



# Junior School Behaviour Policy

## ETHOS, AIMS AND EXPECTATIONS

The Junior School Behaviour Policy is designed to support the way in which all members of the school can work together restoratively, forming a community which promotes and supports positive mental health and wellbeing. All members of the school are expected to behave with courtesy and mutual respect maintaining a climate where everyone can flourish. The policy applies to all Junior School children, including those in EYFS.

The policy is aimed at supporting our children to become positive, responsible and increasingly independent members of the school and wider community; helping to futureproof them for life in the modern world and equip them with the tools and skills that they need to navigate the challenges of life. It is designed to recognise, encourage and promote success and positive behaviour; in part, through the ongoing development of self-regulation, and an understanding of our School Values.

Everyone has a right to expect a fairly and consistently applied behaviour policy which makes clear distinctions between serious and minor infringements, as well as recognising and rewarding choices and behaviour.

## IMPLEMENTATION

- This policy will be reviewed annually by SMT, following consultation with teaching/non-teaching staff and pupils.
- It is the responsibility of all Junior School staff to implement the Behaviour Policy throughout the school.
- The policy is available on the school website and on MyColfes.

## ROLE OF THE SCHOOL COMMUNITY

It is the responsibility of the school community (SMT, teaching and non-teaching staff, parents and pupils), to work towards the Junior School's aims by:

- Fostering and promoting empathetic relationships and a sense of belonging to the school community, respecting everyone's rights, values, beliefs and needs

- Encouraging, praising and positively reinforcing good relationships, behaviour and learning
- Helping pupils to develop strategies aimed at making socially appropriate and acceptable choices and applying these consistently, recognising that our behaviour choices impact other people
- Caring for, and taking pride in, the physical environment of our school
- Standing up to and rejecting all forms of bullying and behaviour that discriminates against: race, gender, sexual orientation, disability, special need, age or religious faith
- Providing a well-ordered environment in which all are aware of the behavioural expectations

## **SCHOOL VALUES**

We teach and guide our pupils to understand and ‘live’ our school values and these run through every aspect of school life. They drive our expectations of behaviour in and around school. Moral and spiritual guidance and embedding our values is intrinsic to the daily life of our school and it is vital that all members of staff embrace this philosophy; the greatest advocate for good behaviour is how we are towards our children and each other.

Our seven School Values are Effort, Honest, Kindness, Love of Learning, Resilience, Respect and Team (definitions of these can be found at Annex 1), and each form will agree to focus on a different value at some point during the year. Our School Values are displayed in all classrooms and other parts of the school as appropriate.

## **PROMOTING PUPIL ENGAGEMENT AND REGULATION**

This is achieved through:

- Classes writing a charter together at the beginning of the year, focusing on positives and referencing the School Values, (templates for these can be found at Appendix 2)
- Promoting the School Values through, for example, Values Afternoon and referring to them regularly in terms of teaching the behaviour we expect to see. They also provide opportunities to discuss and reflect upon situations that might be difficult to manage, and how different approaches can be applied in the future
- Aspects of the PSHE Relationships Curriculum covers all aspects of relationships

## **REWARDS**

### **Context**

It is expected that good standards of behaviour will be encouraged through consistent application of our values, supported by a balanced combination of rewards and sanctions within a positive school ethos. Rewards encourage positive behaviour and there are several ways in which this is recognised:

- **Positive Feedback**

Specific verbal and non-verbal feedback and general acknowledgement of good behaviour is the most effective form of reward.

- **Marbles in a Jar**

All Junior School pupils will have the opportunity to 'earn' marbles and each class has its own marble jar. When a class has accumulated 40 marbles, a reward will be given. Form teachers will have collaborated with their pupils to agree the nature of the reward, as well as any focus for behaviour deemed appropriate to their class.

- **House Points**

These are awarded daily to children from Reception onwards, and they are aimed at reinforcing 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 have a celebration, such as a House Film afternoon or a House Tea.

- **Values Certificates**

These are awarded to children in their form time in class. This is to recognise fantastic behaviour and achievement that reflects the School Values. Staff will write a brief description of the reasons for the certificate and each certificate is worth 5 House Points. Each week the children who have received a Values Certificate are celebrated in the Friday assembly.

- **Outstanding Awards**

An Outstanding Award is present to one child from each year group from Reception onwards, and these are awarded half-termly. This is for exemplary behaviour that truly reflects the values and 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, providing an opportunity to celebrate the pupils' outstanding behaviour to the rest of the school. When a child receives an Outstanding Award, this is worth 10 House Points.

## **EYFS**

Our youngest children need time to develop strong relationships with us and this is particularly evident in the Autumn term of the Nursery year. EYFS staff understand that consistency of language is crucial in supporting children's decisions and choices, and positive statements are always used; for example, encouraging children to think about their choices, (using 'kind hands', having 'good listening ears' and demonstrating 'good walking feet'). Regular references are made to the class charter to reinforce the importance of keeping everyone safe and playing together. The PSED, (Personal, Social and Emotional Development), section of the EYFS Framework places emphasis on the importance of self-regulation. Staff *respond* rather than *react* to poor choices of behaviour, understanding that this can be a primary way for EYFS children to communicate and share their feelings and concerns. There is a focus on talking about emotions and feelings ('name it to tame it'), as well as co-regulation and modelling of healthy ways

to manage difficult situations. Our goal is for our youngest children to gain strategies for controlling their emotions; for example, talking a situation through, (“I’ll get a chance soon”), or changing their goals so that they turn to another activity whilst waiting for the one that was their first choice.

House points and certificates commence from Reception onwards, with Nursery group rewards focused on ‘marbles in a jar’ as an incentive to working together. As our youngest children learn to self-regulate and manage their feelings and behaviours in ways that are age appropriate. Nursery children are then ready for an introduction to the House system and wider reward system when they transition to Reception. When EYFS staff consider that sanctions are appropriate, the Steps at Appendix 4 are followed.

## **RESTORATIVE STRATEGIES FOR MINIMISING AND RESPONDING TO UNACCEPTABLE BEHAVIOUR**

We make it clear that when challenging or inappropriate behaviour is displayed that it is the behaviour that is disapproved of and not the child – we then clearly identify and name the negative behaviour with the child, why it is disapproved of and describe the positive behaviour expected. We believe in a restorative approach to solving problems relating to behaviour and adopt a ‘no blame’ approach that focuses on repairing the damage through finding satisfactory ways forward. This involves supporting our children to understand, regulate and reflect on their behaviour and impact on others, through using the steps outlined in Appendix 3. Poor choices of behaviour will result in a graduated scale of steps, and these can be found at Appendix 4.

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 learn away from their class for a fixed amount of time. 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, working together on deciding the 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 being 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 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 cooperate with the school where reasonable sanctions need to be used. We aim to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour.

If parents have any concerns about the exercising of this policy regarding the treatment of their child, they should contact the class teacher. If the concern remains, they should contact the appropriate Head of Key Stage. If these discussions cannot resolve the issue, parents should contact the Head of Junior School, and if the concern remains unresolved, parents have recourse to the school’s formal complaints policy.

This policy should be read in conjunction with the following policies:

Colfe’s Child-Protection (Safeguarding) Policy & Staff Code of Conduct Policy

Junior School SEND Policy

Junior School Mental Health & Wellbeing Policy

Colfe’s Harmful and Abusive Behaviour Policy

Peer on Peer abuse Policy

Antiracism Policy

Reviewed: January 2023

Next Review: January 2024

## Appendix 4 – A Restorative Approach - Guidance for Minimising and Responding to Unacceptable Behaviour

Stages	Behaviour	Action	Guidance Script
<p><u>Stage 1</u></p> <p>Time to Talk</p>	<p><b>Low Level Disruption:</b> Behaviour which distracts from teaching and learning or positive and safe experiences in the playground and generally around the school. Although not an exhaustive list, these would be typical examples:</p>	<ul style="list-style-type: none"> <li>Remind the pupil of the rules and expectations, refer to your class charter/value of the week/playground or lunch hall rules.</li> <li>Use positive language to promote good behaviour – avoid using phrases such as</li> </ul>	<p><b>Example script:</b></p> <p><b>During a lesson scenario</b></p> <p><b>KS1/KS2 Approach</b> <i>Teacher is giving instructions for the independent task. Child X is chatting and disrupting the children on their table. The teacher has already reminded the children of class expectations/charter but Child X is still chatting.</i></p>



This is an opportunity to help and support the pupil to make positive choices and change their behaviour before it escalates to stage 2 and is not logged on SIMS.

- Talking unnecessarily or chatting during teaching sessions
- Calling out without permission/interrupting the teacher or other pupils
- Not following instructions
- Showing a lack of respect for each other and staff
- Not bringing the correct equipment (KS2 Pupils)
- Not wearing school uniform properly/smartyly
- Silly noises, using an inappropriate voice (including shouting) or actions
- Running anywhere inside school building
- Pushing in line (inside or outside the building)
- Being unkind in the playground eg. Excluding others
- Not standing still when the whistle blows at the end of break

"Stop doing that...." or "Don't do that....".

- Be specific about the behaviour that you want to see with a directional cue such as "You need to be ...".
- Other action taken may include moving a child to another seat or space on the carpet.
- At playtime action may include talking to the pupil about the playtime rules which are displayed.

"Child X I can see that we need a "Time to Talk" - I expect to see and hear that you are listening carefully to the instructions so that you understand what to do. If I have to speak to you again then you will have a Time to Think and miss 5 minutes of your break doing a task"

**EYFS Approach**

*During a carpet session, and despite review of good sitting, listening etc rules, Child X is distracted and beginning to distract others by calling out over the other children.*

Teacher says "X, it is great to see that you are excited to show what you know/ have so much to share with us but let's give everybody a chance/ turn to talk".

*If the calling out persists, and a strategy such as talking pairs does not result in desired behaviour from Child X, teacher asks TA present to sit move next to child, modelling and encouraging desired behaviour, saying to child X, "We don't call out. Let's talk about this when we finish on the carpet".*

*At end of carpet session, teacher takes child aside and says "We need a Time to Talk because I asked you to follow our carpet rules and not call out. When we are all together learning, we take turns to talk and we have good listening ears, making sure that we listen to what others have to say.."*

Teacher/TA subsequent skills learning points:  
 Why do you think it is important to listen to the ideas of our friends and not talk over them? How does it affect your friends when you call out when they are trying to speak? Why is it important not to interrupt the teacher when everyone is learning?" (depending on the age of the child, and stage they are at in their EYFS journey, there will be an expectation that the child can articulate the rationale for the carpet rules/class charter rules).

OR

**During break time scenario**

**KS1/KS2 Approach**

*Child X is playing football and tackling in an aggressive manner or not passing the ball to other pupils or generally not playing fairly.*

"Child X, I can see that we need a "Time to Talk"; I expect to see you playing respectfully and with kindness without hurting other children. If I have to speak to you again then you will have a Time to Think and spend 5 minutes reflecting on the bench".

**EYFS Approach**

*"Child X, I see we need a 'Time to Talk'. When we play with the bikes we expect to see sharing and taking turns with them. That is why we have 'swap over' times.*

Teacher/TA subsequent skills learning points:  
 What happened when it was X's turn? Why do you think this happened? How were you feeling when this happened? How do you think X felt when this happened? What can we do to put this right?"


OR


**Lining up after break scenario**

**KS1/KS2 Approach**

*Teacher on duty has asked all the children to line up sensibly and quietly. Child X is swinging around a pole, talking and not standing quietly in the line or making a lot of noise etc*

"Child X, I can see that we need a "Time to Talk"; (Request that the child comes to you to be spoken to rather than shouting across the playground). "I expect to see you lining up quietly after the whistle has blown and sadly, you may have Time to Think and lose 5 minutes of your break time if I need to remind you again. I shall let

			<p>Form Tutor X know this and we will be hoping to see that you can line up beautifully at lunchtime”.</p> <p><b>EYFS Approach</b>  “Child X, I think we need a ‘Time to Talk’. When we line up we give the person in front and behind us some space. We stand quietly so that our teacher can count us and we wait our turn to wash our hands/walk up the steps. You were pushing in front of X and not waiting your turn.”</p> <p>Teacher/TA subsequent skills learning points:  How has this behaviour affected X – can you see how they are feeling by looking at them? What can you do to make this right?”.</p>
<p><b>Stage 2</b></p> <p><b>Time to Think</b></p>  <p>This is an opportunity to help and support the pupil to reflect on their behaviour and to understand the impact that it has on their and other pupils’ learning and feelings.</p>	<p><b>Beginning to Challenge:</b></p> <p>Pupil’s behaviour has not changed in response to “Time to Talk” reminder. Behaviours that could result in Time to Think.</p> <ul style="list-style-type: none"> <li>Continuation of above Stage 1 behaviours despite a Time to Talk</li> <li>Deliberate disruption (ie continuing to chat and not getting on with their task), creating a disturbance for other pupils</li> <li>Being rude and disrespectful to another pupil or adult</li> <li>Deliberately throwing small objects</li> <li>Undesirable behaviour in the dinner hall such as deliberately throwing food on the floor or across the table.</li> <li>Physically hurting another child through careless behaviour (as opposed to deliberate)</li> <li>Doodling on desks</li> <li>Not listening to instructions from prefects/not showing respect (KS2 pupils only)</li> <li>Snatching toys/resources from other children during free flow sessions (EYFS)</li> </ul>	<ul style="list-style-type: none"> <li>Remind pupil of expectations and ask pupil to stay behind for <b>part of</b> their morning break or lunch break to complete a RESPECT task (eg. finishing work, tidying the classroom, sorting out books etc). Use this time to help the pupil reflect on their behaviour and the impact that it has had on themselves and others.</li> </ul> <p><b>Setting: Field/Playground/lunch hall</b></p> <ul style="list-style-type: none"> <li>The teacher/adult on duty will give the pupil 5 minutes reflection time on a bench – this is a good time to refer to the playtime rules which are displayed.</li> <li>If a pupil is given a Time to Think in the lunch hall, they will need to have their 5 minutes reflection time on a bench in the playground when they return to the Junior School – adult on duty to be notified.</li> </ul> <p><b>PLEASE NOTE:</b></p> <ul style="list-style-type: none"> <li><b>All playtime incidents to be logged in the green book. All incidents in the classroom and/or the school building to be logged onto Edulink by the member of staff dealing with the incident.</b></li> <li><b>Form Tutors to be notified of incident</b></li> <li><b>SMT will be monitoring the behaviour log and in the event of a pattern of behaviour, the Head of Key Stage will organise a meeting with parents and form tutor.</b></li> </ul>	<p><b>Example Script continuing the scenarios above:</b></p> <p><b>During a lesson scenario</b></p> <p><b>KS1/KS2 Approach</b>  Despite positive encouragement to make the right choice after the Time to Talk, Child X continues to chat and be disruptive....</p> <p>“Child X, I notice that you have chosen not to listen again and so you and I will have a Time to Think at break time to make sure that you understand how to make the right choice and to complete a respect task. You must listen so that you are learning and know what to do (if you are not the form tutor). I will make sure that your form tutor knows about this”.</p> <p><b>EYFS Approach</b>  “Child X, I can see that you are still choosing to make the wrong choices because you are still talking when it is not your turn. We need to have a Time to Think when we finish our learning”.</p> <p>OR</p> <p><b>During break time scenario</b></p> <p><b>KS1/KS2 Approach</b>  Child X is playing football and tackling in an aggressive manner or not passing the ball to other pupils or generally not playing fairly.</p> <p>“Child X, I can see that we need a Time to Think as you have chosen not to play respectfully or with kindness. You need to think about how your behaviour is affecting other children and so you will sit down on the bench for 5 minutes whilst you have Time to Think”.</p> <p><b>EYFS Approach</b>  “Child X, I can see that you are still choosing to make the wrong choices because you are still taking the bikes from your friends when it is not your turn. We need to have a Time to Think and so please sit down on the step”.</p> <p>OR</p> <p><b>Lining up after break scenario</b></p> <p><b>KS1/KS2 Approach</b>  Despite positive encouragement to line up sensibly, Child X continues to disregard the advice and is not lining up sensibly,</p> <p>“Child X I have noticed that you have chosen not to follow my advice and so you will have a Time to Think during your next break time. Please come to my classroom/office at the beginning of your next break”.</p> <p><b>EYFS Approach</b>  “Child X, I can see that you are still choosing to make the wrong choices because you are still pushing in in the line. We need to have a Time to Think when we get inside”.</p>

			(TA instructed to settle children on the carpet whilst discussion takes place).
<p><b>Stage 3</b></p> <p><b>Time Out</b></p>  <p>This stage is to provide a clear consequence to any serious and deliberate behaviour as outlined. It will include a restorative conversation to help the pupil manage their emotions and behave appropriately going forward. It is also a time for pupils who have been affected by the negative behaviour to state their feelings, see that they have been listened to and that the pupil responsible is working to repair the situation.</p> <p><b>ALL STAGE 3 BEHAVIOURS ARE AN IMMEDIATE REFERRAL TO SMT.</b></p>	<p><b>Serious and Deliberate Behaviour:</b></p> <ul style="list-style-type: none"> <li>Continuation of above after Time to Think</li> <li>Bullying – targeted and persistent behaviour towards a child or group of children or behavior which has the potential to be repeated.</li> <li>Deliberately hurting another child physically.</li> <li>Behaviour that discriminates against: race, gender, sexual orientation, disability, special need, age or religious faith.</li> <li>Verbal abuse and swearing</li> <li>Damaging school/ other pupils' property.</li> <li>Leaving class or school without permission.</li> <li>Persistent or more serious rudeness or challenge to adult.</li> </ul>	<p><b>Setting: lessons, assemblies or around the building:</b></p> <ul style="list-style-type: none"> <li>Explain to pupil that they will miss their break time and receive a Time Out.</li> <li>If necessary, pupil will be removed from classroom/hall (teacher to call reception who will get member of SMT)</li> </ul> <p><b>Setting: Field/Playground/lunch hall</b></p> <ul style="list-style-type: none"> <li>Pupil to be removed from the playground/dining hall and referred to the member of SMT on duty that day.</li> </ul> <p><b>PLEASE NOTE:</b></p> <ul style="list-style-type: none"> <li><b>A short factual description of the incident to be sent to Head of Key Stage by email by the end of the day.</b></li> <li><b>Parents will be contacted by Head of Key Stage</b></li> <li><b>Head of Key Stage will make the form tutor aware of incident.</b></li> <li><b>Time Outs will be logged on to Edulink by SMT</b></li> <li><b>Three 'Time Outs' logged in a half term will result in an internal exclusion.</b></li> </ul>	<p><b>Serious and deliberate behaviour by Child X.</b></p> <p><b>KS1/KS2 Approach</b></p> <p><b>"I am very concerned about your behaviour and how it is affecting other children as well as yourself so I am going to give you a Time Out with (member of SMT). Teacher escorts child X to relevant member of SMT.</b></p> <p><b>EYFS Approach</b></p> <p>Class teacher will liaise with Head of EYFS and decision will be made as to whether the Head of EYFS or any other member of SMT.</p>
<p><b>Stage 4</b></p> <p><i>To be logged onto SIMS by Head of Junior School</i></p>	<p><b>Extremely Serious:</b></p> <ul style="list-style-type: none"> <li>Continued bullying</li> <li>Extreme verbal or physical harm</li> <li>Three "Time Outs" logged in a half term</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>ALL Stage 4 behaviour MUST be reported to the Head of the Junior School and a factual account of the incident submitted.</li> <li>Three "Time Outs" in a half term will result in an internal exclusion.</li> </ul>	

