

PADNELL JUNIOR SCHOOL

BEHAVIOUR POLICY



Designated Committee:	Curriculum & Standards Committee
Timing:	Every 2 years
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At Padnell Junior School we believe that a community is most welcoming and cohesive when ALL of its members understand what is expected of them, and each person takes responsibility for their actions at all times. As children learn by example, we expect all staff to model positive relationships and behaviour both in and out of the classroom irrespective of the year group. All members of staff have the authority to reward and discipline children in accordance to the school's policy.

We believe that behaviour can be a type of communication and we aim to be reflective practitioners who seek to understand children's actions and support them in becoming global citizens who respect themselves, others and their environment.

We believe that low level disruption can impact on pupils' learning, therefore, we seek to act to minimise this low level disruption through our planning of lessons and consistent approach to behaviour management. All pupils and staff have the right to work in an environment that is safe, friendly and fair. If the behaviour requires it and is endangering themselves or others, staff have the legal power to intervene physically if necessary – the circumstances where this may be used are detailed in our Physical Restraint of Pupils policy. We envisage that the Behaviour Policy, detailed below, will minimise such actions.

To be read in conjunction with:

- Anti-bullying Policy
- Equalities Policy and Information
- E-safety and Learning Policy
- Home School Agreement
- Physical Restraint of Pupils
- Searching, Screening and Confiscation – advice for schools
- SEND Policy
- Teaching and Learning Policy

Statement of Principles

At Padnell Junior School the staff and governors believe that the children will:

- feel happy and safe in a caring, controlled atmosphere,
- feel valued and treated as an individual,
- be given a 'fresh start' once their behaviour has been dealt with,
- develop self-discipline in an atmosphere of mutual respect, good behaviour, honesty, politeness and trust, so that learning, teaching and understanding will be most effective,
- behave in a manner which is acceptable to the whole of the school, displaying respect for other people, property, resources and the environment,

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- be considerate and co-operative, supportive of their peers, aware of the needs and opinions of others and move about the school in a quiet, orderly way and always use the appropriate noise levels,
- display their highest standards of work, behaviour, presentation and performance in all aspects of their school life and have all achievements recognised and be rewarded in as many ways as possible,
- behave positively in order to be a credit to the school, to their families and, above all, to themselves.

These statements include behaviour in school, when representing the school such as school trips, competitions and visits to other schools as well as being in the public domain whilst wearing our school uniform or when in some other way identifiable as a pupil at the school. In these circumstances the school will contact the pupil's parents or carers to discuss the reported behaviours.

Staff are responsible for:

- Promoting an understanding of the vision and the values and the policy to the children and parents.
- Being a good role model demonstrating each of the five core values at all times.
- Providing a safe, stimulating and focussed learning environment which encourages learning to take place.

Parents and Carers are responsible for:

- Being aware of and supporting the school's efforts to enact the behaviour policy.
- Maintaining good/regular contact with the school.
- Ensuring that their children are prepared for the school day.
- Showing an interest in their child as a learner through attending parents evening, after school activities and encouraging and assisting their child to complete their homework.
- Treating all members of the school community with respect.

Children are responsible for:

- Taking responsibility for their own learning and behaviour within school.
- Understanding, knowing and demonstrating each of the three school rules and the five school values.

Raising self-esteem

Low levels of self-esteem may contribute to negative behaviours being displayed and we work hard to raise the self-esteem of our pupils through praise, recognition and rewards when appropriate. We promote a caring culture where pupils are respected and listened to, they are seen as individuals with strengths and talents and we avoid stereotyping or generalising about a child. Adults use pupils' first names and speak to them as they would expect to be spoken to themselves. By doing this we are modelling our expectations and recognising children's individuality and needs. Praising children raises their self-esteem. It must be specific and not general and be given to an individual for meeting high expectations.

NB Some children may not like public praise.

Fighting and any type of bullying are not accepted under any circumstances.

In the event of provocation or intimidation children are expected to ignore it and seek help of an adult, rather than retaliate. Children are encouraged to tell any adult if they are being bullied. Bullying is unwanted, often aggressive behaviour that involves a real or perceived power imbalance. ***This behaviour is repeated over a period of time.*** There are 4 types of bullying which include: verbal,

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social, physical and cyber. Parents and carers are actively encouraged to inform the school if their child informs them of any issues relating to bullying. A copy of the school's Anti Bullying Policy is available on request from the school office or via the school's website.

Rewards:

In order to achieve the high standard of work and behaviour expected from every child we use a system of positive behaviour reinforcement.

1. All staff have stamps, stickers and certificates which can be used in the classroom as rewards for good or exceptional work or behaviour.
2. All children can earn house points for good behaviour and work. In order to ensure consistency any member of staff can issue HPs up to 3 each time. Colour coded bookmarks will be given to each child to collect their HPs. These bookmarks are kept centrally in the classroom and children are given the opportunity to fill them in at some point during each day. The house that accumulates the most house points each half term will be awarded with a non-school uniform day.
3. Each week a child from each class is awarded the 'STAR' Award where they have demonstrated excellent behaviour and work ethic and are recognised in our Celebration Assembly. They will have the opportunity to sit at the back of the hall on a bench.
4. Each week children are nominated, by adults or children in the school, to receive one of the 'STARS' values and Growth Mindset trophies and take home a certificate to show they have demonstrated one of our school values. Their name is also published in the weekly newsletter. At the end of each half term selected children from each class will be nominated to receive the class value for the half term. Children will be recognised for this achievement during the last Celebration Assembly of each half term.
5. Children collect Superstar Stamps (limit to 1 stamp given each time).
6. At the end of each ½ term, identified children who consistently meet or exceed expectations may also be chosen to take part in special activities and or parties.
7. Parents are notified of positive behaviour through Marvellous Me messages being sent home and verbal updates with the child's parents/carers at the end of the day.

Sanctions

When dealing with unacceptable behaviour, we use various consequences. **All incidents and home school communication will be documented using CPOMs which alert key members of staff helping to build a picture of the child's behaviour over time.** Class teachers are skilled and can deal with most behaviours and will always try to recover a situation before it escalates. However, from time to time, a child may be sent to the Year Leader if something is deemed to require further investigation.

Unacceptable behaviours include:

- Being irresponsible
- Being unsafe
- Being disrespectful

Forms of sanctions:

- A verbal warning and reminder of the expectations of the behaviour.
- Removal to another classroom to complete learning or for an agreed amount of time.
- Loss of playtimes to have a reflective conversation and/or complete work.
- Loss of privileges e.g. specific responsibilities.
- School based community service to 'give back' to the community and restore relationships – e.g. tidying a classroom.
- Being 'on report' for behaviour monitoring if incidents are repeated.

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- Loss of playtimes with a member of the Senior Leadership Team.
- Suspension.
- Exclusion.

In cases of wilful or non-accidental damage to school property, parents will be contacted and asked to contribute towards its replacement or repair.

Initially staff will use low level strategies with clear rule reminders.

If an adult decides that a child must miss a portion of their break time then they must supervise them in a classroom. No child will be left unsupervised. Staff will take every opportunity to rebuild their positive relationship with the pupil and talk through the incident to help the child reflect on their actions and avoid acting in this way in the future.

Lunchtime staff are encouraged to mediate behaviour issues themselves in a calm manner that will defuse situations. Where support is needed, the Senior Lunchtime Supervisor will be consulted. If this does not resolve the situation, Senior Leaders will become involved.

All incidents will be passed onto the class teacher at the end of the lunchtime for any cases of unacceptable behaviour or conduct that they have dealt with. Class teachers must follow up on any incidents of poor behaviour at lunchtime, informing parents as necessary.

From time to time children engage in 'rough play'. Whilst this is actively discouraged by all adults, children do not always fully appreciate the impact of their actions and need support to learn. Young children often 'act out' games or behaviours witnessed elsewhere and this should be understood by all adults.

Explaining and talking to children about behaviour is important. Children often misunderstand situations and frequently report incidents that may not tell the whole story. Finding time to discuss events and listen to each other will encourage understanding and minimise the emotional impact of such misunderstandings.

Lunchtime incidents will be recorded by the Senior Lunchtime Supervisor using CPOMs.

Once any consequence has been served, every child is entitled to a "start afresh". Staff who have served a consequence must discuss the behaviour with the child to ascertain why it happened and to help them recognise and change the behaviour.

*It is a statutory requirement that records are made of all racial incidents.

At the end of each half term the Headteacher will review the behaviour of children and share with staff and Governors.

We recognise that sometimes deterioration in behaviour can be linked to a change in circumstances outside school. Every effort will be made to support children and use the class teacher for discussion work in the first instance. If the behaviour requires extra support on a regular basis, then consultation with our Special Educational Needs and Disabilities Coordinator (SENDCo) may result in seeking advice from outside agencies. A minority of children with additional needs will require reasonable adjustments to the behaviour policy in line with current equality requirements and approaches to SEND within the school.

If there is a need to refer issues to our Designated Safeguarding Lead, then procedures will be followed and may result in consultation with Social Services. Other outside agencies used include the Educational Psychology service, CAMHS, Primary Behaviour Support Service and the Early Help Hub.

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Working in partnership with parents often alerts the school to possible problems early and avoids the need for behaviour to become a cry for help. We would ask that parents keep the school informed of relevant issues.

Malicious allegations made against staff are to be dealt with using the school's behaviour policy and in consultation with the LADO and the KCSiE document.

Monitoring Arrangements:

This policy will be reviewed every 2 years by the Curriculum & Standards Committee.

Governor Approval and Review Dates:

This policy was approved by the Curriculum & Standards Committee in September 2022. It is due for renewal in September 2024.

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