

THE HOWARD JUNIOR SCHOOL

Together Everyone Achieves More



Behaviour Management Policy

Reviewed 13th September 2023 during the Academy Leadership Team Meeting

Next Review Date: September 2024



Signed by Chair of Trustees *H. Wardale*

Howard Junior School

Behaviour Management Policy

Our behaviour policy is a key document in achieving the aims of the school. We are a caring, inclusive school at the heart of our community. Our aim is to promote excellence in teaching and enjoyment in learning as the foundation for success in life through a rich, broad and balanced knowledge-based curriculum. We believe that we make a difference by creating a safe and stimulating environment where our children feel happy and secure. We want every child to be able to engage actively in learning and reach their full potential in all areas of school life knowing that they are cared for and supported.

Aims

To provide a safe and secure place of learning.

- To ensure pupils, staff and parents alike value respect.
- To provide an environment where pupils can develop as individuals.
- To develop an ethos of mutual support and community.
- To develop a sense of citizenship and responsibility.
- To develop an understanding of human rights and expectations.
- To provide consistency of expectation and response.
- To support a pupil's ability to make appropriate choices.
- To create a supportive system that celebrates effort and achievement.
- To improve self-confidence and trust.

Guidelines

Positive behaviour strategies are to be followed by all staff and pupils.

- Constant and continual praise and reward for all efforts in all aspects of school life.
- A non-confrontational approach must be common to all staff.
- All staff must have ready access to stickers, and gold & green cards.
- A consistent use of sanctions. There still has to be flexibility for the very few who need nurturing. The regimes for these specific pupils are set up with Teacher, Headteacher and SENCO.
- House Captains who form part of the behaviour management structure and ensure a unified approach by all.
- A school council to provide pupils with a voice and responsibility.
- Through all available avenues to raise pupil involvement and interaction: Assemblies, After school activities, Fundraising, School Council, Librarian, House Captains, Peace Makers and through daily lessons. The use of mapping skills to develop links and connections.
- PSHE/RSHE policy to permeate all aspects of school life.

- The use of circle time to develop pupils' understanding and sensitivity.
- To develop role play and drama possibilities in this area.

Behaviour Management

We believe that the quality of relationships in our school is our biggest strength and the most powerful tool in behaviour management. Classrooms should always be calm, positive, secure places in which children feel valued and safe. Class rules are negotiated at the start of each year based on our School Rules and are signed by each pupil and displayed clearly in each classroom. These focus on how children should behave rather than how they should not. Class rituals are essential in creating a sense of security – for example – a quiet time during registration and after lunch to engage in reading or times table practise, regular circle time, lining up quietly etc.

Discipline during morning break is monitored by the staff on duty. Lunch times are the immediate responsibility of the Midday Supervisors, Teacher on duty, plus the SLT.

Rewards

Rewards are a very powerful tool for teachers to use. The general practice of classroom management involves many rewards being given to pupils on a daily basis. These may include:

- Verbal praise (publicly & privately).
- Sending a pupil to another Teacher/Subject Leader or Head for praise (during appropriate periods).
- Using the Golden Assembly for recognition of pupils' achievements: Golden Pupils, Reading Champ, Goblet of Writing, Spelling Bee, Reading Champion, Reading Rabbit Rapid Reader, Maths Award, Aspire Suite, Year 6 Sats Champion, Golden Carrot, Brambles Behavior Award and Forest School – ensure even coverage across class throughout the year.
- Reports which are also seen as a vehicle for constructive criticism and praise.
- Using stickers for good work and behaviour: Every child to have a sticker chart. Small stickers will be the daily reward currency and they will be put on the sticker chart. This gives each child a tangible goal as the reward will be 25 gold cards.
- Gold cards and Green cards are given to pupils in recognition of work and behaviour.
- Class DoJo Points- an opportunity to showcase efforts and for shared celebration between home and school.

Extra information about Gold Cards and Green Cards:

- Gold cards and Green cards are valuable as they can be exchanged for prizes, so please give status to them!
- Gold cards are for behaviour that exemplifies the best: helping a child who has fallen down; picking up coats instead of stepping on them; waiting in line appropriately; children putting their hands up; speaking with respect to adults and children; changing bad habits, for example.
- Green cards are awarded for anything children do which is 'eco-related': promoting a healthy lifestyle by playing sports, gardening, eating fresh fruit and vegetables, or for other eco-related areas such as using less packaging in their packed lunch, completing excellent eco-themed schoolwork/charity work etc. Each green card is worth x2 gold cards.
- All cards should contain the child's name, the reason for receiving the card, how many you are awarding and your name/signature.

Sanctions

Under normal circumstances a clear distinction is made between minor and more serious offences, e.g. problems with pupils' classwork should initially be dealt with by the Class Teacher, and then, if necessary, by the SLT. Staff use sanctions which are appropriate to the particular offences in a flexible manner, i.e. by considering individual circumstances. Staff do not punish a whole class unless this is unavoidable or appropriate.

Whatever sanctions are imposed, the staff must insist that they are applied without infringement of the school's ethos and aims – indeed their application should reinforce the schools' ethos and aims e.g. some sanctions such as collection of litter or the refurbishment of defaced furniture are constructive and useful to the school community. However, punishments such as writing lines are seldom constructive.

Only in severe cases or those exhibiting no signs of improvement should the SLT become involved. Over reference to the SLT for punitive measures to be taken against pupils (rather than support for the teacher) can lead to these key people being forced to occupy a purely punitive role. If this occurs then it is likely to increase disorder and disruption in the school because.

1. It encourages some classroom teachers to abdicate their proper professional responsibility for maintaining order and discipline in the classroom.
2. Punishment is delayed and therefore loses some of its effectiveness.
3. The SLT cannot carry out their proper function of investigating in depth the reasons why some pupils are unresponsive to the usual methods of reassurance, encouragement, control and punishment.

Less Serious Offences – Action to be taken

Initially, a suitable reflection strategy will be employed – less drastic sanctions will be tried:

- Talking the matter over with the pupil and the pupil's parents.
- Amicably discussing the issue with those involved.
- Moving the pupil to another seat or class to facilitate learning/good behaviour.
- Removing the pupil from the classroom (x15 minute sanction – Partner Class).
- Withdrawing any pupil from participating in practical work for a period of time as appropriate to safeguard the welfare of the majority of pupils.
- Work/ reading completed at break time.
- Work “avoided” can be done at break or lunch time under direct supervision.
- Minutes in the school ‘Minutes Room’.

Minutes Room Sanctioning

This system relies on all staff applying the same levels of sanctioning. If pupils are not responding to this method, nor those outlined in the ‘less serious offences’ section above, please liaise with the school SENCO or SLT member for further advice and discussion of possible ideas, targets/future support plans etc. Staff must not engage with disruptive pupils. A pupil not behaving (the teacher having already employed a gentle reminder of school rules, or any other de-escalation techniques) may receive:

- If a child breaks the class rules, they will be given an initial verbal warning.
- If they continue to break the class rules, their name will be moved down to the Thinking Zone. Once on the Thinking Zone, if a child corrects their behaviour, then they will be asked to move their name back up to the Zone it was on before they were asked to move it down.
- If the child continues to break the class rules, their name will be moved below the Thinking Zone and they will lose 5 minutes of lunch time by attending the Minutes Room. For each further breaking of the class rules, they will lose a further 5-minute increment of lunch time. House captains will be asked to speak to children who lose more than 10 minutes lunch break, so as to support them in making better choices.
- If behaviour persists further, the child will receive 15 minutes in the Minutes Room. In addition, TA, Class Teacher or SLT member to remove the pupil immediately and have them make the Head Teacher aware (if convenient at that time) of their sanction before being sent to their Partner Class (list published in staff room). Pupils sent to a Partner Class should not return before 15 minutes (unless near ‘bell time’). The receiving class teacher may decide to keep them longer at their discretion/professional judgement based upon emergent behaviour, safety etc, before sending them back safely with an adult.
- Pupils sent to The Minutes Room must be sent with a sanction slip that identifies the number of minutes and reason.

- Some offences may warrant instant 5, 10 or 15 minute sanctions – violence or swearing, for example. These decisions are made on the teachers’ professional judgement. If a child receives a 15 minute sanction or more in the same day, the Headteacher should be made aware of this at the earliest possible convenience. The Headteacher should also be made aware of any offences that the teacher deems appropriate too – but especially high-level behaviours, proven bullying, racism etc. The school records this sort of behaviour in a log which is updated weekly if necessary and kept in the Aspire Suite.

If the severity of the offences warrants it, those pupils who obtain a lunch time detention in the minutes room twice in a week should have their parents informed.

The class teacher of any pupil placed in the minutes room must be notified. An allocated teacher is on duty in the minutes room each day.

Over use of detention supervised by others can have several detrimental effects.

- It encourages some classroom teachers to abdicate their proper professional responsibility for maintaining order and discipline in the classroom.
- Punishment is delayed and therefore loses some of its effectiveness.
- It can lead to increased disorder and disruption in the school.

A Minutes Room visit can be particularly appropriate when lesson time has been lost as a result of disruption and the work is made up during the minutes room visit. Pupils of any age may be required to “make-up” work during a break or lunch time under direct supervision – this does not require parental approval. Staff should always be considerate in allowing the pupil to go to the toilet or to obtain food/refreshments.

Serious Offences – Action to be taken

In many cases of serious unacceptable behaviour there are **offenders** and **victims**, e.g. bullying, sexist or racist behaviour. In such cases we talk to the suspected victim, the suspected offender and any witnesses (if appropriate). If any bad behaviour is confirmed, the following action will be taken:

Help, support and counselling will be given as is appropriate to both the victim and the offenders:

We support the **victims** in the following ways:

- By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- Informing the victims’ parents/guardians.
- By offering continuing support when they feel they need it.

- By taking one or more of the disciplinary steps described further below to prevent more bad behaviour by the offenders.

We also discipline, yet try to help the **offenders** in the following ways:

- By talking about what happened to discover why they offended. Sometimes this can be best conducted in private or public (within the class or an assembly) or possibly with the victim present – great care, experience and knowledge of the individual is necessary for an appropriate choice to be made to avoid damage to relationships and pupils'
 - (a) Have the greatest effect.
 - (b) Preclude any reoffence.
- By continuing to work with the offenders in order to get rid of unsocial attitudes as far as possible (this may involve the assistance of outside agencies).
- By taking one or more of the nine disciplinary steps described below to prevent more bad behaviour.

Disciplinary Steps

The **offenders** may:

1. Be warned officially to stop offending.
2. Have their parents/guardians informed (parents may be called into the school to discuss serious offences).
3. Be placed in the Minutes Room – see earlier for further details.
4. Be placed on report and/or have privileges withdrawn, e.g. exclusion from the school premises at break and/or lunch times. Placing on report requires meticulous follow-up procedures.
5. Be transferred from one class to another – see earlier for details.
6. A contract may be agreed which includes the staged accrual of privileges – see earlier for further details. The contract should be written in such a way that it focuses on specific behavioural problems and offers accrued benefits for achieving the stated goals – in this way a balance can be seen to be kept between sanctions and rewards.
7. Have arrangements for them to be escorted to and from the school premises.
8. Be suspended (if they do not stop offending) for a minor fixed period (one or two days).
9. Be recommended for suspension (if they then still carry on offending) for a major fixed period (up to five days) or an indefinite period.
10. If they will not end such behaviour, be recommended for permanent exclusion (expulsion).

Should a pupil need stronger sanctions then a pupil will be sent home at lunch time. According to the government this now constitutes a half day exclusion. We will continue to use it as it does not impact on a pupil's learning time. Obviously the half days add up and before 15 days have accrued the Trustees have to review the exclusion.

The Board of Trustees are determined to support teachers and pupils by providing a well ordered school where learning can take palce. They will support exclusions when all other routes have been exhausted.

Exclusions

We follow Norfolk County Council Guidance and Procedure for Exclusions. Pleass see Appendix for Permanent Exclusions.

Howard Junior School
Behaviour Management
'The Code of Behaviour'

The Code of Behaviour Principles

There are two related principles on which the “Code of Behaviour” is based. The two principles are explored in more detail below.

1. *All members of the school community have the right to be treated with respect and to work in a clean, calm and safe environment.*

This means:

(a) **Show respect for others by working sensibly in lessons and do not disrupt the learning of others:**

- When your teacher talks to the whole class; you must be quiet and pay attention.
- Put up your hand to answer questions. Do not call out.
- Do not distract or annoy others in the lesson.
- Have the right equipment for lessons – books, folders, pens, pencils, ruler, coloured pencils, reading record and homework, etc.
- Do not chew or eat during a lesson.
- Go to the toilet during breaks rather than during the lesson, unless a genuine reason.
- Only “pack away” when your teacher tells you.
- Make sure the area where you have worked is clean and tidy before you leave the room.
- Do not leave the lesson at any time without the teacher’s permission.

(b) **Show consideration for others by moving around the building quietly and carefully:-**

- Walk on the left-hand side of the corridor, and keep to the left-hand side on the stairs
- Do not carry bags on your shoulders as you accidentally hurt people or damage walls, etc.
- At break time leave your bag on your peg and go outside.
- Do not run or push others.
- Open/hold open doors for other people.
- Make sure you allow an adult to pass before yourself.

(c) All members of the school community should treat each other with respect and consideration:-

- At lunchtime follow the sittings rota.
- Clear your table. Do not leave a mess for others to clear up.
- Eat in the Dining Hall, Packed lunch classroom (winter term) or Eco Pod (summer term) not in any other classrooms or outside because of the litter this leaves behind, unless it is a special occasion.
- Do not bring chewing gum in school.
- Do as you are asked whether it be by a Teacher, Teaching Assistant or Lunchtime Supervisor.
- Be polite if you wish to express your opinion.

(d) Do not say or do anything that encourages bullying, e.g.

- Do not punch, kick, hit, spit, etc. at anyone.
- Do not join in any “name calling”.
- Do not exclude others from your discussions/activities.
- Do not damage or steal or threaten to damage or steal property belonging to others.
- If you think you are being bullied talk to your class teacher or another member of staff.
- Remember, silence is the bully’s greatest weapon.

2. All pupils and teachers must be punctual and well prepared for their lessons if the pupils are to make the most out of their time at school.

This means:

(a) Come equipped for the day wearing the right clothing and bring everything you will need for your lessons:-

- Come to school wearing school uniform.
- Bring all the necessary writing equipment, books, folders and P.E. kit.
- Do not wear make-up, nail varnish or jewellery.
- Do not bring items such as iPods, hand held computer games, tippex or aerosol cans to school.
- Do not bring valuable items to school. Mobile Phones should be handed into the school office in the morning and collected by the pupil at the end of the day

(b) Attend school regularly and arrive in plenty of time for the start of your lessons:-

- Arrive on time for registration. Apologise for being late to the class teacher and give your explanation, at the discretion of class teacher- child to make up number of minutes late at break time.
- If you have been absent you must bring a note to give to your class teacher or a phone call to the Office Manager.

- If you are going on holiday during term time you must bring a letter requesting permission before you go.

The Code of Behaviour Summary

1. *All members of the school community have the right to be treated with respect and to work in a clean, calm and safe environment.*

This means:

- (a) Show respect for others by working sensibly in lessons and do not disrupt the learning of others.
- (b) Show consideration for others by moving around the building quietly and carefully.
- (c) All members of the school community should treat each other with respect and consideration.
- (d) Do not say or do anything that encourages bullying.

2. *All pupils and teachers must be punctual and well prepared for their lessons if the pupils are to make the most out of their time at school.*

This means:

- (a) Come equipped for the day wearing the right clothing and bring everything you will need for your lessons.
- (b) Attend school regularly and arrive in plenty of time.

Exclusions





