

Policy for Behaviour Management

Introduction

Every child has the right to the best education and deserves to be happy and successful in school and the behaviour of our pupils is key.

We believe all pupils have the right to:

- learn in a well ordered environment
- feel safe and secure
- be respected
- be challenged

We believe all pupils have a responsibility to:

- keep school rules
- accept the consequences of their behaviour
- do their best and work hard

At Bordon Junior School we expect the very best behaviour from our pupils at all times. Good behaviour is taught through many aspects of the curriculum and positively reinforced by all staff.

Whole School Rules

At Bordon Junior School we expect the very best behaviour from our pupils at all times. Good behaviour is taught through many aspects of the curriculum and reinforced by all staff.

- Keep safe by moving around carefully
- Make sure you are kind and always include people
- Respect people and their learning
- Work and play safely and responsibly
- Be cheerful – always be in a positive mood

Strategies

Zone Boards

Each classroom has a 'Zone Board' which is used to promote excellent behaviour. This is a tool for acknowledging and encouraging positive behaviour whilst being clear with all pupils that poor behaviour is unacceptable.

Zone Board Rules:

- All pupils start each session, morning and afternoon, on green.
- Pupil are moved up onto silver for positive behaviour and they are told what it was they did or are doing that is good.
- Pupils who are already on Silver can be moved up onto Gold if their behaviour continues to be excellent.
- Pupils whose behaviour falls below the expected standard will be moved down the zone board.
- A pupil who is on Yellow is expected to get back onto Green and will be helped to achieve this.
- Yellow is a warning and there are no consequences for being on Yellow.
- If a pupil's behaviour continues to fall below the expected standard, then they will be moved onto Red. They will be helped to get back onto Green but they will lose 5 minutes of their next break.
- On the rare occasions when behaviour still does not improve a pupil is sent to the 'Partner Class' for 10 minutes – work to be completed at appropriate time. The pupil is back on Green on return to class. If this is necessary, then:
 - a. Pupil is put on a report card for 2 weeks.
 - b. Teacher to telephone parents to keep them informed and ask for their support.

- c. SLT monitor all pupils on report cards.
- Due to COVID-19, going into a partner class is currently unavailable, so the pupil is sent to sit in a communal, ventilated space where they can complete the work.

Report Cards

Report cards can be used to support pupils to achieve excellent behaviour. Before a pupil is put on a report card, the teacher will discuss the reasons for this with the Inclusion Manager, Deputy or Headteacher. The Class Teacher will then inform parents and explain the system.

- A pupil will be given a score of 1-5 for each session with 5 being excellent.
- At the end of each day the pupil takes it to a member of SLT to discuss the day. This is a positive solution focussed conversation.
- Normally a pupil would have a report card for 2 weeks as the expectation is that the behaviour will have improved in that time. However, this can be adjusted by the Inclusion Manager, Deputy or Headteacher.
- The Class Teacher is responsible for informing all staff who work with that pupil and ensuring that the system is followed correctly.
- During celebration assembly (or during story time due to COVID-19) the Class Teacher will ensure a member of the support staff scans the completed card and uploads it onto CPOMs. The card is then sent home.
- If a parent wants to check the card daily, then they are welcome to speak to the teacher at the end of the day or ask their child to show it to them. However, it will not be sent home until the end of the week. If needed the scanned copy can be emailed home.

Specific praise

Specific praise is a powerful tool, both for recognising and reinforcing appropriate behaviours. Pupils need to know what they have done well and they need to learn to recognise success for themselves. We need to move towards intrinsic motivation if we are to have independent and confident learners. Praise must be for something clearly identified.

Be specific:

1. Name
 2. Behaviour
 3. Positivity
- Stickers can be used to celebrate success.
 - Award Certificates - Certificates are given to individual pupils during whole school assemblies on Friday and parents are invited to attend. (Due to COVID-19, celebration assemblies are being held in classrooms).
 - S.T.E.P. (Sorry, Thank You, Excuse Me, Please) - S.T.E.P. awards are given to one pupil per class (chosen by class teachers) each half term to recognise excellent manners.

Clear Consequences

At Bordon Junior School, we create a safe environment in which pupils can grow. If a pupil's behaviour falls below the expected standard this leads to consequences. These can take several forms and are reasonable and proportionate in all circumstances, with account taken of the pupil's age, any special educational needs or disability they may have:

- a. A pupil may be given an **additional task**; this may be class work or helping others around the school.
- b. A pupil may **lose some of their privileges**; this may involve missing playtimes or other activities.
- c. A pupil may be asked to **move** to a different part of the class or to 'Partner class' for a period of time.

Consequences are only applied to the individuals whose behaviour has fallen below the expected standard. They are not applied to a group or class.

All reasonable actions are taken by the school to support the inclusion of all pupils. In certain circumstances, a pupil may be withdrawn from specific parts of the curriculum to ensure good order and safety for all pupils. This decision can only be taken by the Headteacher and is kept under review.

Significant incidents are referred to a member of the Senior Leadership Team (SLT) who will take appropriate action. This is likely to include liaison with parents.

Pupil Profiles

For a small number of pupils, significant adaptation will be put in place to ensure their success and allow them to play a positive role in our school community.

Pupil profiles are put in place where needed. These summarise the individual's strengths and areas in which they struggle. Clear strategies map out how to manage and support them. These are reviewed regularly and shared with parents. This process is overseen by the Inclusion Manager who will co-ordinate a multi-agency assessment if necessary. Additional consideration and support is given during periods of transition.

In some cases, a profile will include an 'Alert Card'. This enables senior staff to give an individual pupil support.

- The card is sent to the front office with a sensible pupil.
- The front office then alerts the member of SLT who is on call. They will then respond themselves or allocate someone else to do so.
- Staff are encouraged to send the card early.

Pupils' Conduct outside the School Gates

At Bordon Junior School, we encourage pupils to behave appropriately within the whole community and to recognise they are representing the school when off site. The school will take action in the event of non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school. Such incidents will be dealt with by a member of the SLT and consequences applied.

Specifically, sanctions will be applied for misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing the school uniform
- in some other way identifiable as a pupil at the school

Or for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or to a member of the public
- could adversely affect the reputation of the school

In all of these circumstances the headteacher will also consider whether it is appropriate to notify the police or other agencies. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

Consideration will be given as to whether the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. Where this may be the case, action will be taken in line with the school's safeguarding policy.

Screening, Searching and Confiscation

The school conforms to guidance from the Department for Education (Searching, screening and confiscation, DFE 2018).

Searching

School staff can search a pupil for any item if the pupil agrees. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or open their bag and for the pupil to agree.

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If a pupil refuses to allow a search, the member of staff may impose an appropriate sanction as outlined above.

Other Prohibited Items

- mobile phones
- other devices that connect to the internet

Pupils are not allowed mobile phones at school or at school events. If parents allow their child to bring a phone to school, then it must be handed in at the front office and collected at the end of the day.

Confiscation

- School staff can confiscate any prohibited item found as a result of a search.
- They can also confiscate any item, however found, which they consider harmful or detrimental to school discipline.

Use of Reasonable Force

In line with the school's Restrictive Physical Intervention Policy, staff may use such force as is reasonable and proportionate to prevent a pupil from doing or continuing to do any of the following:

- a) committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- b) causing personal injury to, or damage to the property of, any person (including the pupil himself)
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Liaison with Parents and Other Agencies

We recognise the importance of working in partnership with parents. Parents and carers will be kept informed about their child's behaviour and consulted on how best to meet their child's needs.

The school uses a number of outside agencies to support their work to improve children's behaviour including Primary Behaviour Service and the Hampshire Educational Psychology Service.

Exclusion

Good discipline is essential to ensure that all pupils can benefit from the opportunities provided by education. The school's behaviour policy outlines expectations and key strategies for promoting good behaviour. The

Government supports headteachers in using exclusion as a sanction where it is warranted. However, exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Behaviour Records

Significant incidents are recorded on CPOMS. Exclusions also form part of a pupil's record on SIMS.

Staff Development and Support

All new staff receive an induction to ensure they are familiar with these procedures and there is an ongoing programme of training and support.

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