

Nether Green Junior School

Positive Behaviour Policy



Author:	Killian Lomas	Role: Behaviour & Attitudes Lead
Approved by:	Steve Middleton & Sarah Tipple	Role: Chair of Governors & Behaviour & Attitudes link governor
Signed:	Steve Middleton & Sarah Tipple	Date: December 2023
Last reviewed on:	December 2023	
Next review due by:	September 2024	

We aim to work with children to promote, develop and recognise good behaviour. Our aim is to enable our pupils to learn how to communicate their feelings, set themselves goals and work towards them, interact successfully with others, resolve conflicts peaceably, control their anger and negotiate their way through the many complex relationships in their lives today and tomorrow. This will take place in a supportive and inclusive environment. We believe that positive behaviour requires a proactive, whole-school approach to developing children's social, emotional and behavioural skills, within a learning community that promotes the emotional well-being of all its members. This policy includes all aspects of behaviour including discrimination, bullying etc.

RATIONALE

To ensure the environment is one in which effective teaching and learning can take place it: -

- Is based on shared values reflecting ethos of school
- Develops an agreed code of conduct which is clearly understood by all
- Enables school, parents, governors and community to work together with shared understanding and values
- Is fair and understood
- Responds to individual needs
- Supported by system of rewards and sanctions
- Rewards and recognises good behaviour
- Ensures everyone has the right to work in a safe and secure environment

PURPOSE

- Support the schools vision and aims
- To teach children to be tolerate, respectful and understanding of others
- To teach child not to discriminate against others for any reason
- To teach children about bullying and how wrong this is
- To ensure children learn an appropriate behaviour response
- Underpin all other policies of the school
- Support children in their development personally, socially and academically
- To develop in our pupils a sense of responsibility for their own behaviour

BROAD GUIDELINES

- Skills, knowledge, attitudes and behaviours will be taught as part of the curriculum
- A behaviour code will be in place and used to support children in learning appropriate behaviour
- Regular reminders and discussions will take place with the children.
- Everyone in school will be committed to ensuring that appropriate behaviour is encouraged and reinforced and inappropriate behaviour is dealt with.
- The class teacher will deal with most issues and parents/carers will be involved when the issues are serious or persistent. The SENCO, deputy head teacher and head teacher will only be involved in the more serious incidents or ongoing problems of behaviour.
- We aim to work with children to ensure appropriate behaviour and put additional support systems in place when necessary
- Where behaviour is felt to be detrimental to the health and safety and learning of others the school may request parents to collect their child early and/or the school may exclude the child
- The school will set high and consistent expectations of behaviour, which will be expressed in a code and referred to.
- Children will be consulted on their views and the way they want people to behave in the school
- Children will be encouraged to develop respect for all.
- Feedback will be given to parents/carers.

This policy should be read together with other school policies

Behaviour Management Strategies

In order to ensure we meet the aims of our behaviour policy we use the following strategies to help support the children in our school.

The strategies though will always be applied and used alongside the teacher's professional judgement and each case treated individually with circumstances being taken into consideration.

Developing, encouraging and recognising good behaviour

Children will be taught both through the formal and hidden curriculum to

- Respect themselves – they will be encouraged to feel good about themselves, value themselves and develop their self-esteem.
- Work hard
- Respect other people – we expect children to treat everyone with consideration and kindness. They should know it is wrong to deliberately hurt anyone else either physically or verbally.
- Respect the school and wider environment – we expect children will take care of the school environment and surrounding area and value its resources. Children should respect their own and each others property and foster a caring attitude for the wider community.

We will introduce our school expectations through the school approach of “Ready. Respectful. Safe” This is displayed in all classrooms and underpins our expectations at all times. Children will reconsider what this means at the start of each school year and it will be referred to as part of our teaching tools. (See appendix.)

Examples of the strategies used

- Using a consistent whole school approach and having a whole school code of behaviour (see appendix)
- Life Skills scheme and lessons -
- Talking with children regularly about issues which arise
- Talking to individuals/groups about issues
- Assemblies
- Recognising and highlighting good behaviour as it occurs
- Ensuring that all children are praised when behaving well
- Ensuring criticism is constructive
- Explaining and demonstrating the behaviour we wish to see
- Encouraging children to be responsible for their own good behaviour
- Letting parents know about their child's good behaviour
- Sending a child to see head teacher
- Marking and feedback (see marking policy)
- Displaying children's work
- School/home agreement
- Pupil of the day
- Recognising good attendance

Rewards

- Pupil of the week award
- Class “balls” to earn reward – bespoke and weekly target
- Stickers
- Head teacher award
- Community cup
- End of year awards – sport, music, writing, maths, class pupil of the year (one girl and one boy from each class to be chosen by the pupils and teacher for any appropriate reason e.g. effort, achievement progress helpfulness etc.)
- Good work sent to another member of staff

- Head teacher stickers, comments etc.
- Class based ones used for individual classes – bespoke to that class

Strategies to create an environment in which effective teaching and learning can take place

We work to develop an environment of mutual respect and tolerance in which children will develop both socially and academically.

Dealing with inappropriate behaviour

There is a consistent whole school approach to dealing with inappropriate behaviour. Caring for each other is the responsibility of everyone at Nether Green Junior School. If there is a problem we should work together to deal with it. Every case will be considered as an individual case with appropriate responses depending on the child and circumstances

Whilst we aim to encourage positive behaviour in all children, we acknowledge that there will be times that we have deal with behaviour which is unacceptable.

These issues include:

- Physical violence
- Disruptive behaviour (that prevents others from learning)
- Discrimination of any kind e.g. racial, gender
- Deliberate disobedience, including theft and lying
- Threatening or aggressive behaviour, including bullying and cyber bullying
- Disregard for the school environment & property
- Rudeness, including swearing
- Accessing inappropriate websites, including those which pertain to extremist behaviours

As with recognising positive behaviour, it is vitally important that we deal with any unacceptable behaviour in an agreed and consistent way. When dealing with unacceptable behaviour, we acknowledge that the response will depend on the severity of the incident.

Most problems are dealt with on the spot, with the child being reminded about our expectations and the agreed code of conduct. We will always explain why the behaviour is unacceptable and give the child an opportunity to respond and be listened to.

Under normal circumstances a clear distinction is made between minor and more serious offences, e.g. problems with pupils' class work should initially be dealt with by the class teacher, and then, if necessary, referred to the deputy head teacher and then head teacher. The staff use sanctions, which are appropriate to the particular offences in a flexible manner, i.e. by considering individual circumstances. Whole class consequences are discouraged. Only in severe cases or those exhibiting no signs of improvement should the deputy head teacher or head teachers become involved. All deliberate incidents of physical violence should be referred to the deputy head teacher /head teacher.

Discipline during morning and afternoon break times is monitored by the staff on duty. Lunch times are the immediate responsibility of the lunchtime supervisors. A member of the SLT is on duty each day.

Inappropriate behaviour must be dealt with as soon as possible so it is more relevant for the children.

When the member of staff considers the incident to be serious a record of the behaviour will be recorded on CPoms (see below). Records will also be kept of low level disruption if this is persistent and on-going as this disrupts the learning of others and the child themselves and can be disrespectful to others.

Examples of strategies that may be used to deal with inappropriate behaviour:-

- Sharing concerns with pupil
- Giving reprimands and reminders
- Separating the pupil from a group
- Removing privileges
- Not allowing the child to represent the school in out of school activities
- Not allowing the child to attend certain groups e.g. member of sports crew/ identified club
- Not attending school trips/residential
- Referring child to another member of staff
- Missing some or all of playtime – child may be kept off the yard and asked to stay in the school hall/sit outside office. Only in exceptional circumstances should a child miss the whole of their playtime. 5 to 10 minutes usually is enough to ensure the child has time to reflect and sees the issue has been regarded as serious. (note children will not be left unsupervised at any time)
- Contacting parents/carers to discuss ways to help the child improve their behaviour
- Devising an individual programme/contract
- Home/school report
- Head teacher/pupil report
- Referring to deputy head teacher / head teacher
- Time out (must be supervised)
- Spending time in classes other than their own or spending time with the deputy or headteacher.

In cases of persistent poor behaviour parents/carers will be kept informed and involved. In the event of persistent misbehaviour at lunchtime and no improvement being made despite interventions being tried the head teacher may request parents/carers to make alternative arrangements for their child at lunchtime. The child will not be allowed on the school site. Incidents will be recorded and if the child seems to be involved in a number of incidents Parents/Carers will be contacted even if on their own the incidents are of a more low level type of disruption.

On rare occasions it may be considered necessary or desirable to transfer a pupil from one class to another if appropriate. Normally, such a move should only be contemplated after the imposition of other and less drastic sanctions has not brought the desired result. This will be a decision made by the head teacher and other staff involved. The chair of governors will be kept informed.

In extreme cases of inappropriate behaviour the head teacher and governing body reserve the right to exclude a child from school either on a temporary or permanent basis. This will be done within the LA guidance.

Serious Incidents

The school needs to consider the health and safety of all staff and children. In the event of a serious one off incident or following a build up of different incidents the school may remove the child from the classroom for the rest of the day or request parents/carers to collect their children from school early on the day of the incident. This may lead to a period of exclusion.

A serious incident would be one in which the health and safety of the pupil themselves or other pupils or a member of staff, or other person is put at risk. For example the hitting of a member of staff, the throwing of furniture around the classroom or the child running out of school and not responding to verbal requests to return.

In a situation where the behaviour of a child is consistently inappropriate or a pattern of incidents develops, or a child who persistently over a period of time disrupts the learning of other children in the class, the school may take the extreme step of exclusion if the child has not responded to other sanctions.

The school may also exclude children who are involved in Cyber bullying if this is seen to be extreme.

Any child coming to school with a dangerous object may be excluded.

Whatever sanctions are imposed they should be applied without infringement of the School's ethos and aims - indeed their application should reinforce the School's ethos and aims e.g. some sanctions such as collection of litter are constructive and useful to the school community.

Bullying. / Discrimination (including but not exclusive to Racial discrimination)

The School believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied.

Bullying or discrimination of any kind is unacceptable at our school. It is WRONG and will not be tolerated.

All complaints of bullying or discrimination will be dealt with firmly, fairly and promptly and effectively and follow the agreed procedure. (See appendix.)

Definitions

Bullying is defined by the Department of Health, Department for Education and Employment, Home Office and National Assembly for Wales in the Governmental Guidance on Working Together to Safeguard Children as,

“Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied who are powerless to defend themselves.

To help children understand we put this definition into child friendly language:-

Bullying is hurtful behaviour which is **all** of the following:-

- Ongoing (it is repeated behaviour and not the same as conflict between two equals or random unprovoked aggressive acts).
- Deliberate and intentional
- Unequal. (There is a power difference between the person/people doing the bullying and the person experiencing it.)

Bullying can take many forms, but the three main types cause stress and have an emotional impact.

1. Physical (examples include, hitting, kicking, theft ...),
2. Verbal (e.g. racist, homophobic remarks and name calling ...), and
3. Indirect (e.g. spreading rumours, cyber bullying, using social networking etc....).

Discrimination

Discrimination is when someone, or a group of people, is treated unfairly because of gender, religion, disability, nationality, appearance or any factor when they are compared to other people.

School objectives:-

- To raise the profile of Bullying / Discrimination as an issue and work to have an ethos in school which does not tolerate this and pupils who understand why it is wrong.
- To acknowledge that both the victim and perpetrators need support and that appropriate support for both will be needed after the incident has been reported.
- To recognise that we all have a responsibility for challenging bullying/discrimination – children and young people; staff; governors; parents/carers – and to explain how we can meet our responsibilities.
- To ensure everyone has the right to come to school and work in an environment in which they feel safe and secure.

- To ensure we are proactive and teach the children what it means, how to deal with bullying/discrimination and how we should all challenge it.

ACTION TO BE TAKEN

Sanctions can be particularly effective if they are seen by the peer group and the offender to match the offence. At the beginning of the new academic year assemblies/ PHSE sessions will involve the children in a discussion of the school code of conduct.

In many cases of inappropriate behaviour there are **offenders** and **victims**. In such a case we talk to the suspected victim, the suspected offender and any witnesses (if appropriate). If any inappropriate behaviour is confirmed, the following action will be taken: -

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

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/carers;
- By offering continuing support when they feel they need it;

We support **offenders** in the following ways

- By talking about what happened how it made the child feel and what the child can do differently next time, 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 individuals is necessary for an appropriate choice to be made to avoid damage to relationships and pupils' self-esteem. The most powerful sanction is the disapproval of individuals who an offender respects, e.g. his/her peers, a parent or particular teacher. Teachers should also have opportunities to learn from what has happened so that every effort can be made to maintain a climate in which any sanctions will:
 - 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);

All incidents will be recorded and stored on CPoms.

HEALTH AND SAFETY.

If the school feels a child's behaviour could cause a risk to themselves or others on a school trip the child may be asked not to attend the visit or the parent may be asked to accompany them and take responsibility for the child's behaviour.

OUTSIDE AGENCIES

All schools have a wealth of experience amongst the staff and by applying this valuable resource appropriately most problems can be resolved without recourse to specialist help. However on certain occasions help may need to be sought from outside agencies.

INCIDENTS WHICH HAPPEN OUTSIDE SCHOOL

The school can not be responsible for the behaviour of children outside school and in their own homes. This must be dealt with by parents/carers. It may be helpful to inform the school if it is felt it may affect the

child/children in school or if there may be a link with other concerns/incidents. The school will support in the educational development of the pupil in such circumstances for example reinforcing good choices and helping the child's understanding, however it will for the parent/carer to follow up the incident.

CHILDREN WITH ADDITIONAL NEEDS

Some children have specific conditions or have special circumstances which lead to their behaviour being inappropriate in normal circumstances. Such cases will be dealt with on an individual basis. Staff will be kept informed of the individual children. Other children will be encouraged to be tolerant to others who have specific needs and may need support. Staff should remember that some instances of emotional/behavioural difficulties are caused by undiagnosed medical/psychological problems. In such instances there must be close co-operation between the School, parents and the appropriate outside agencies if potential problems are to be minimised.

The School recognises the importance of training in this area. Continuous professional development (CPD) will be regularly given to staff to ensure all staff are best equipped to deal with circumstances. Staff may also refer to more experienced members of staff such as the SENCO and senior leadership team for support and development.

Note on CPoms.

What is CPoms (Child Protection Operating Management System)?

CPOMS is an online recording system which enables schools to improve their management of child protection and similar incidents and actions, whilst reducing staff time, paperwork and administration. **CPOMS** also enables schools to track referrals to external agencies, such as the NHS/CAMHS, Children's Services, and the Police. As long as a receiving school uses a compatible system CPoms can also transfer from school to school. CPoms is totally secure meeting all recommendations for GDPR and safeguarding security.

Using the incident and logging facility of **CPOMS**, a school can follow a referral from the initial stage, keep a secure audited record of communications (including letters and telephone calls) and be alerted if timescales are not being met.



Nether Green Junior School

Ready

Respectful

Safe

We are gentle.

We work hard.

We have good manners.

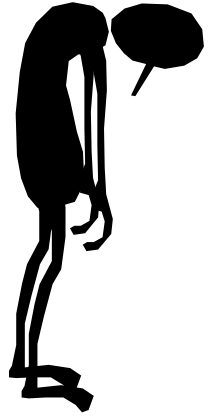
We listen to others.

We look after property and belongings.

BULLYING IS:-

Hurtful behaviour which is

1. Ongoing
2. Deliberate and Intentional
3. Unequal



PREVENTING BULLYING IN OUR SCHOOL

If you are ever bullied or threatened:

- Tell the member of staff who is responsible for you straight away
- If you cannot do this tell someone else - another teacher, a child, your parents as soon as possible.
- Always report bullying, bullies carry on bullying unless their behaviour is brought out into the open
- Walk away from dangerous situations or places

If you know another person is being bullied:

- Tell the bully to stop
- Show the bully that you disapprove of their behaviour
- Never watch and say nothing
- Never join in the bullying
- Tell a member of staff what is happening, the victim may be too scared to tell
- Encourage the bullied pupil to join your group





Nether Green Junior School

SERIOUS INCIDENT REPORT FORM

Form completed by Class teacher (CT) /HLTA -

Member/s of (Senior leadership team)SLT -

Child/ren involved	Class	Role eg victim

Note a full record of actions taken and the incident in detail to be put on CPoms this document is a summary of time line to ensure process is followed. Once complete to be uploaded onto CPoms

Date of Incident

Summary of incident

Actions to be taken in case of bullying / discrimination incident in school

Report

Action	Who	When	Record of when	Record of who / what
<ul style="list-style-type: none"> • Speak with victim/perpetrator/witnesses • Ensure situation and issue fully investigated and understanding of exactly what happened • Explanation to both of why wrong/ what will happen 	CT /HLTA	Ideally same day if not day after		
<ul style="list-style-type: none"> • Record above on CPoms 	CT / HLTA	Ideally same day if not day after		
<ul style="list-style-type: none"> • Report incident to SLT 	CT/HLTA	Ideally same day if not day after		
<ul style="list-style-type: none"> • Speak with parents/carers of victim and perpetrator 	CT/SLT	Ideally same day if not day after		
Follow up action This will include:-	Who	When	Record of when	Record of who / what
<ul style="list-style-type: none"> • Apology of perpetrator to victim or as appropriate ie may be both equally involved 	Perpetrator Or both / all	Same day or asap		
<ul style="list-style-type: none"> • Inform SLT of follow up with children and parents 	CT/HLTA	Same day or asap		
<ul style="list-style-type: none"> • Sanction for perpetrator – usually at least one days missed playtimes 	CT / HLTA	Following or same day		
<ul style="list-style-type: none"> • SLT Will follow up and will check with both perpetrator and victim that apology took place 	SLT	Following day		
<ul style="list-style-type: none"> • Follow up by SLT with perpetrator and victim that all still OK 	SLT	5 – 7 days later If serious also 14 days later		
<ul style="list-style-type: none"> • Check with parents/carers 	CT/HLTA/LM/ SLT	5 – 10 days later		
This may include:-	Who	When	Record of when	Record of who / what
<ul style="list-style-type: none"> • Meeting of parents/carers of perpetrator with class teacher/SLT 	CT/SLT	ASAP but aim for		

(a meeting should always take place if this is a repeat incident)		within 3 days		
• Support systems both victim and perpetrator if felt appropriate	SLT organise	As agreed / appropriate but asap		
• Meetings with learning mentor	LM	As appropriate		
• Further sanctions if appropriate	CT/SLT	As appropriate		
• Whole school input / year group input	CT/SLT/year group leaders	Asap/as appropriate		
• Engage and work with external agencies if necessary	LM organise	As appropriate		
• Other				
<p>SLT - Review process and feedback any learning as appropriate or at the end of the process</p> <ul style="list-style-type: none"> • Note form designed for staff to make in line with guidance in policy • Form to be stored in safe area of internet until process complete then copy uploaded onto CPoms • Descriptions tweaked so clearer or more flexible e.g. added sanctions 				

Key – CT – class teacher
 SLT – member of senior leadership team
 LM – learning mentor