



Behaviour Policy

May 2009

Document control and record of amendments

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Contents

Introduction.....	4
Statement of Intent	5
Our Aims	6
How we promote positive behaviour	7
Behaviour Chart	9
<u>The Red Slip</u>	10
<u>Fixed Term exclusions</u>	11
<u>Permanent exclusions</u>	12
Appendix 1 - The Red Slip	14
Appendix 2 – Behaviour Flowchart	15

Introduction

This policy has been produced in consultation with members of our school community, which include all school staff, children, parents, governors and other agencies involved in the working of our school.

Statement of Intent

Statement of Intent

We believe that children have the right to learn and teachers have a right to teach. We also aim to foster a sense of belonging and community. To this end it is essential for us all to provide

- A stimulating, positive and safe environment
- Clear expectations
- Opportunities to be responsible citizens

Our Aims

In order to achieve the above we aim to

- Create a friendly atmosphere, taking special care to establish mutually respectful relationships, so that everyone has a voice.
- Encourage all members of the school community to show respect for their own and others property and the school community.
- Provide a broad and balanced curriculum, which is exciting, challenging and personalised.
- Develop children's natural sense of curiosity and develop their love for learning.
- Provide opportunities for children to work both collaboratively and independently.
- Build a climate where individual talents and contributions of all are recognised and celebrated.
- Regularly monitor and review policy and practice to ensure the safety and emotional well being of our community.

As a result, we subscribe to these four simple rules:

1. We will show respect for each other
2. We must listen and follow instructions
3. We will do our best at all times
4. We will respect other people's property

How we promote positive behaviour

In order to encourage all members of our school community to show respect to one another, personal and social development is integral to all we do. Each class will carry out a class charter to identify 'rules' in the context of the above statement.

The personal development of our children is addressed through a well-planned PSHE + C Curriculum. All classes may offer Circle Time.

Rewards

On an individual level, Head Teacher awards can be given for sustained effort in work, behaviour or personal achievements inside or outside school. Some achievements are also noted in the fortnightly newsletter, website and assemblies. One child from each class is identified each week for a merit award (certificate and badge) for positive attitude to work or play. Three times per year, three children per year group will be awarded a token (e.g. an Elmbridge mug) for their "Excellent Effort", one of whom will have their name placed on an honours board.

For those children who have a behaviour chart, their rewards will be differentiated and feed into the whole class reward system.

Class teachers may operate their own individual reward systems e.g. stickers, Golden Time, in addition to the system outlined above. Any member of staff may also give house points for work or behaviour. When any member of staff gives a reward to a child, it should be made explicit to the child why they are being rewarded.

Sanctions

At Elmbridge Junior School we recognise that there will be times when children will be unable to follow our rules and routines. For children with recognised behaviour difficulties, specific strategies will be identified within their IEP. In order to address incidents of unacceptable behaviour, we will follow the guidance provided within the sanction grid below.

Elmbridge Junior School Behaviour Policy

May 2009

Unacceptable Behaviour – Level 1	In- Class Response	Lunchtimes and Playtimes
<ul style="list-style-type: none"> • Not on Task • Disrupting another child, chatting in class • Distractions, interruptions • Swinging on chairs • Ignoring instructions • Unnecessary movement around the classroom • Playtime incident (1st incident) such as name calling/ snatching/ pushing 	<p>May include</p> <ul style="list-style-type: none"> • Non- verbal response such as look or signal • Rule reminder (1st warning) • Praising children who are following rules • <u>Quiet</u> reminder with child/children (2nd warning) • Name moves down to next box on behaviour chart 	<p>May include</p> <ul style="list-style-type: none"> • Non- verbal response such as look or signal • Rule reminder (1st warning) • Praising children who are following rules • <u>Quiet</u> reminder with child/children (2nd warning)
Unacceptable Behaviour – Level 2	In- Class Response	Lunchtimes and Playtimes
<ul style="list-style-type: none"> • Persistence of level 1 • Damaging the work of others • Minor vandalism – scribbling on tables, flicking rubbers, twanging rulers • Mild inappropriate language • Insolent behaviour • Answering back • Telling lies/ getting others into trouble 	<p>May include</p> <ul style="list-style-type: none"> • Repositioning of child in class (see next page) • Quiet verbal warning (3rd Warning) • Loss of privilege (see next page). • Name moves down to next box on behaviour chart • Time out in another class or with Learning Mentor room (see next page). • If trend in L2 behaviour continues informal discussion between parents and class teacher or note in the home-school diary, to monitor changes and progress. • Teachers begin to gather evidence for potential IEP/ discussion with SENCO and CFW. 	<p>May include</p> <ul style="list-style-type: none"> • Repositioning of child on playground or with MDSV • Quiet verbal warning (3rd Warning) • Loss of privilege (e.g. no football/playmania) • Use of formal warning- Yellow Card? (Move to next box in classroom) • Use of time out in school (see note on next page) • Written record in incident book to identify trends
Unacceptable Behaviour – Level 3	In- Class Response	Lunchtimes and Playtimes
<ul style="list-style-type: none"> • Persistence of level 2 • Defiance • Refusal to work • Direct verbal/racial abuse – intentional swearing, gestures, bad language (aggressive and with intent) • Throwing sticks, stones, bark • Stealing/intent to steal • Bullying, persistent name calling/threatening behaviour • Major disruption of class activity • Vandalism, graffiti • Dangerous refusal to obey instruction • Leaving school premises without consent • Violence, hitting, kicking 	<p>1.1.1.1 Stepped as follows</p> <ul style="list-style-type: none"> • Name in box 5, which triggers... • Written record (red slip) put into child's personal file following formal meeting/telephone call with class teacher and parents (see appendix 1) • Time out with HT or DH • Head will contact parents (appendix 1) • Formal meeting with parents (negotiated staff members to attend.) • During meeting following steps will be agreed and may include: - <p>Target setting, IEP, PSP, Involvement of other agencies, temporary or permanent exclusion.</p>	<p>1.1.1.2 Stepped as follows</p> <ul style="list-style-type: none"> • Name in box 5, which triggers... • Written record of incident (red slip) • Time out -(see note on next page) • Head will contact parents • Formal meeting with parents (negotiated staff members to attend.) • During meeting following steps will be agreed and may include: - <p>Target setting, IEP, PSP, Involvement of other agencies, temporary or permanent exclusion</p>

Behaviour Chart

Each class will display a colour coded behaviour board with laminated copies of pupil names. At the top of the chart is the 'Star Achievers' (Exceptional attitude/contribution/behaviour at the teacher's discretion).

All children are placed on the Green Box at the start of each day.

Children are placed on the Yellow Box for their first official warning.

Children are placed on the Orange Box for their second official warning.

If a child is placed on the Red Box (their 3rd warning), details of the child and behaviour are recorded on a red slip. This is sent to HT and the child is taken to the Head Teacher or senior member of staff (see flow chart - appendix 2). Children can, of course, move up the boxes if they show improved behaviour.

Level 2 behaviours

Repositioning in classroom

A child can be asked to sit in a designated place in the class (quiet corner) to calm down. The child may complete a simple task such as drawing or writing 'reasons' to explain why, they think that, they have been moved.

Loss of Privilege

A child may be asked to stay in for a period of time during break or lunchtime to reflect on their behaviour. They will be expected to write and deliver apologies to those affected by his/her actions referenced to the school rules.

Time Out

In Class - Teachers agree with receiving class teacher for a short time out.

Teacher who sends child is responsible for setting work and for sending for child to return. Receiving teacher should have no input; just provide a chair and table on which to work. At times, it may be more appropriate to send the child to the learning mentor for 'reflection time'.

Playtimes

Time out - repositioning in playground.

Accompanying duty teacher for set period

Sent to duty teacher in other playground.

Lunchtimes

Time out - staff member on duty will take steps as above.

As final step, the child is taken into school and handed over to the head teacher or member of the Senior Leadership Team.

Level 3 Behaviours

The Red Slip

Once a red slip has been issued, the class teacher should contact the parents to discuss the child's behaviour and asked to sign the slip as acknowledgement. The red slip is then placed in the child's personal file. If a child receives three Red Warnings in a term then parents will be contacted by the Head Teacher to discuss the poor behaviour. **Three red slips in one day may result in a 1-2 day temporary exclusion from school. This gives the community and child 'time to breathe' and assess / reflect on the difficult situation that has arisen.**

If the pupil continues to receive further 'Red Warnings' over the subsequent term, following the first communication with the Head Teacher, then a letter will be sent home that requests that the parents attend a meeting in school with the Head Teacher and Senior teacher (if relevant). The parents will be made aware of the seriousness of the situation and the possible actions to follow (Behavioural support-Ed Psych-IEP, lunch time exclusion, fixed term exclusion etc.) Pupils should only be present in the latter stages of the meeting once the issues have been fully discussed and the parents and head teacher have decided upon a course of action.

For all level 3 behaviour, time out will be with Head or member of the SLT who will decide if and when to take further steps. Parents will be contacted where violence is used against other pupils, staff or helpers.

At all times staff investigate serious incidents with thought and fairness, and consider the context within which the behaviour occurs (for example, if on the SEN register).

Incidents of Level 3 behaviour will be recorded in a whole school incident book.

Serious Instances of Misbehaviour

Instances of serious misbehaviour will bypass the warnings and be dealt with through further steps (including formal meeting with parents) at the discretion of the Head Teacher.

Further Steps

Pupils who continue to demonstrate poor behaviour and are unresponsive to the measures detailed should be referred to the SEN co-ordinator, with a view to placing the child on the SEN register for behavioural difficulties.

Recognising children for the SEN register

In order to identify our children with behaviour difficulties as early as possible, we will take a systematic approach to addressing the children's needs.

Class teachers are responsible for implementing the rewards and sanctions of our behaviour policy. Each class teacher has a copy of the County Audit Descriptors, which they should refer to initially. If a child is persistently displaying behaviours from within L2 of our guidance, this should trigger a discussion with the SENCO. At this point the SENCO will arrange to make contact with the parents and for further information to be gathered, including the child's view, to inform the Individual Education Plan. Parents will be invited to contribute to and support the IEP. Additional resources will be available to help the children reach their targets. All IEPs will last for 10 weeks maximum, observations may be repeated in preparation for any review and other supporting information will be considered. When a programme of intervention has been completed and two IEP reviews have been held, support from other agencies, such as the educational Psychologist, Area Education Officer or Pupil Referral Service will be sought, if minimal progress has been made.

For those children who have not responded to our intervention and are at risk of exclusion, we will consult our Area Educational Officer with a view to setting up a Pastoral Support Programme (PSP). The purpose of the PSP will be to keep child in school.

Lunch Time exclusions

The pupil has to be taken home at lunchtime by his/ her parents/ carers for a fixed period of time. These count as half-day exclusions and should not be longer than 5 days.

Fixed Term exclusions

The head teacher will exclude a pupil for 1-5 days and this is entered on to the pupil's permanent record. The chair of Governors and Area Education Officer will also be notified. **Three red slips in any one school day may result in 1-2 day fixed term exclusion.**

Permanent exclusions

Following LA procedures and exploration of any other appropriate avenues, pupils demonstrating persistent and unchanged poor behaviour or an instance of very serious misbehaviour, will be permanently excluded from school. Actions involving permanent exclusions will be carried out in line with local and national guidance.

Monitoring and Evaluation

It is the collective responsibility of all adults to monitor this policy. Children's views on the effectiveness of specific aspects of the policy will be sought via the school's council. The Head will report on the policy to the governing body and make recommendations to further improvements following consultation.

The following table shows how we will monitor and evaluate the effectiveness of this policy against the aims of our school.

Elmbridge Junior School Behaviour Policy

May 2009

Monitoring – In order to monitor the effectiveness of our policy, we will consider each of our original aims. The grid below outlines the arrangements to monitor our policy. It is the responsibility of all adults to actively monitor the policy.			
Aim See Page 1 of Policy	By Whom and When	Success criteria/	Source of evidence
1. Create a friendly atmosphere, taking special care to establish mutually respectful relationships, so that everyone has a voice.	All staff adults, role modeling appropriate behaviors at all times	Rules will be discussed and displayed in all classes and around the school. Children feel they have been listened to and issues are resolved to everyone's satisfaction	Reduction in the number of incidents recorded. 'Helping hands' records/ school council minutes Feedback from parents / carers and children on review paperwork MDSV/TA/Staff/Governor meetings
Encourage all members of the school community to show respect for their own and others property and the school community.	SLT to discuss at team meetings Class teachers and staff working in the school to clarify and reinforce SLT to meet regularly with MDSV to discuss and resolve	Staff, parents and children are confident in a fair system. Children managing behaviour with greater independence Celebratory assemblies will be established and clear criteria identified. Children feel listened to, all staff are aware of policy development and practice and implement amendments	Staff observations Children can verbalise why rules are important and the implications for them Minutes of meetings including MDS and TAs meetings Suitable strategies on IEPs / provision maps Observations of staff
Provide a broad and balanced curriculum, which is exciting, challenging and personalised.	All adults working in school	Lessons will be well prepared & presented showing differentiation Displays will be current and reflect all levels of achievement Children will talk positively about their work & achievements	Displays, photos in newsletters, lesson observations
Develop children's natural sense of curiosity and develop their love for learning.	All adults in school during lesson time Adults taking clubs	Lessons will allow children to manage and direct part of their own learning Children will enjoy the topics they are learning	Topic folders, independent research, use of library, online learning portal ('Merlin'), parent consultations, reports
Provide opportunities for children to work both collaboratively and independently.	All adults in school during lesson time	Children have opportunities to work on their own and collectively during lessons/projects	Lesson observation, displays, children's work/projects, head teacher's award book
Build a climate where individual talents and contributions of all are recognised and celebrated.	All adults working in school	Children will have the opportunity to showcase their talents Children will be rewarded for their achievements	Merit book, star of the week board, honours board, newsletters, web-site, assemblies, creativity cup, house points, parent consultations, reports
Regularly monitor and review policy and practice to ensure the safety and emotional well being of our community.	SLT in consultation with Governors Major stakeholders are included in review	Peer observations in place that are supportive and recognize people's strengths.	Risk assessments and IEPs / provision maps Questionnaire to parents / carers School council feedback

Appendix 1 - The Red Slip

Red Slip

Child's Name _____ Year: _____ Date: _____

Negative behaviour observed:

As a school community we expect the **good standards** in behaviour of our pupils. Unfortunately today, after a stepped approach to warnings, your child received a 'Red Slip' and was sent to a senior member of staff.

Signed _____ Post in school _____

If a Red Slip is issued, the child is given a **time-out** away from his / her peers. **This allows the teaching and learning to continue.** Upon return to class, a clean slate approach is taken, giving the child the opportunity to modify their negative behaviour. If three red slips are issued on one day, the child may be excluded on temporary 1-2 day exclusion. If more than three red slips are issued within one term, a meeting will be convened between parents / carers, child, class teacher and head teacher to discuss a way forward. Loss of break time or lunch time will also take place, in school time, giving the chance for your child to consider his / her actions and future behaviour. **Parents / carers must attend these meetings.**

Please sign the acknowledgement slip below. This will then be kept in the child's personal file.

✕ -----

RED SLIP ACKNOWLEDGEMENT

Child's name: _____

I / We* will speak to our child and remind them about the school's high expectations of behaviour and how negative behaviour can stop others from learning.

I / we* acknowledge the Red Slip. (**Delete as appropriate*)

Signed _____ (Parents / Carer)

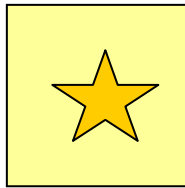
Comments from teacher:

Appendix 2 – Behaviour Flowchart



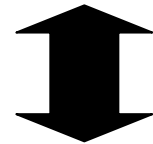
What will you choose?

Star Achievers



“If you choose to produce good work

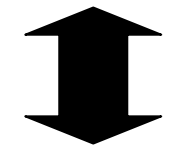
and behave well, you can move up, gain extra house-points, a head teacher’s award and may receive star of the week!”



Children Start here

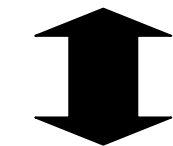


“If you choose unacceptable behaviour, show disrespect or lack of effort, you can go down and your teacher can send you to another class.”



“If you get on the Red box, you will receive a red slip and sent to the HT/DH.

When you return to class, you will go back to green.



“You can get an instant Red Slip for extreme behaviour”

