



Junior Behaviour Management Policy Rewards, Sanctions and Behaviour

ETHOS

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.

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

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.
- Children should only go to the nurse with teacher permission.

REWARDS

Context

Praise is the cornerstone of the reward system and teachers should aim to offer verbal or written praise to pupils when earned. This includes private and public comments, notes in planners and postcards, emails or letters sent home.

Achievement is recognised in House and School Assemblies, Prizegiving, the award of House Points, in pupil planners and in appointments to positions of responsibility. 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 a time to reward pupils
- It is a concrete way of showing children what can otherwise be a rather abstract notion if their behaviour has not been at the expected standard.
- 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

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 behaviour which does not reflect our values and rules, 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 on SIMS.

An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future through guided reflection and an understanding that there are consequences to our actions.

There is a relationship between the principles of our Equal Opportunities Policy, Antiracism Policy and the sanctions system. The existing mechanisms for dealing with racism and racial harassment 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 may only intervene physically to restrain children 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 (The Education and Inspections Act 2006) 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 aim 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
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<p>White Cards</p>	<p>Irritations</p> <ul style="list-style-type: none"> • Out of seat • Calling out • Interrupting teacher during whole class teaching • Interrupting other pupils • Ignoring instructions • Silly noises, actions • Talking with other pupils • Running inside building • Pushing in line • Inciting others to do wrong • Running in the dinner hall • Shouting in the dinner hall <p>Covid-19 update</p> <ul style="list-style-type: none"> • Sharing equipment and food • Not observing social distancing or staying in 'bubble' • Not observing either tactile or respiratory hygiene around coughing and sneezing. • Not observing new ways of moving around the school 	<ul style="list-style-type: none"> • Remind pupil of expectations and give chance to make the right choice. • If behaviour continues pupil receives white card – this should be put on SIMS at the earliest convenient moment. • Other action taken may include moving a child to another seat or space on the carpet. • At playtime action may include giving a child timeout on a bench for a 5 minute reflection – <i>staff can refer to the <u>playtime rules which are displayed.</u></i> <p>Covid-19 update</p> <ul style="list-style-type: none"> • Teachers should remind pupils of code conduct each morning on a daily basis • Check for understanding • Re-emphasise and model importance of new norms by going through the code of conduct and demonstrating 	<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> <p>Covid-19 update</p> <ul style="list-style-type: none"> • 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 and the importance of keeping themselves and others safe.
<p>Yellow Cards</p>	<p>Beginning to challenge</p> <ul style="list-style-type: none"> • Continuation of above after receiving a white card. • Deliberate disruption, creating a disturbance 	<ul style="list-style-type: none"> • Timeout – time for reflection • Sent to a member of SMT at an agreed time. • Lose minutes off playtime • Sent to another classroom with their work. 	<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"> • Deterioration of behaviour • Deliberately throwing small objects • Refusing to work • Undesirable behaviour in the dinner hall such as deliberately throwing food on the floor or across the table. <p>Covid-19 update Repeat of the following despite action above</p> <ul style="list-style-type: none"> • Sharing equipment and food • Not observing social distancing or staying in 'bubble' • Not observing either tactile or respiratory hygiene around coughing and sneezing. • Spitting • Not observing new ways of moving around the school 	<ul style="list-style-type: none"> • Loss of 5 minutes Golden Time (R/KS1) unless earned back. • 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 <i>playtime rules which are displayed.</i></u> <p>Covid-19 update</p> <ul style="list-style-type: none"> • Teachers should remind pupils of code conduct each morning on a daily basis • Check for understanding • Re-emphasise and model importance of new norms by going through the code of conduct and demonstrating 	<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>Covid-19 update Pupil should be kept back for a period during break time and reminded of what is expected in terms of their behaviour and the importance of keeping themselves and others safe. Email parents so that they can reinforce the message at home</p>
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<p>Red Card</p>	<p>Serious and deliberate behaviour:</p> <ul style="list-style-type: none"> • Physically hurting another child • Verbal abuse including name calling, swearing, use of racist, sexist or homophobic language • Damaging school/ other pupils' property • Leaving class without permission – once • Persistent or more serious rudeness/ challenge to adult • Refusal to make the right choice and continuation of behaviour above in white card/yellow card sections. <p>Covid-19 update Repeat of the following despite action above/deliberate intentions</p> <ul style="list-style-type: none"> • Sharing equipment and food • Not observing social distancing or staying in 'bubble' • Not observing either tactile or respiratory hygiene around coughing or sneezing. • Spitting • Not observing new ways of moving around the school 	<ul style="list-style-type: none"> • KS2 - Pupil will miss playtime and receive a detention with Head of KS2. • R/KSI - For each red card received during the week, loss of 10 minutes Golden Time • 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> • 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. • Internal exclusion may be necessary if a child has received 4 red cards. <p>Covid-19 update</p> <ul style="list-style-type: none"> • Pupils to be sent to head of key stage 	<p>R/KSI & 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><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></p> <p>Covid-19 update Pupils will lose their break time and spend time with head of key stage to be helped to understand the importance of following these new rules. Parents will be called to discuss behaviour and ways of helping the pupil to follow code of conduct eg. Daily intervention</p>
<p>Purple Card</p>	<p>Extremely Serious</p>	<p>A PURPLE CARD WILL BE ISSUED BY THE HEAD TEACHER.</p>	<p>In most cases, previous procedures would have been followed and</p>

	<ul style="list-style-type: none"> • Additional Red Cards in one term • Repeatedly leaving class without permission • Fighting and intentional physical harm to other children • Dangerous behaviour • Very serious challenge to adults • Verbal or physical abuse to any staff • Intentional vandalism • Bullying • Consistent disruptive behaviour • Running out of school <p>Covid-19 update</p> <p>Deliberate act of transmission eg. Coughing, sneezing or spitting at someone specifically</p>	<ul style="list-style-type: none"> • Behaviour core group meet to discuss options. • Meeting with parents. • External exclusion • Probable request for immediate withdrawal from school. <p>Covid-19 update Pupil sent to the head teacher</p>	<p>documented before proceeding to this step.</p> <p>However, in extreme cases a situation may go straight to Purple Card.</p> <p>Covid-19 update Head teacher to contact parents</p>
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Appendix I

Behaviour Management during Covid-19 phased return to school June 2020

Implementing protective measures in education and childcare settings

Context

The way schools and colleges are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual. This annex aims to address the interim guidance from the government provided on 20th May 2020 with regard to managing behaviour once pupils start returning to school.

Good behaviour is the core mission for every school, whatever age or stage. If we get the behaviour right, then everything else is possible and now, with more pupils returning after a long time at home, behaviour will matter more than ever.

Priorities

Pupils will have been coping with a variety of new anxieties and these are and will be addressed by the pastoral team including form tutors, heads of key stages and learning support through form time, circle and wellbeing time, social skills groups, 1:1s, tutorials/talk times as well as assemblies. This will occur within school and also via our VLE platform if necessary and also within school.

Pupils will have to observe far higher standards of respiratory and tactile hygiene than ever before. Many pupils, especially younger ones, may well have hygiene habits that would be described as less than ideal, that become dangerous in the current climate. The Pupil Code of Conduct as well as the role of the school and parents will seek to address these issues.

Good Practice

As our current policy states in its 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.

We now have the opportunity to re-evaluate what we mean by high standards of behaviour and how our values will play a role in the context of keeping children safe in the school environment and this includes:

- Actively teaching and modelling our classroom expectations of what we want to see
- The behaviours that will be the 'new normal' at school
- Habits that we want them to develop
- The new routines that they will need to learn
- It will be re-emphasised that deliberately misbehaving or contravening the expectations will result in consequences so that they know these boundaries are meaningful. There must be a consistent approach
- Deliberate acts of transmission (eg spitting, coughing) will be treated with the greatest seriousness.

Summary

We will continue to monitor and react to the current changing situation so that we address all matters effectively.

The higher the expectations, the higher the support needed to achieve them involving staff, parents and pupils.

Calm pupil induction, checking for understanding, consistent repetition of the norms, demonstrated and corrected where necessary, are the foundations of good behaviour. This will be enhanced with an understanding that everyone, from pupils, parents to staff, will have been through difficult times and that therefore this is a time for understanding, empathy and compassion.

The Role of the Pupil

The Pupils' Code of Conduct

I will uphold our school values which will help me to keep myself, my friends, my fellow pupils and my teachers safe and happy.

- I will try to keep a 2m distance between myself and other people as much as I can.
- I will not share any of my equipment or food with other children.
- I will wash my hands/use hand gel regularly and thoroughly:
 - Upon arrival at school
 - Before and after break times
 - Before and after lunch time (when staying for lunch)
 - At the end of the day before leaving
 - After sneezing or coughing
 - After going to the toilet
- If I need to cough or sneeze, I will use a tissue and bin it immediately followed by washing my hands thoroughly.
- I will stay within my 'bubble', playing and learning with my friends there.
- I will not go into the classroom of another 'bubble'.
- I will follow the guidance of how to walk through the school, ensuring that I use the one-way system.
- If I feel unwell, I will tell my teacher as soon as I can.

- I will not deliberately cough, sneeze or spit at another person.

Appendix 2

Related policies:

Colfe's Child-Protection (Safeguarding) Policy & Staff Code of Conduct Policy (With Covid-19 Advice)

All other Covid-19 Policies

Junior School SEND Policy

Colfe's Harmful and Abusive Behaviour Policy

Peer on Peer abuse Policy

Antiracism Policy

Reviewed: April 2021