



## **Behaviour and Engagement Policy**

**Approved: July 2019**

**Next review: July 2020**

## Behaviour Policy

### **Mission Statement**

1. The ethos of our school is to promote good behaviour via a calm well structured environment that consists of a safe learning atmosphere in which every person is valued.
2. We aim to promote a positive attitude in our pupils, creating an environment in which good behaviour is expected, within a climate of trust. We see this as a three-way partnership with pupils, parents and staff all taking responsibility for their actions.
3. Thames View Junior School is a school with a strong moral ethos. School rules are for the safety and comfort of all members of the school community as well as a way of establishing social learning. Any form of bullying, discriminatory behaviour or fighting will not be tolerated.
4. At Thames View Junior School we have adopted the behaviour programme 'Stay on Green'. Our "Stay on Green" behaviour system provides expectations which focus on positive action (be respectful) rather than what children should not do, it highlights both good and bad behaviour with appropriate actions in order to promote well rounded students. The expectations are agreed actions so that there is consistency and fairness in all areas of school life. However, as an inclusive school, we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children. Behaviours must be put in context and require all staff to use their professional judgement.

At Thames View Junior School we have our Golden Rules.

To 'stay on green', we will:

1. We come to school every day in full uniform and ready to learn.
2. We are kind to everyone.
3. We listen.
4. We keep calm even when things are hard.
5. We talk through our problems.
6. We keep our hands and feet to ourselves.
7. We take pride in our school.
8. We show respect to all.
9. We always take part and try our best.
10. We strive to be excellent in all we do.

### **Rationale**

At Thames View Junior School we believe that the behaviour policy should support and develop the rights and responsibilities of the children and adults within the school, emphasise that its successful execution depends on everyone's support, and that it will ultimately benefit all in the school community. The overriding aim should be to encourage self-discipline and self-awareness in the children.

### **Purpose**

- To develop habits of self-discipline and acceptable behaviour;
- To develop self-respect;
- To develop respect of, and sensitivity to, others;
- To develop co-operation;
- To develop respect of property, their own and other people's.

### **Aims of the Policy**

- That every member of our school community feels valued and respected;
- That we promote an environment where everyone feels happy, safe and secure;
- That every member of our school community is treated fairly and in a consistent manner.

### **How Positive Behaviour is taught through the curriculum.**

- Positive Behaviour is taught through the PSICHE curriculum.
- Positive Behaviour is addressed during Assemblies.

- Positive Behaviour forms an important part of the SMSC lessons.
- Positive Behaviour, on a smaller more intimate scale, is taught during Social Skills Groups

### **Rights and Responsibilities**

As a school community at Thames View Junior School (children, all school staff and parents/carers) we all have rights but accept that we all have responsibilities.

#### **Children's Rights and Responsibilities**

Children have the right to a good education, to be happy and healthy, to join in lots of activities and to express their opinion. They are responsible for their own behaviour and for meeting the expectations set out by the school. They will:

- treat all children and adults with respect,
- to follow the reasonable instructions given by staff in an appropriate way,
- become familiar with the rules and be aware of expectations,
- be aware of the consequences of their behavior,
- be a good role model both in and out of the school,
- be aware that they can also be involved in solving problems,
- sign and abide by the Home/School Agreement

#### **Staff Rights and Responsibilities**

All staff have the right to provide a good education for all children in a happy, safe environment. They have a collegiate responsibility for consistently implementing school policy on positive behaviour. The Headteacher holds overall responsibility.

All staff will:

- treat all children fairly and with respect,
- provide a challenging and stimulating curriculum,
- create a safe and pleasant learning environment,
- recognize each child's individuality and be aware of his/her needs,
- teach children the rules and make expectations clear,
- use rules and sanctions clearly and consistently,
- work together with parents, carers, colleagues and other agencies,
- be good role models to the children in their care.

### **Parents Rights and Responsibilities:**

All parents/carers have the right to know that their child is being well educated in a safe environment. They also have the right to be listened to, made aware of any problems affecting their child's behaviour and to be supported and guided in dealing with their child's behavioural issues.

All parents will:

- Treat all children and adults fairly and with respect.
- Support the school in the implementation of this policy; including signing the Home/School Agreement, Behaviour slips and attending any scheduled meeting to address behaviour issues.
- Be aware of the school rules.
- Show an interest in all their child does while at school.
- Encourage independence and self-discipline.
- Be a good role model to their child.
- Make the school aware of any information which may result in their child displaying behaviours outside the norm.

## **PROCEDURES FOR DEALING WITH CHILDREN'S BEHAVIOUR**

Thames View Junior School strives to seek and reward positive behaviours from all within its community by:

### **Rewarding Positive Behaviour:**

All rewards must be sent to the inclusion team on a weekly basis. This should also include any children who have been on the orange or red traffic light.

### **Going for Gold:**

This functions in each of the classes. Children's name cards are located on a green traffic light at the start of each day. This represents a 'fresh start' for all. Staff can use their discretion in moving children to silver and Gold for exceptional behaviour. Pupils who reach Gold by the end of the day are awarded with a raffle ticket. Misdemeanors result in one verbal warning prior to transition to 'orange'. Once on orange, children have the opportunity to redeem themselves by making good choices and being moved back onto green. However, if they are on orange and their negative behaviour continues, their name will go onto red. Serious incidents may result in immediate transition to the red 'light'. Children who are still on 'red' at 2.30pm are sent to reflection time the following day. A text will be sent home to inform parents. If a child is on red three times in one week then a meeting with the child's parent will be arranged with a senior member of staff. Teachers will update the behaviour-tracking sheet daily for children still on red at the end of the day. When pupils are on 'Silver or 'Gold' they are rewarded with a certificate during assembly.

### **Golden ticket Raffle:**

Every day at 2:30 any children on the golden traffic light can earn a gold ticket. At the end of each half term, two children from each class will be drawn to attend a celebration afternoon with senior management.

### **School Values:**

At Thames View Junior School, a system of core behaviour values has been established. These values are: Courage, Cooperation, Compassion, Honesty, Perseverance and Respect. Teachers are encouraged to notice their pupils displaying behaviours related to these values and to reward them for doing so. These nominees are then presented to the school and given certificates during an assembly held on Fridays to celebrate their achievement. In addition, two children from each year group from these nominations are chosen to attend afternoon tea.

### **Achievement/Behaviour record.**

This log is updated weekly by the class teacher. It includes the following; gold, silver, the values and reading achievements. 'Minor' incidents and general behavioural concerns (pupils on red and orange) will

be entered s on a weekly basis. This information will be recorded onto a proforma. This log will present an overall picture of behaviour in the class and will allow patterns of behaviour in individuals and in groups of children to be identified and addressed. Every entry should include the date and any sanction employed or action taken. Such a log will be particularly valuable when ascertaining complaints about alleged bullying. Any teacher, other than the class teacher, who deals with an incident, whether it be around the school or in a subject for which children are streamed is responsible for recording the incident and ensuring it is given to the class teacher to put into the class log.

**Rewards and Sanctions Table:**

Red: Reflection Time	<ul style="list-style-type: none"> <li>• Continuing behaviours of orange</li> <li>• Aggressive behaviour: hitting, kicking, swearing and spitting</li> <li>• Racist behaviour/language</li> <li>• Bullying behaviour (persistent pattern of behaviour)</li> <li>• Damaging classroom equipment (deliberate attempt)</li> <li>• Continually disrespecting adults</li> <li>• The child persists to display disrupting behaviour</li> <li>• Child is obviously in a state of anger or has high anxiety levels.</li> </ul>
Orange	<ul style="list-style-type: none"> <li>• Rudeness to other pupils</li> <li>• Taking other people’s property</li> <li>• Refusal to work or follow adult instruction</li> </ul>
First Warning	<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Talking when the teacher is talking</li> <li>• Difficulties in waiting their turn</li> <li>• Talking on the carpet</li> <li>• Tale telling</li> <li>• Inability to share</li> <li>• Other low level behaviours</li> </ul>

Green	Continuously doing the right thing without reminders.
Silver Certificate	In addition to green: <ul style="list-style-type: none"> <li>• Encouraging others to do the right thing</li> <li>• Showing resilience and perseverance of learning</li> <li>• Displaying self-control in different situations</li> <li>• Using initiative</li> <li>• Empathy for peers</li> <li>• Ability to reflect upon behaviour and improve instantly</li> <li>• Recognising managed risk</li> </ul>
Gold: Certificate Golden ticket	Sustained improvement of behaviour <ul style="list-style-type: none"> <li>• Continuous support for peers</li> <li>• Showing leadership in the face of challenge</li> </ul>

### **Lunchtime Procedures**

To support this policy and to improve behaviour at lunchtime the following procedures should be followed:

- Pupils that are not following the playground rules to be issued with a yellow card.
- If the poor behaviour continues or is observed to be extreme pupil to be issued with a red card and sent to Social Inclusion Officer to reflect on their behaviour choices.
- All cards issued are given to Social Inclusion Officer who records this on lunchtime behaviour tracking system. In addition to this a letter will be sent home to parents.

### **Exclusions**

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. Exclusion will only be considered where the educational entitlement and the wellbeing and safety of the pupil concerned, the staff and the rest of the pupils in the class/school is jeopardised. The formal reasons whereby the school may consider the exclusion of a pupil would be: In response to serious breaches of the Behaviour and Engagement Policy

If, by allowing the pupil to remain in school, the education or welfare of the pupil or others in the school would be seriously harmed.

Where exclusion is necessary we refer to “Improving Behaviour and Attendance: Guidance on Exclusion From Schools and Pupil Referral Units” (DCSF 2017).

Factors to consider before making a decision to exclude:

- Ensure that a thorough investigation has been carried out.
- Consider all the evidence available to support the allegations, taking account of the school’s Behaviour and Engagement policy, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended.
- Allow the pupil to give his or her version of events.
- Check whether the incident may have been provoked, for example by bullying, including homophobic or other prejudiced based bullying, or by racial or sexual harassment.

If necessary, consult others, but not anyone who may later have a role in reviewing the Headteacher’s decision, for example a member of the Governing Body.

### **Internal Exclusion**

At the discretion of SLT and family, an agreement can be made for internal exclusion under special circumstances. Throughout the internal exclusion the pupil will remain under the supervision of the Social Inclusion Officer.

### **Lunchtime Exclusions**

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusion is a fixed period exclusion deemed to be equivalent to one half of a school day.

### **Racist Incidents**

In accordance with the borough procedures all racist incidents should be reported to a senior member of staff. This includes verbal and physical insults related to race or religion. These are then reported to the borough.

### **Challenging Behaviour:**

Pupils with emotional, social and behavioural difficulties will often persistently challenge class and playground rules to such an extent that in serious cases a Pastoral Support Plan may be required and a behaviour action plan completed and shared with members of staff.

If a pupil’s behaviour is not improved by the consistent use of rewards and sanctions listed in the school Behaviour and Engagement policy, then it is possible they have a special need. Consultation with the

Leadership Team can lead to advice on the use of more specific techniques. If little or no progress is made, then an individual education plan will be required (see Inclusion Policy)

#### Individual Pastoral Support Plans

Where a pupils' behaviour is consistently challenging to the extent that the educational entitlement and/or health and safety of the pupil themselves or their peers is jeopardised, the Social Inclusion Officer, Headteacher and class teacher will develop a Pastoral Support Plan in consultation with parents/carers. The plan is set for a fixed period of no more than 16 school weeks at the end of which a review is held and a decision is made as to whether the plan has been successful. If the Pastoral Support Plan is not successful it is possible that the pupil may be excluded.

#### **Pupils with Special Educational Needs**

Other than in the most exceptional circumstances SEN pupils should not be permanently excluded.

#### **Pupils with Disabilities**

We have a legal duty under the Disability Discrimination Act 1995 not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability.

#### **Race Relations**

We have a legal duty to take steps to ensure that we will not discriminate against pupils on racial grounds when making a decision about whether to exclude a pupil.

#### **Pupils in Public Care**

We should try every practicable means to maintain pupils in Public Care in school.

#### **Procedures for Review and Appeal**

The Governing Body must review all permanent exclusions and fixed period exclusions that result in a pupil being excluded for more than 15 school days in any one term. They must decide whether or not to reinstate the pupil, if appropriate, or whether the Headteacher's decision to exclude the pupil was justified.

At all times we wish to reinforce positive behaviour in our pupils.

Where inappropriate behaviour recurs repeatedly and records show no improvement, a programme of behaviour management strategies will be devised in conjunction with the SENCo team, the pupil and the pupils' parents/carers. If deemed necessary, outside agencies will be invited to contribute.

#### **Physical Restraint**

Where physical restraint is necessary, we refer to the School's Positive Handling Policy.

This policy is brought to the attention of all parents annually.

A Positive Handling plan will be made after the first physical restraint incident.