



## **Junior School Behaviour Policy**

### **ETHOS**

The Behaviour Policy is a statement of good practice that covers all aspects of a school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

Our children have a right to expect fair and consistently applied sanctions for poor behaviour and which make a clear distinction between serious and minor infringements of the Behaviour Policy which includes clear expectations.

Day to day cases of poor work or behaviour are dealt with by the class teacher/key worker who may consult parents. Sanctions appropriate to the situation are taken, eg work to be repeated, loss of free time, use of the card system. In the event of a serious case, parents will be contacted and asked to come to the school to discuss a suitable course of action with the Form Tutor, Heads of Key Stage or the Head. Incidents of poor behaviour in the playground and classroom are recorded in incident books and on SIMS.

All pupils are encouraged to inform staff if anything occurs which could cause them to be unhappy and we ask parents to do the same with regard to their own child. An open and caring approach from all concerned should enable the happy atmosphere in the school to continue.

It is understood that there may be situations when we reach a stage where it would be beneficial to seek further specialist support. This may include individual behaviour books, social stories and external agency support.

### **AIMS AND EXPECTATIONS**

- To reflect our school values
- To support effective learning and teaching in and outside of the classroom.
- To nurture and equip our pupils with the tools they need to successfully navigate the challenges of life as happy and confident individuals.



## **IMPLEMENTATION**

- This policy will be reviewed following consultation with teaching staff, non-teaching staff and pupils.
- This policy is available on the school website, on the portal and in parent handbooks.
- Our school values will be displayed in classrooms and other parts of the school as appropriate, and they can be found in the pupil planners.
- Our values will be capable of application to an infinite variety of situations and are designed to encourage pupils to develop responsibility for their own behaviour.

## **School Values**

We teach and guide our pupils to understand and live our school values and these run through every aspect of school life. These values drive our expectations of behaviour in and around school. Moral and spiritual guidance and embedding our School Values is intrinsic to the daily life of our school and we expect all members of staff to embrace this philosophy. This is not just an expectation of behaviour from pupils but a way of being for our Junior School community. The greatest advocate for good behaviour is how we are towards our children and each other.

Our seven school values are:

### **1. EFFORT**

We always try our hardest. To do this means we listen carefully, work hard, concentrate and do as we are instructed immediately.

### **2. HONESTY**

We always tell the truth even if we know that we or someone else has not done the right thing because this is the honest and correct thing to do.

### **3. KINDNESS**

We are friendly, generous and considerate to each other. We show warmth, concern and care to all and know that kindness can often require courage and strength.

### **4. LOVE OF LEARNING**

We try to enjoy everything we do in our school, even the things we find difficult or do not like. If we share our love of learning with others, we can help them to enjoy learning too.



## **5. RESILIENCE**

I know that I will always be encouraged to do my best, make good choices and try out new things. Because of this, I feel good about myself, can cope with life's setbacks and disappointments and understand that making mistakes is part of the learning process.

## **6. RESPECT**

We are kind to each other and care for one another. We understand that everyone has the right to their own opinion so we listen to what other people have to say. We look after and respect everything and everyone in our school.

## **7. TEAM**

We look out for each other and help one another as much as we can. This is because there are lots of us together at school. We understand that because we are all here to learn, nobody has the right to waste someone else's time. Since we are a team, we also realise it is very important to share everything that belongs to our school.

Whilst we expect staff to manage behaviour through our school values, we do have specific expectations about conduct around the school and all staff should ensure that they are aware of these:

- All pupils walk quietly on the left hand side of corridors and stairs.
- Pupils do not run around or play ball games in the playground when they arrive in the morning.
- No scooters or bicycles to be ridden within school gates.
- Pupils should not enter classrooms without a member of staff being present at any time.
- Pupils should always ask permission from a member of staff to go to the toilet.
- At the end of break time for KS1 and KS2, one whistle signals that pupils stand still, the second whistle signals that pupils should line up quietly and sensibly. Staff need to be punctual and ready to greet children as they line up to ensure good behaviour.
- Pupils will walk up sensibly in pairs to the lunch hall in their classes.
- At lunchtime in KS2, pupils should only leave the table after they have asked permission from the member of staff on duty. No pupils should leave the table for any reason. ALL pupils are expected to show good table manners.
- Staff should use their discretion when sending pupils to the nurse and in KS2 all pupils require a completed slip before going.



- Staff should be vigilant in ensuring that pupils are wearing the appropriate school uniform. In KS2, it is expected the pupils arrive and leave school wearing their blazers. When inside school blazers should be hung up in classrooms.

## **REWARDS**

### **Context**

We consider that it is important that praise and rewards should have a considerable emphasis within schools and pupils will thus achieve recognition for a positive contribution to school life and demonstrating our school values.

It is expected that good standards of behaviour will be encouraged through the consistent application of our school values supported by a balanced combination of rewards and sanctions within a positive school ethos.

It is also important to develop and maintain a consistent pattern of rewards which are known, understood and agreed by all. This may be achieved in the following ways by:

Over and above the informal rewards and praise that staff will give to pupils in and around the school, we operate the following scheme based on our House System.

### **House Points**

House points will be awarded on a daily basis to reinforce positive attitudes to learning and behaviours which exemplify our school values. The House with the highest average number of house points within a term will be announced in a whole school assembly at the end of that term and celebrated with a House Tea.

### **Values Certificates.**

These are awarded weekly to children in their form time in class. This is to recognise fantastic behaviour and achievement that reflects the school values. Staff will be able to write a brief description of what that pupil has done to earn the certificate. When a child received a Values Certificate, it is worth 5 house points.

### **Outstanding Awards**

An Outstanding Award is presented to a child from each year group every half term. This is for exemplary behaviour that truly reflects the values and the ethos of our school. Children selected for this award will receive a postcard inviting them to a tea party with the



Headteacher. Certificates will be awarded in assembly that will provide the opportunity to describe the pupils' outstanding behaviour to the rest of the school. When a child receives an Outstanding Award, it is worth 10 house points.

### **Reception & KSI- Golden Time**

- This special period takes place at the end of the week for Reception and KSI and involves pre-planned activities
- It is both a time to reward and discipline children
- It is a concrete way of showing children what can otherwise be a rather abstract notion
- When a child misses a part of golden time they must stay in the room. In this way they can see what they are missing and know that there is still an open door. A timer is a useful tool to support this process.

## **SANCTIONS**

### **Statement**

An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. If it is necessary for a child to have "time out" from his/her usual class then they can be sent to their partner class/another class with work to complete.

There is a relationship between the principles of our Equal Opportunities Policy and the sanctions system. The existing mechanisms for dealing with racism and racial harassment within the EOP will also be incorporated here. In addition, consistency in the application of sanctions also has a gender based equal opportunities dimension. Thus, rebukes and sanctions, which are differentiated solely on the grounds of gender, must be avoided. Also children who are identified with certain special educational needs may not benefit from this approach.

Staff in our school do not threaten corporal punishment or use or threaten any form of punishment which could have an adverse impact on the child's well-being. Staff may only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.



### **The Role of the Head of the Junior School**

It is the responsibility of the Head, with the Heads of key stages to implement the school behaviour policy consistently throughout the school. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school. The Head supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

Acts of serious misbehaviour or repeated acts of anti-social behaviour may result in a child being either internally excluded, receiving a temporary or fixed term exclusion or a permanent exclusion. The Head of Colfe's School, in consultation with the Head of the Junior School and the Governors, will make these decisions.

### **Internal Exclusion**

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet enough grounds for an external exclusion. Parents will be invited into school to discuss this with the Head of the Junior School and work together on steps forward to prevent the child's behaviour escalating.

### **Temporary/Fixed-Term Exclusion**

A temporary/fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy. Parents will have a meeting with the Head of the Junior School and have the exclusion formalised by a letter from the Head.

### **Permanent Exclusion**

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. Please refer to the Exclusion Policy.

### **The Role of the parents**

The school works collaboratively with parents, so that children will receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school, as set out in the Parents' Handbook. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.



If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of EYFS/KS1 or KS2. If these discussions cannot resolve the problem parents should contact the Head of the Junior School, after which if it remains unresolved, parents can implement the school's formal complaints policy.

### **Monitoring**

The Head of the Junior School as well as the Heads of key stages monitor the effectiveness of this policy on a regular basis. The school keeps records of incidents of misbehaviour on SIMS. The Head keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

## **The Card System**

The Card System is followed in Reception, KS1 and KS2. The following pages represent a summary of types and level of sanctions.

These sanctions are applicable to all aspects of the school day such as classroom time, the playground, the dinner hall, assemblies and also trips outside of school. It is the responsibility of the member of staff giving the card to ensure that this is recorded on SIMS. Cards given and recorded in the playground book will be recorded on SIMS by the Head of KS1/KS2. Weekly reports will be produced to enable the Heads of KS1/KS2 to monitor behaviour and trends across the school.

### **EYFS/KS1**

Children who receive any yellow cards throughout the week that have not been earned back will lose five minutes from their Golden Time for each yellow card received. They will sit and watch a five minute sand-timer to give them time to reflect. They will lose ten minutes for each red card received.

### **KS2**

As outlined below, depending on the teachers' discretion, a pupil may lose some or part of their playtime if they receive a yellow card. It is automatic that a child will miss their playtime if they have received a red card.

At all times staff will ensure that they support pupils to find a way forward so that the punishment has a timeline and pupils can see a way forward.

## Card System for Reception, KS1 and KS2

	Behaviour	Action	Comments
<b>White Cards</b>	<b>Irritations</b> <ul style="list-style-type: none"> <li>• Out of seat</li> <li>• Calling out</li> <li>• Interrupting teacher during whole class teaching</li> <li>• Interrupting other pupils</li> <li>• Ignoring instructions</li> <li>• Silly noises, actions</li> <li>• Talking with other pupils</li> <li>• Running inside building</li> <li>• Pushing in line</li> <li>• Inciting others to do wrong</li> <li>• Running in the dinner hall</li> <li>• Shouting in the dinner hall</li> </ul>	<ul style="list-style-type: none"> <li>• Remind pupil of expectations and give chance to make the right choice.</li> <li>• If behaviour continues pupil receives white card – this should be put on SIMS at the earliest convenient moment.</li> <li>• Other action taken may include moving a child to another seat or space on the carpet.</li> <li>• At playtime action may include giving a child timeout on a bench for a 5 minute reflection – <u>staff can refer to the playtime rules which are displayed.</u></li> </ul>	<p>Pupil should be spoken to at the end of the lesson or session (eg. assembly/playtime) and reminded of what is expected in terms of their behaviour.</p> <p>Form Tutors should monitor the weekly Behaviour Report and in the event that a pupil is receiving or has received a number of white cards in a week (3) then parents should be spoken to – this should not be left until parent's evenings.</p>
<b>Yellow Cards</b>	<b>Beginning to challenge</b> <ul style="list-style-type: none"> <li>• <b>Continuation of above after receiving a white card.</b></li> <li>• Deliberate disruption, creating a disturbance</li> </ul>	<ul style="list-style-type: none"> <li>• Timeout – time for reflection</li> <li>• Sent to a member of SMT at an agreed time.</li> <li>• Lose minutes off playtime</li> <li>• Sent to another classroom with their work.</li> </ul>	<p>Pupil should be spoken to at the end of the lesson or session (eg. assembly or lunchtime) and reminded of what is expected in terms of their behaviour.</p>

	<ul style="list-style-type: none"> <li>• Deterioration of behaviour</li> <li>• Deliberately throwing small objects</li> <li>• Refusing to work</li> <li>• Undesirable behaviour in the dinner hall such as deliberately throwing food on the floor or across the table.</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of 5 minutes Golden Time (R/KS1) unless earned back.</li> <li>• At play time action may include giving a child timeout on a bench for a 5/10 minute reflection – <u>staff can refer to the playtime rules which are displayed.</u></li> </ul>	<p>Form Tutors should monitor the weekly Behaviour Report and in the event that a pupil is receiving or has received 2 yellow cards in a week then parents should be spoken to – this should not be left until parents' evenings.</p>
<p><b>Red Card</b></p>	<p><b>Serious and deliberate behaviour:</b></p> <ul style="list-style-type: none"> <li>• Physically hurting another child</li> <li>• Verbal abuse including name calling, swearing, use of racist, sexist or homophobic language</li> <li>• Damaging school/ other pupils' property</li> <li>• Leaving class without permission – once</li> <li>• Persistent or more serious rudeness/ challenge to adult</li> <li>• Refusal to make the right choice and continuation of behaviour above in white card/yellow card sections.</li> </ul>	<ul style="list-style-type: none"> <li>• KS2 - Pupil will miss playtime and receive a detention with Head of KS2.</li> <li>• R/KS1 - For each red card received during the week, loss of 10 minutes Golden Time</li> <li>• If this occurs during playtime, child will either be sent in to see a member of SMT or will have timeout for the rest of the playtime. <u>staff can refer to the playtime rules which are displayed.</u></li> <li>• Parents will be contacted by phone or email and a meeting may be organised at the discretion of the Form Tutor/Head of Key Stage/Head.</li> </ul>	<p>R/KS1 &amp; KS2 - If 4 red cards are issued in a term, then a behaviour core group meeting is set up, with all relevant members of staff. This will be followed by a meeting with the parents.</p> <p>This process may then move to Step 4 at the head's discretion.</p> <p><b><i>BULLYING – if a child has received a series of red/yellow cards over a period of several weeks due to behaviour outlined here, targeted at a particular individual or group then the procedures outlined in the Anti-Bullying Policy should be followed.</i></b></p>

		<ul style="list-style-type: none"> <li>Internal exclusion may be necessary if a child has received 4 red cards.</li> </ul>	
<p><b>Purple Card</b></p>	<p><b>Extremely Serious</b></p> <ul style="list-style-type: none"> <li>Additional Red Cards in one term</li> <li>Repeatedly leaving class without permission</li> <li>Fighting and intentional physical harm to other children</li> <li>Dangerous behaviour</li> <li>Very serious challenge to adults</li> <li>Verbal or physical abuse to any staff</li> <li>Intentional vandalism</li> <li>Bullying</li> <li>Consistent disruptive behaviour</li> <li>Running out of school</li> </ul>	<p>A PURPLE CARD WILL BE ISSUED BY THE HEAD TEACHER.</p> <ul style="list-style-type: none"> <li>Behaviour core group meet to discuss options.</li> <li>Meeting with parents.</li> <li>External exclusion</li> <li>Probable request for immediate withdrawal from school.</li> </ul>	<p>In most cases, previous procedures would have been followed and documented before proceeding to this step.</p> <p>However, in extreme cases a situation may go straight to Purple Card.</p>