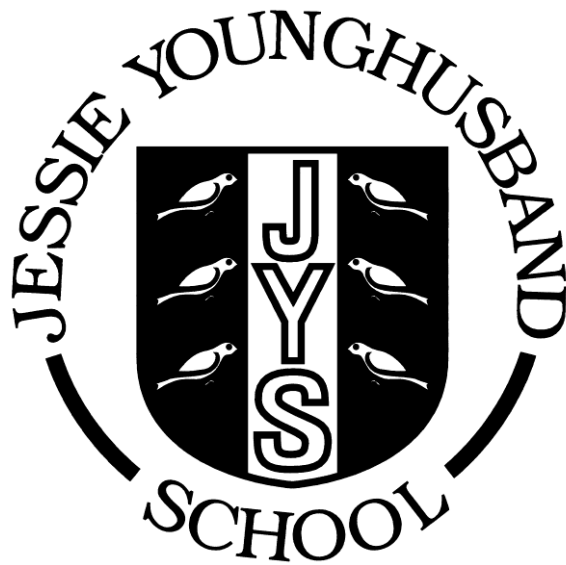


JESSIE YOUNGHUSBAND SCHOOL



Behaviour Policy

Updated November 2016
Review November 2018

Aspire ~ Respect ~ Enjoy

Principles

Aims and objectives

We believe that for effective learning and teaching to take place, it is essential that good behaviour is present. At JYS, we create a caring learning environment by:

- Showing respect for staff and pupils;
- Promoting self-discipline and self-esteem;
- Being fair and consistent.

The aims of the school are well established and are reflected in the everyday behaviour and attitudes of all those involved with the school. Our school values:

Aspire ~ Respect ~ Enjoy

underpin our school ethos and are expanded upon in our Code of Conduct which was created in collaboration with staff, governors and children (see Appendix 1). We believe in educating the whole child within a safe, caring and positive environment. In our school community, good behaviour is encouraged through mutual respect, responsibility, praise and reward.

At JYS we teach all our children to respect and care for others. We set very high expectations of courtesy and manners, and work together to resolve problems when they occur.

We encourage our children to realise their potential and to grow in confidence. We expect them to try their hardest in all they do. This is a model which is also set by the adults in the school.

The staff and governors of Jessie Younghusband School believe that children learn best when all participants in their education work as partners. Therefore they believe that the school aims apply to all governors of the school, staff at the school and all families who are part of the school.

We believe that our school should:

- Provide a happy and safe environment where everyone is valued and respected;
- Seek to achieve good relationships with all those involved in the school through mutual support and open and honest communication;
- Encourage everyone to aim high and try to achieve their full potential, whether in academic work, sport or play;
- Collectively create a stimulating environment which fosters excitement and enthusiasm for learning;
- Encourage active participation and involvement in our local community and appreciation of our place in the wider world.

The aim of this policy is to promote self-esteem, secure effective learning and ensure consistency in practice.

At the beginning of each academic year, the class teachers work with their classes to produce a class set of rules. These are used in conjunction with our school Code of Conduct (see Appendix 1) to set out the standard of behaviour and the qualities we expect from everyone at JYS. All of the staff have very high expectations of the children in terms of behaviour and they strive to enable all children to work to the best of their ability. Both the class rules and the Code of Conduct are reinforced regularly and consistently.

We also implement our behaviour policy through our:

1. School ethos;
2. Expectations of the school community;
3. Behaviour expectations in different places in and around the school and at different times of the day, e.g. corridors, lunch time and playtimes (See Appendix 2);
4. Curriculum;
5. School systems;
6. Rewards;
7. Sanctions;
8. Support systems for individual pupil needs, for staff and for parents/carers.

Positive behaviour modelling

We believe in promoting and recognising good behaviour choices, giving warnings as appropriate and having a clear structure for managing and dealing with inappropriate or poor behaviour choices. Positive behaviour modelling occurs, and good behaviour choices are rewarded, in a variety of ways, such as:

- School Values display board – in the classrooms and the school library area;
- Class rules – discussed and agreed in September each year and reinforced as appropriate.
- Sticker charts – children are awarded stickers in class for a range of reasons, such as working hard, being courteous and for demonstrating our school values. Completed sticker charts are shown to the Headteacher and children are rewarded with a Headteacher sticker;
- School Council – Our representatives deliver assemblies to the whole school and presentations to classes at various points over the year;
- Celebrating Friendship Week (National Anti-bullying Week – November each year);
- Circle times – where all children are given time to discuss, review and focus on various aspects of life in and out of school;
- Assemblies;
- Celebration assembly – the school acknowledges all the efforts and achievements of children, both in and out of school;
- Privilege time;
- PSHE lessons.

Our School Council members encourage mutual respect between members of the school community, to help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school. School Council are responsible for making decisions about certain aspects of school life which affect all pupils, such as the content of the statements in our Code of Conduct. Having contributed to the decision making process through their representatives, each pupil has a degree of possession.

Rewards

A variety of forms of praise and rewards are used to raise self-esteem, motivate and recognise good behaviour. These rewards are also used to recognise other achievements such as high standards of work or application, effort and attitude and include:

- Class based reward systems (see below);
- Sticker charts – class ones and School Values ARE sticker charts;
- HT and DHT stickers;
- Star Awards;
- Headteacher certificates.

Class based behaviour management systems

Lower School – Year R, 1 and 2

The behaviour system implemented in Lower School involves all children starting each new day with their name on the sunshine (displayed pictorially in the class). If a child is not behaving well/following their class rules, they receive a verbal reminder of the expected behaviour. However, if this reminder does not improve their behaviour then the child's name is moved onto a cloud as a warning. If this behaviour still does not improve then their name will be moved on to the rain cloud - if their name is still there at the end of the day then their parents will be informed of their behaviour. There may also be a consequence of missing all or a part of their playtime or some in-class 'timeout' for calming down or reflection on their poor behaviour choice. The child's name is able to be moved back up off the clouds if there is improvement in behaviour. In an instance of a child purposely hurting someone else they can be moved straight down onto the rain cloud.

If a child behaves well and consistently shows they are meeting our high expectations for behaviour then their name can be moved up onto a rainbow – and if the child's name is there at the end of the day then they receive a special sticker.

Teachers have freedom to use different pictures to represent the stages in their behaviour management system, such as to fit in with their topic; however it will always feature the four stages mentioned above.

Upper School – Key Stage 2

In Keystage 2, we use the 'Good to be Green' behaviour scheme to continue to encourage the excellent behaviour of our pupils. It is a positive behaviour system which provides:

- a consistent and fair approach to behaviour management;
- clear systems to reward good behaviour and consequences for inappropriate behaviour;



- children with the opportunity to take ownership of their behaviour.

In the classroom:

- A 'Good to be Green' card holder is displayed clearly in every class.
- All pupils start each day with a green card in their name holder, the only exception being when a consequence card is handed out within the last hour of the school day, this will roll over into the next day.
- We expect high standards of behaviour from all pupils in the school. Their card remains green to show good behaviour and their involvement in following the class rules.
- Occasionally, children will need a reminder of the behaviour expectations in school. If a child needs reminding of their commitment to the class rules, their 'Good to be Green' card will change to a yellow 'Warning' card. This gives the child an opportunity to change their behaviour so they can return to the 'Good to be Green' card.
- If a child continues not to follow their class rules even after receiving reminders, their yellow 'Warning' card will be changed to a red 'Consequence' card. This will also involve a consequence for the child, such as missing a playtime or part of their Privilege Time. The consequence will be appropriate to the context/behaviour.
- If a child continues to receive reminders about their behaviour whilst on the red 'Consequence' card, they may have to visit the Deputy Headteacher or Headteacher. In this instance, parents will be informed and may be asked to meet with the relevant parties to help the child. There will be rare occasions where a child's behaviour will take them straight to a red 'Consequence' card e.g. physical fighting and verbal abuse.



Golden Tickets

Children who exhibit the correct positive behaviours, such as reaching the 'rainbow' position in Lower School, staying on their 'Good to be Green' card in Upper School or indeed showing courtesy, respect and leading by example during lunchtimes, playtimes and assemblies, may be awarded a 'Golden Ticket'. Upon receiving one of these tickets, the children must record their name on the back and place it in the special boxes in their classrooms. During our 'Celebration' assembly on a Friday afternoon, one ticket from each class is selected and the winning children choose an item from the Headteacher's prize basket in recognition of displaying good behaviours in school.

Inappropriate behaviour

At JYS, our emphasis is on the child understanding why certain behaviours are unacceptable and on the child taking responsibility for themselves and their actions. Whenever possible the class teachers and teaching assistants will deal with situations, only involving the Headteacher when really necessary.

If a child's behaviour is mildly disruptive:

- Staff may give a quiet warning, sometimes merely by making eye contact.
- Staff may discuss the behaviour, giving the child a choice.

- Children may miss part of a playtime.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the school adult stops the behaviour and takes action to ensure it does not recur.
- If a child threatens, hurts or upsets another pupil, the school adult who receives notice of this deals with the situation in the first instance. This may be a teacher, teaching assistant or Midday Meals Supervisor (MMS). The incident is noted, if appropriate, with evidence gained from all parties involved, and then discussed with the class teacher and the Headteacher (where necessary). In any case of bullying, the Headteacher is informed.
- If a child repeatedly acts in a way that disrupts or upsets others, the Headteacher becomes actively involved.
- If necessary, we contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The above actions are summarised and known by the children as 'The Five Steps' (see Appendix 3) and are applicable during playtimes, lunchtimes and assemblies.

Temporary or permanent exclusion are available as a last resort if behaviours are persistently disruptive to learning despite all other sanctions, or of a nature which is severely dangerous to self, others or property. In these cases, West Sussex County Council's guidelines for exclusion, record keeping and the involvement of parents are followed.

Guidance for Midday Meals Supervisors

Midday meals supervisors will follow this behaviour policy. Any child behaving inappropriately will be given a verbal warning; should the child continue to make poor behaviour choices, their name will be recorded in a book and reported to the class teacher. Likewise, behaviour deserving of praise and reward will be acknowledged with verbal praise, smiles and stickers. Any incidents that are brought to the attention of a Midday meals supervisor need to be investigated by the receiving adult so that as much evidence as possible is gleaned from all the children involved. This is to ensure that there is consistency between members of staff and to ensure that this policy is applied fairly in dealing with all pupils.

Whilst in the School Hall, midday meals supervisors will:

- Raise their hand/blow a whistle as a signal for the children to stop talking and listen, when they wish to speak to the whole keystone.
- Reinforce the behaviour expectations and procedures for playtime.

Misbehaving outside of school premises

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (DfE Guidance for discipline and behaviour in schools – February 2014). This includes non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

Teachers may discipline pupils for misbehaviour when the pupil is:

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

Teachers may also discipline 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 member of the public;
- could adversely affect the reputation of the school.

In all cases for these types of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Involvement with outside agencies and other strategies

We do acknowledge that all children are unique individuals and that there will be occasions when different strategies will need to be employed, in order to achieve the most effective outcome.

In cases where a child has additional needs (SEND) in terms of behaviour, (eg: continuous disruptive behaviour), the SENDCo will involve the parents and outside agencies to support the child as appropriate. We work positively with outside agencies, such as the Behaviour Support Team and Educational Psychologists, in order to support those pupils who may need additional support to make good choices about behaviour in order to reach our high expectations. For some children this will involve having an Individual Learning Passport (ILP) which would feature clear behaviour targets to work on.

Bullying

At JYS, we do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately and endeavour to prevent further occurrences of such behaviour. Bullying may be described as a pattern of behaviour showing a conscious desire to hurt, threaten or frighten someone. Bullying can involve physical, psychological or verbal aggression (however, not all aggression is necessarily an act of bullying). It often develops over a period of time and is persistent. Please refer to our Anti-bullying Policy for more information. We also refer to the West Sussex County Council: Action Against Bullying 'Safeguarding Children and Young People' Anti-Bullying Strategy 2015-18 (See Appendix 3 for the link to their website).

In extreme and persistent cases where all avenues to stop bullying have failed, the bully may be temporarily excluded from the school and in incredibly rare cases permanently excluded.

Fixed-term and permanent exclusions

The Headteacher will decide whether to exclude a pupil, for a fixed-term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Fixed-term or permanent exclusions are recorded on a pupil's individual record in the school's information management system (SIMS).

Whenever a Headteacher excludes a pupil, the parents will be notified without delay, ideally by phone followed up by a letter. The letter will state the reason for the exclusion.

During the first 5 days of an exclusion, parents must ensure that their child is not found in a public place during normal school hours without reasonable justification.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body termly. Our school governors ensure that they adhere to the 'DfE Behaviour and discipline in schools Guidance for governing bodies'.

The school keeps a variety of records of incidents of misbehaviour. The class teachers record minor classroom incidents on Appendix 4: these records are kept in each class. The Headteacher is informed when incidents occur involving the same child or group of children and also keeps a record of more significant incidents. The Headteacher keeps a record of any pupil who is suspended for a fixed term or who is permanently excluded.

Our Code of Conduct

Aspire ~ Respect ~ Enjoy

At Jessie Younghusband School, we thread our school values throughout our curriculum and all that we do.

ASPIRE

We all aspire to be the best that we can be through:

- ✓ Focussing well and working hard to achieve highly;
- ✓ Developing our independent and collaborative learning skills;
- ✓ Having a 'can do' attitude – staying positive and persevering in everything we do.

RESPECT

We all value and respect each other, our school and the environment. We show our respect through:

- ✓ Being helpful, honest, polite and courteous to everyone;
- ✓ Taking the time to listen and be supportive of each other;
- ✓ Leading by example and showing friendship, kindness and care to all.

ENJOY

We are enthusiastic and positive in our approach to learning. We enjoy our learning through:

- ✓ Developing our curiosity and exploring our creativity;
- ✓ Working for, and with, others;
- ✓ Making the most of every opportunity that we are given and having fun in what we do!

Behaviour expectations in different locations

Guidance for children

Corridors and cloakroom areas

- Walk quietly in corridors – never run.
- Always be aware that people are working in classrooms and you do not have the right to disturb them.
- Hang your coat and bag on your named peg. If you find any belongings on the floor pick them up and return them to the correct place.
- P.E. kit must be hung in a bag on your peg.

Lunchtimes in the School Hall

- Go straight outside and do not re-enter school unless you have permission to do so even if you are in need of first aid.
- Line up and wait until your class are asked to walk into the Hall.
- Stand quietly while queuing for lunch.
- Remember other people are trying to eat!
- On collecting your lunch, find the next available seat to eat your lunch.
- Remain seated whilst eating your lunch.
- Place your rubbish and left-over food in the bins provided.
- Go outside and enjoy the rest of your playtime!

Wet lunch and playtimes

- Select an appropriate activity from the range offered, find a space and sit down.
- Keystage 2 children are to stay in your own classrooms. Do not leave the classroom unless you have permission from the teacher on duty.
- Keystage 1 and Year R go in to the Hall.
- Glue and scissors are not allowed.
- Tidy up at least 5 minutes before the end of lunchtime/playtime.

Playground

- Upon arrival in school and during break times, stay within the playground boundaries.
- Play safely and fairly.
- Use the equipment with respect and place it into the buckets when the 'equipment whistle' sounds.
- Line up quickly and quietly when the last whistle sounds.

Assembly

- Walk in single file in silence into assembly.
- Sit in line with your class and keep your hands and feet to yourself.
- Look at the person who is leading the assembly and show that you are listening well.
- Only stand when you are asked to by your teacher or the person leading assembly.
- Walk in silence back to your classroom ready for the next part of the school day.

Toilet Areas

- Use the toilets properly and wash your hands.
- Toilets are not play areas and you should not linger or play in there or eat food.
- Any evidence of misuse or damage should be reported to a teacher or the school office at once.
- Always use the most appropriate toilet as directed by your teacher.
- Toilets are out of bounds during lesson times unless permission has been gained from an adult.

Appendix 3

The Five Steps...

1. **Verbal warning**
2. **Written warning**
3. **Loss of some privilege time/playtime**
4. **Consequence to behaviour**
5. **Headteacher informed**

These steps will be adjusted to reflect the age of the child and the behaviours being displayed.

Appendix 4

https://www.westsussex.gov.uk/media/4628/anti-bullying_strategy_2015-18.pdf



Appendix 5

Jessie Younghusband School **Incident and Behaviour Log**

Year	R	1	2	3	4	5	6
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(Please circle the year group in pencil)

Date	Name	Type of incident