

Rowner Junior School

Behaviour policy



September 2017

FGB: 14.9.17



Behaviour policy and expectations

May 2017

Principles

At Rowner Junior School we believe in the education of the whole child within a safe, caring and positive environment. We aim to create a community where outstanding behaviour is encouraged through mutual respect, responsibility and praise.

The DfE recognises that when “a clear school behaviour policy is consistently and fairly applied, it underpins effective education” (Behaviour and discipline in schools, 2016). Our policy has been developed with all stakeholders and underpins the expectations within our school.

Our expectations

All members of the school community are valued as individuals and are always given the opportunity to succeed and learn. At Rowner Junior School we have developed six core expectations:

- Be brave
- Be kind
- Be respectful
- Be positive
- Be resilient
- Be independent

We create a caring, positive and learning focused environment by:

- Showing respect for pupils, parents and staff
- Promoting responsibility for actions
- Promoting and supporting the development of self-esteem and self-belief
- Being fair and consistent in our approach and response to both positive and negative behaviour, whilst acknowledging that all children are different and require different types of consequences
- Providing an environment that is secure, safe and free from disruption
- Celebrating successes

Positive behaviour modelling

Positive attitudes and behaviour are expected, encouraged and modelled by all school staff and we have created a number of regular learning opportunities where this behaviour is encouraged and fostered:

- Circle time – an opportunity for all pupils to be given the opportunity to discuss, review and focus on all aspects of school life
- Collective worship and assemblies – pupils are encouraged to reflect on all aspects of life from their own and different cultures as well as British values
- Weekly celebration assemblies – reinforcing and celebrating the achievement of our learner values
- Personal development curriculum – opportunities are planned in every year group for pupils to learn about our learner values, safety, positive behaviour choices and expressing emotions
- Class charters – agreed by all members of the class and generated by pupils at the beginning of each academic year.

Learning behaviours and engagement in learning

As a school, we know that when there are high levels of engagement, deep learning is taking place. Our curriculum is designed to challenge our pupils and involve them in leading their own learning. We use the Leuven Scale of engagement to measure how engaged pupils are and identify any areas that require further development. We aim to ensure that pupils are always above four on the five point scale.

Level	Engagement	What to look for
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged for some of the time but there will be moments of non activity when they will stare into space or be distracted.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are a few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely high	The child shows continuous and intense activity revealing the greatest involvement. They are concentrating, creative, energetic and persistent throughout.

All adults in the school support children in becoming more independent and resilient in their learning.

Capturing and celebrating success

As a school we believe that rewarding pupils for expected behaviour is counterproductive and does not have the impact on developing pupil's independence and responsibility for their own behaviour and learning (evidence based upon findings by Shirley Clarke 2010 and John Hattie 2011). Therefore we focus on the use of positive praise to celebrate the achievement of our learner expectations and class rules. Our six expectations are central to the positive reinforcement used by class teachers and all other members of the school community. All adults will identify pupils who are growing learners, growing leaders or growing citizens across all aspects of school life.

In our weekly success assembly pupils who have been 'captured' being successful have their name read in assembly and the whole school applauds their effort and achievements. Following on from their celebration in school parents are sent a message to tell them they have been sent to the headteacher for achieving the school expectations. Daily text messages are sent to parents of children who have met the school expectations and followed the class rules all day. For individual children daily phone calls from the class teacher and/or senior member of staff may be used to share successes in school.

Provision

There are some pupils who need more support to help them achieve our school expectation. To clarify the level and range of needs for which support is appropriate, the Special Educational Needs and Disabilities Code of Practice 2016 document is consulted.

When a pupil has been identified as requiring extra support, the class teacher liaises with our SEND leader, the pupil and parents or carers to develop an Individual Behaviour Management Plan (IBMP). The plan is designed to target which behaviours need to be changed and how the school will adapt its practice in order to facilitate the change as well as how parents can support the school. As part of the support we expect parents to come into school and support their child to change their behaviour, this may mean that parents attend lessons with their child or stay after school to support their child to complete any missed learning.

In addition, class teachers use the IBMP to help them identify contributory factors to pupils' behaviours. The plans are reviewed a minimum of three times in an academic year, or more often as appropriate. The effective ways to manage children with an individual behaviour management plan are shared with the whole staff so that pupils experience a consistent response.

Our ready to learn team support pupils in removing barriers to learning. Our two team members are deployed to support pupils on a needs basis as well as supporting identified pupils. Whenever possible a member of the team supports the child to be successful in class, however occasionally the child may be removed from the classroom to minimise the disruption to the learning of others.

As a school we will always seek support from external agencies including Child and Adolescent Mental Health Service and Primary Behaviour Support Service and follow the guidance provided through a graduated response.

Consequences

The breaking of school rules and not meeting our expectations is not accepted and for actions that break the rules there are clear consequences for pupils. These are applied at the discretion of the class teacher and senior leadership team. Pupils will always have the opportunity and time to reflect upon their behaviour and make a positive choice to change and improve it.

Sequence of consequences upon breaking the school rules:

- Verbal warning/look/reminder from CT or additional adult
- Name moved down in class – reminder from adult that behaviour needs to change/improve
- Second warning – reminder from adult that behaviour needs to change/improve
- Time out of here – children are to spend time in the partner class (or another setting if agreed with HT/SEND leader), children will automatically lose some of their playtime/lunchtime if they are sent out of class.
- Time in seclusion – children are to spend time with a member of the ready to learn team/SEND leader/HT secluded from the rest of the school, this will automatically

result in children losing their lunchtime (spent with a member of the leadership team)

- Seclusion to another setting – where children have persistently been secluded they will spend a day at our partner infant school with a member of our ready to learn team. This time spent out of our school will include their breaktime and lunchtime.

The ultimate sanction is fixed term or permanent exclusion. Exclusion will be issued at the discretion of the head teacher where behaviour has been extremely violent, threatening, destructive or persistently disruptive, it may also be used in the case of persistent bullying. All fixed term exclusions are carried out following the Hampshire and DfE guidance and criteria.

All pupils are treated as individuals whilst different consequences will be identified on an individual basis, a consistent system for the majority of pupils is used in every class.

Appendix 1 Behaviour expectations for adults

Start of the day

Doors open at 8.40.

TAs in place (Marie has produced a plan) at 8.40 ready to meet and greet pupils and supervise them in cloakrooms.

JL/BD to be on the doors at 8.40 to greet pupils.

Members of leadership team to be on playground greeting/addressing any queries (rota). KP when in school and not with a parent will be on the playground before school.

Breaktimes

Playtimes need to be prompt at 10.20-10.35 only.

Whistle on top playground 3 mins before end.

Bell at 10.35 on bottom playground.

Pupils line up in their classes.

All CT **MUST** meet their classes.

TAs to go to cloakrooms to supervise chn returning to the building.

Student teachers should be accompanied by CT to support in developing role during playtimes.

R2L to meet vulnerable/named pupils and settle them in class.

Coats on the back of chairs in class

Lunchtimes

12.45 whistle will go and all pupils will make their way to the bottom playground.

Pupils to line up in their classes.

CT **MUST** meet their classes promptly at 12.50.

TAs **MUST** be in cloakrooms at 12.50 to supervise chn and support chn get ready to go back into class. BD/FK to go to class at 12.45 to set up lessons.

Lunchtime supervisors to have 1 or 2 children to meet and support in going back into class **WITHOUT** lining up. (list from Marie).

Bus closed at 12.45 – guinea pig and rabbit monitors **MUST** join their lines by 12.50

LT members supervising corridors/lunchtime seclusions/touring the school.

All adults to be proactive in ensuring pupils are in the right place e.g. not the corridors!

Senior member of staff (KP/NC/MB/SK/KSh) to provide seclusion/detention at lunchtime.

End of day

3.00pm whole class reflection – identifying positives from the day and discussing anything that needs to be addressed the following day.

Vulnerable pupils sent to cloakroom before 3.05 to collect belongings and deliver achieving stars list. (with a TA where appropriate)

R2L to meet any identified vulnerable pupils and ensure they are positive going home.

Chn to line up in class at 3.05 and be walked out by their CT.

CT (unless they have after school club) to walk children out of the building.

SCITT students/student teachers/TAs to support pupils in the cloakrooms to get organised and out of the building.

Non class based members of the leadership team and HT to aim to be on the playground as much as possible.

Appendix 2

Classroom display

<p>A text message will be sent home at the end of the day to tell your parents/carers how proud we are of you. You have met all of your class teacher's expectations and have demonstrated the school expectations. Keep it up!</p>	
<p>Well done you are being a good learner and behaving well.</p>	
<p>You are on the right track and making good choices. Keep it up!</p>	
<p>This is where we all start, you have the chance to move up the board. Try as hard as you can to get to the star.</p>	<p>Blank</p>
<p>Think carefully about your choices and try to make your way back up the board!</p>	<p>Warning! /</p>
<p>Second warning! You have continued to not meet our expectations and you are not being a good learner. Think carefully about your choices and try to make your way back up the board!</p>	<p>2nd Warning! //</p>
<p>Time out in another classroom. You need some time to reflect on your choices. Sit at the time out table and re-join the class ready to show me you can make better choices! You have now lost 5 minutes of the next breaktime/lunchtime with your class teacher so that you can reflect upon your choices.</p>	<p>Time out of here!</p> 
<p>Time in seclusion where you will complete your learning with a member of the ready to learn team of Mrs Bennett or Miss Payne. You have now lost a lunchtime.</p>	<p>Time in seclusion</p> 

A daily text message is sent home if children get to the star it says: Brilliant news! *** has been amazing today. Please tell them how proud we are of them.

The symbols are to be used as the classroom display with a copy of the whole table displayed for reference to by adults and pupils.