time to be able to do this. Teachers may use a year group rota to administer this efficiently.
- All staff should record inappropriate behaviours that require a consequence on Pupil Asset; a consequence may be a restorative discussion with two pupils/ a timeout or a time consequence; this should be completed as soon as possible and on the day of the incident.
- All teachers should regularly(daily) check Pupil Asset for any inappropriate behaviour logged by other members of staff.
- Members of leadership team, or pastoral support team, should respond as promptly as possible to a 'pink card' / email/ request for assistance.
- Midday supervisors should complete 'slips' for inappropriate behaviour at lunchtime; if a child has responded to a warning this is not required. They should be given to the pastoral team to record and respond to, or a member of SLT in their absence.
- All prejudice related incidents should be recorded on Pupil Asset; a member of SLT or the pastoral lead should be made aware of these incidents.
- Teachers should communicate/contact parents if they see a serious deterioration in behaviour.

Role of the Governing body

- The governing body will monitor the application of the policy
- The governing body will review the policy annually at the beginning of each academic year.
- In the case of a formal complaint, in relation to the behaviour policy, the governing body will investigate and report on the application of the policy by the Headteacher and staff in school.

Commented [JB1]: prejudice incidents - pink slips still in use?

Commented [AM2R1]: only by MSA - the rest on PA