



WEST RISE JUNIOR SCHOOL

**BEHAVIOUR POLICY**

Original date of Policy: November 2016

Updated: December 2017

March 2021

March 2022

March 2023

Adapted April 2023

Ratified by Governing Board: Awaiting ratification

Signed by Acting Headteacher:  H. Pentecost

Review Date: April 2024

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***At West Rise Junior School we inspire and empower independent and creative learners who will continue to enrich their lives and those of others within a culture of high achievement and mutual respect.***

***At West Rise Junior School we aim to identify and support all pupils following guidance laid out in the East Sussex Dyslexia Policy.***

Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of children and work together with other agencies to ensure that our school has robust arrangements to identify, assess and support those children who are experiencing or likely to experience harm. Our Child Protection and Safeguarding Policy has full details.

**West Rise Junior School is a Rights Respecting School and puts the articles of the Unicef Children's Rights Charter at the heart of all school policies This policy reflects that as a school we recognise that all children have the right to be safe, be educated and learn, be**

**treated fairly, be listened to, a healthy lifestyle, extra support if they need it and a right to join in cultural and artistic activities.**

## **Rationale**

We consider that the best way to encourage good standards of behaviour in school is a clear code of conduct backed by a balanced combination of rewards and sanctions within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction.

A calm, orderly environment, in which children feel safe, is essential if children are to learn most effectively. It is the responsibility of the school to provide that environment in order that children and teachers can make the most use of lesson time for the real purpose of education.

It is worthwhile spending time setting the ground rules and asserting the school's code of conduct as a prerequisite to curriculum delivery. This document aims to provide the framework to enable an orderly environment to prevail and to allow members of the school community to concentrate upon its chief purpose.

It also recognises that within a climate of inclusion there will be children who need a personalised approach to positive behaviour and to their specific behavioural needs. In some cases, this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies. The safety of all children in the school will always be of paramount importance.

The importance of taking a multi-agency approach to behaviour management is central.

## **Aims**

This Behaviour Policy should:

- Identify the roles and responsibilities of members of the school community in relation to encouraging and promoting good behaviour.
- Identify the roles and responsibilities of members of the school community in relation to discouraging unwanted behaviour.

The chief aims of our approach to behaviour are:

- The maintenance, encouragement and promotion of good behaviour.
- The shared and agreed identification of what we consider to be positive and constructive behaviour.
- The establishment and shared understanding of class and school Rights and Responsibilities.
- Agreed sanctions where Rights and Responsibilities are broken.
- A firm, consistent approach across the school.
- An opportunity at each stage for children to make amends and redeem themselves.
- The involvement of parents or carers at an early stage.
- A shared understanding of what will happen if....

- The involvement of children - encouraging children to take responsibility for their actions.
- The discussion with children in PSHE & RSE and Assemblies about the Rights and Responsibilities we each have to one another.
- A readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour.
- The use of a multi-agency approach wherever possible.

We reward positive behaviour through a Positive Psychology approach, celebrating 6 Positive Psychology character traits (kindness, love of learning, perseverance/resilience, teamwork, gratitude and respect). We regularly use and reinforce these when discussing behaviour with the children. These character traits are embedded through all assemblies so that the children use them in their day to day lives and we dedicate each term to exploring one in detail through P.S.H.E. lessons. When awards are given out to children the character traits are referenced.

### **Roles and Responsibilities**

**The Governing Board** will establish, in consultation with the Headteacher, staff and parents/carers, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

Governors will support the school to maintain high standards of behaviour.

**The Headteacher** will be responsible for the implementation and day-to-day management of the policy and procedures.

**Staff** will be responsible for ensuring that the policy and procedures are followed consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a positive learning environment is created.

**Parents/Carers** will take responsibility for the behaviour of their child both inside and outside of school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour.

**Pupils** will take responsibility for their own behaviour and will be fully aware of the expectations and procedures.

### **Training**

The Governing Body will ensure that high quality training on aspects of behaviour management is provided to ensure the correct implementation of the school's policy.

### **Promoting Good Behaviour**

It is important that we try to remain as positive as possible at all times. We have a supportive school with a caring ethos. In order to make the most of this it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour. These include:

### **In Class:**

- Every child being a member of a 'Community' collecting points.
- Every class collecting community points on a weekly basis, given for good behaviour and good work.
- Every child having a 'Record of Achievement' book to reward significant success in behaviour, performance or academic achievement.
- Additional group and class rewards decided by the class teacher in conjunction with the children.
- Extra privileges in class, e.g. giving additional jobs or responsibilities.
- All staff contributing to whole school community points on a weekly basis.
- The use of assemblies to celebrate and give children the opportunity to show good pieces of work and talk about their achievements and interests.

### **Lower and Upper School Assemblies:**

- Presentation of Bronze, Silver, Gold, Platinum and Diamond Record of Achievement Certificates.
- Children who have exhibited excellence in relation to any of the schools character traits are nominated in the Gold book and awarded a medallion in assembly.
- Announcement of the total number of Community Points collected for each Community.
- 10 minutes extra play for the class with the highest attendance of the week.

### **End of Term**

- Announcing the Community collecting the highest number of Community Points throughout the term.
- 100% attendance certificates.

### **Other Opportunities to Celebrate include:**

- Monday and Friday assemblies - where trophies and certificates received outside of school can be acknowledged.
- Good presentation - one child from each class selected each week to bring some work to share on a Monday assembly - children receive a 'Headteachers Award' pencil
- The issuing of swimming certificates and other certificates from sporting activities.
- The announcement of the performance of sports teams in newsletters and assemblies.

### **Rules and Sanctions**

#### **Whole School:**

#### *Rights and Responsibilities*

West Rise Junior School is a Rights Respecting School and puts the articles of the Unicef Children's Rights Charter at the heart of all school policy. This policy reflects that as a school we recognise that **all children have the right to be safe**, be educated and learn, be treated fairly, be listened to, a healthy lifestyle, extra support if they need it and a right to join in cultural and artistic activities

With these rights will come the responsibility to be hardworking, listen to each other, be honest, be kind and gentle to each other, be brave and not give up, look after property and be respectful to each other.

Each class will also have a class charter - created by pupils - which outlines expectations in the classroom.

It is the responsibility of all members of staff to monitor children's adherence to these and refer to these when speaking with children. There will be reminders in assembly about the Rights and Responsibilities, Character Traits, rewards and sanctions.

### In Class:

At the beginning of the school year teachers should discuss the school Rights and Responsibilities and invite contributions to the class charter. Teachers should go through the different rewards and sanctions. The sanctions are staged and have been categorised by levels of behaviour to help to provide a consistent approach when dealing with behaviour across the school - see Annex A for full details. Annex A is displayed in all classrooms and used by all staff.

First Stage (Level 1 behaviour)	Look, disapproving of behaviour
Second Stage (Level 1 behaviour)	A verbal warning (i.e. "if you continue that behaviour you will get a warning)
Third Stage (Level 2 behaviour)	A warning - name on board.
Fourth Stage (Level 3 behaviour)	2 <sup>nd</sup> warning - cross by name on board
Fifth Stage (Level 4 behaviour)	3 <sup>rd</sup> warning - sent to work in another classroom & lunchtime reflection time (detention)
Sixth Stage (Level 5 behaviour)	Sent to SLT or Headteacher

In addition to these stages, we also have the following Consequences in place for dealing with Level 3 behaviour and above and repeated behaviour patterns

First incident	No outside time for the rest of the day and for 1 whole day	Lunchtime Reflection time x 1 day
Second incident	No outside time for the rest of the day and for 2 whole days	Lunchtime Reflection time x 2 days Teacher calls parents
Third incident	No outside time for the rest of the day and 3 whole days	Lunchtime Reflection time x 3 days Teacher and parents meet to create a behaviour & risk reduction plan Child begins on a behaviour chart tailored to

A teacher may choose to give a child a warning (Third Stage) without First and Second Stage, at their discretion.

Every day the warnings are removed from the class whiteboard.

#### **Headteacher:**

Children who have reached the Sixth Stage will always be referred to the Headteacher or the Senior Leadership Team if the Headteacher is not available. There may be occasions when teachers refer to the Headteacher prior to this for discussion and advice.

Children who are consistently misbehaving - reaching 'Third incident' on Consequences - will have a **Behaviour Chart**. A Behaviour Chart rates a child's behaviour from 1 (very poor) to 5 (excellent). The grade is awarded at the end of each lesson and at break and lunchtime. They are highly effective at improving children's behaviour and are designed to be a positive intervention, as they give the child the opportunity to 'start afresh' in each part of the day.

Any child on a behaviour chart should also have a **Behaviour Plan**. A Behaviour Plan describes the challenging behaviour and the strategies used to address it. The behaviour plan is written in collaboration with the class teacher, parent and child and is signed by the teacher and parent. The Headteacher has oversight of the whole process.

For children who are a health and safety risk to themselves and/or others, **A School Based Safeguarding Risk Reduction Plan** will be in place. This is in addition to them having a Behaviour Chart and Behaviour Plan. This identifies the reason for the plan and details about how to reduce the risk. It is essentially a risk assessment for the individual child.

If none of these sanctions are effective and the child continues to disturb the education of others within the school, then the Headteacher will begin a process of:

1. Fixed term suspension
2. Permanent exclusion

For a fixed term suspension of one or two days, there will be a parent/carer meeting with the Headteacher before the child's return to school.

After a period of 5 days fixed-term suspension, a member of the Governing Board will be involved in meeting with the child's parent or carer and Headteacher to discuss other possible courses of action.

#### **Restrictive Physical Intervention (Positive Handling)**

There may, on occasion, need to be the use of positive handling to protect a child from causing injury to themselves or others. This will always be used as a last resort and will follow the 'East Sussex County Council Restrictive Physical Intervention/Use of Reasonable Force Guidance (see school website).

West Rise Junior School use the Team Teach approach to positive handling. The ethos of this programme is: "Through the promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships." The three key words that they use to ensure that a restraint has been carried out for the correct reason are: **reasonable, proportionate and necessary.**

Parents will be informed of any positive handling used with their child.

### **Multi-Agency Meetings**

Where children do reach the level of fixed-term suspension it is likely that they fall into the category of having a high-level of need and could be placed on the SEN Register. At this point (or before) it might be appropriate to call a **professionals** meeting to discuss alternative strategies that might be used.

The people called to this meeting should include:

- The Headteacher
- The Class Teacher
- Wellbeing Lead and/or a person who has been working with the pupil on a 1:1 basis or small group behaviour/anger management
- A member of the relevant external agencies (Social Services, Health Service, Educational Psychologist, etc.

The outcome of this meeting should be discussed by the Headteacher with the parent or carer of the child and the child themselves. A review date should also be set.

### **Behaviour Emotional Social Difficulties (BESD)**

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may have little effect upon the child. This might be because of other circumstances at home or because of medical conditions. In some cases children have very low self-esteem and find it difficult to find a place for themselves within the normal school routines and reward/sanction process.

In these cases positive different approaches will be necessary and 'personalised' according to the needs of the child. Options for supporting children who fall into this category include:

- **Temporary part-time timetables** as part of reintegration following an exclusion. These would be negotiated between parent, child and class teacher and are always seen as a temporary measure enabling children to find a positive base from which to increase their time in school.
- **Involvement in a pastoral support group** - this is an extremely valuable on-site resource which provides children with support and help with social skills in a small group. The emphasis is upon the caring and non-judgemental environment and making the child feel that they are part of a caring family.

- **Adapting the curriculum** - in some cases children will not be able to cope all day with the set curriculum. It may be that in the afternoon alternative arrangements are made and more practical 'fun' type activities arranged to keep them on track. This might take the form of a rewarding activity for the child and a friend after a successful day. It might also include class rewards as peers have helped the child to remain included.
- **Individually adapted reward cards and stickers** - some children will respond to individual rewards tailored to their interests and level of concentration. These should be negotiated between the child, class teachers and TAs. In some cases parents or carers might also be involved in further supporting at home.
- **Providing responsibilities** - some children in this category will benefit from being placed in a position of responsibility either in relation to a task or to a peer. Helping younger children with a task, an adult or being given set routines at 'trigger' times can increase their self-esteem and bring out the best in them. These should be considered as options.

It is worth remembering that for some of these children:

- **Friendships and relationships** are crucial. They may develop a particular rapport with any member of the school community - this should be built into the support for the child.
- **A chaotic home life is experienced.** Some children's behaviour in school might be directly linked to events at home and awareness of these issues (whilst acknowledging confidentiality) can help those supporting them to understand where their actions might originate from.
- **Find it difficult to be praised.** For some children praise is not part of their normal expectation and as such they can find it almost a threat. This might be seen where a child is close to obtaining a major reward only to 'fail' at the last moment. Quickly administered incentives very closely linked to the desired behaviour should be considered. It might also be appropriate to 'freeze' rather than remove rewards. This can help remove the 'self-fulfilling prophecy' of constant failure.
- **Actions are not easily linked with consequences** - their pattern of behaviour may be so entrenched that they continue to repeat it even though they dislike the resulting consequence.
- **Feeling 'cornered' will result in extreme reactions.**

There are no quick fixes and time and patience are needed. This can be draining on the staff most directly in contact with children with BESD. They should also be given time to express themselves and provided with the opportunity to vent their frustrations. Dealing with children with BESD is always a balance between:

- The needs and inclusion of the individual child concerned
- The entitlement of the class
- The capacity of the teacher to remain calm in what can be extremely testing circumstances.

Children should be encouraged to consider and discuss their own feelings and the feelings of others and come up with their own solutions where possible. Involving the child in a particular activity which invites discussion can be one way of calming down a situation and providing the opportunity for reflection and discussion.

BESD children can make great demands on individual members of staff. It is crucial that we maintain our climate of support and understanding both for the child and the members of staff involved with them.

We recognise that **all children have the right to be safe**, and the safety of all children in the school will always be of paramount importance when making decisions on providing the most appropriate support for a child.

### **A Positive Environment**

Perhaps most important of all is the overall climate and ethos of our school. Our ethos of care, kindness and recognition of individual need and worth should be maintained. This can be seen through:

- A positive climate that relies upon and promotes reward and praise rather than criticism and sanction.
- The example set by members of staff in their relationships and communications with children. Staff refer to Rights & Responsibilities and Character Traits and Annex B lists suggested language to use also.
- The support and relationships that members of staff have with one another.
- The sense of community within the school and that all children are ambassadors for us.
- Interesting and well-prepared lessons that cater for individual needs.
- An engaging and stimulating environment in and around the school building.
- Varied opportunities for children with different gifts and talents to see these celebrated.
- A recognition that we are all different and that there is no 'best fit' model for a human being.

### **Record Keeping**

In order to be able to share and reflect on behaviour with staff and children themselves, incidents will be recorded as follows:

- All Level 2 behaviour is to be recorded on SIMS
- All level 3 behaviour and above is to be recorded on SIMS.
- DSL will have oversight of behaviour and may deem some behaviour to be added to MyConcern.

### **The Success of this Policy**

The success of this policy will be judged according to:

- The number of referrals received at stage two and above recorded on SIMS - reviewed regularly by DSLs.
- The total number of fixed-term and permanent exclusions.
- The anecdotal comments of the school community.
- Comments from children in schools council and parent/carers and staff evaluations.
- Regular pupil voice contributions

## Policy Review

This policy will be reviewed annually by the Headteacher and Governing Board, in conjunction with the senior Management Team and PSHE co-ordinator after a thorough discussion between all members of the school community taking into account the success criteria described above.

*Helen Pentecost (Acting Headteacher) March 2023*

### Annex A

## Behaviour levels and Consequences

To help maintain a consistent approach to responses to behaviour across the school these behaviour levels give examples of the types of behaviour and what the response should be. There are of course, children who require a more bespoke approach.

Level 1	Actions	Recorded
<ul style="list-style-type: none"> <li>Low level disruption</li> <li>Not following instructions</li> <li>Leaving the classroom</li> <li>Not following management signals</li> <li>Swinging on chair</li> <li>Calling out</li> <li>Work avoidance</li> <li>Throwing (non-dangerous) items in class</li> <li>Bad language inc. swearing (undirected)</li> </ul>	<ol style="list-style-type: none"> <li>In class response: Disapproving look</li> <li>In class response: Warning given</li> </ol> <ol style="list-style-type: none"> <li>Outside response: Disapproving look</li> <li>Outside response: Warning given</li> </ol>	No need to record
Level 2	Actions	Recorded
<ul style="list-style-type: none"> <li>Repeated Level 1 behaviour</li> <li>Physical behaviour including: pushing, pinching, poking, pulling hair, hitting, kicking, slapping, jumping on each other, grabbing, carry each other around, flapping things in people's faces, play fighting (this list is not exhaustive)</li> </ul>	<p>In class response: Name on the board</p> <p>Outside response: Reminder of our rules for no physical contact – report to class teacher (face-to-face or email)</p>	Recorded on SIMS (School Information Management System)
Level 3	Actions	Recorded
<ul style="list-style-type: none"> <li>Repeated level 2 behaviour</li> <li>Physical behaviour with the intention of hurting including: pushing, pinching, poking, pulling hair, hitting, kicking, slapping, jumping on each other, grabbing, carry each other around, flapping things in people's faces, play fighting (this list is not exhaustive)</li> <li>Running away or hiding from adults</li> <li>Bad language including swearing (directed at a child/ adult)</li> <li>Name calling (directed at a child/adult)</li> <li>Throwing (dangerous/ larger) items in class</li> <li>Damaging property</li> </ul>	<p>In class response: Cross by name &amp; refer to Consequences</p> <p>Outside response: Child to stay with adult for 10 mins - report to class teacher (face-to-face or email) &amp; refer to Consequences</p> <p>Teachers may contact parents</p>	Recorded on SIMS
Level 4	Actions	Recorded
<ul style="list-style-type: none"> <li>Repeated level 3 behaviour</li> <li>Sustained/ intentional/ deliberate/unprovoked violent behaviour towards children or adults</li> <li>Damaging property - intentional</li> <li>Intentional endangering of themselves and/or others</li> <li>Discrimination</li> <li>Bullying (ongoing, repeated and targeted behaviour towards a child or group of children)</li> </ul>	<p>In class response: Send to another classroom in the same year group &amp; refer to Consequences – contact parents</p> <p>Outside response: Child to remain with adult on duty for remainder of play/lunchtime – report to class teacher (face-to-face or email) &amp; refer to Consequences</p>	Recorded on SIMS
Level 5	Actions	Recorded
<ul style="list-style-type: none"> <li>Repeated level 4 behaviour</li> <li>Being involved in child-on-child abuse (e.g. bullying, verbal abuse, racism, homophobia, biphobia, transphobia, sexism (see Friendship &amp; Anti-bullying policy)</li> </ul>	<p>In class response: Send to Headteacher / SLT</p> <p>Refer to Consequences – contact parents</p> <p>Outside response: Send to Headteacher</p>	Recorded on SIMS

<ul style="list-style-type: none"> <li>Extreme language (these behaviours could be in person or virtually (i.e. text messaging))</li> </ul>	<b>/ SLT Refer to Consequences – treat as Third incident (contact parents)</b>	
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**Consequences for Level 3 and above** when dealing with repeated/similar level 3 behaviour

First incident	No outside time for the rest of the day and for 1 whole day	Lunchtime Reflection time x 1 day
Second incident	No outside time for the rest of the day and for 2 whole days	Lunchtime Reflection time x 2 days Teachers calls parents
Third incident	No outside time for the rest of the day and 3 whole days	Lunchtime Reflection time x 3 days Teacher and parents meet to create a behaviour & risk reduction plan Child begins on a behaviour chart tailored to their particular needs

Break = in the library

Lunch = Reflection time & lunch club

**Annex B**

**Suggested language**

Refer to 'Rights & Responsibilities' and 'Character Traits' where possible

<p>"I can see you're finding this hard"</p> <p>"I'm worried that this is not safe for you"</p> <p>"At West Rise we ....."</p> <p>"It's not good for you when...."</p> <p>I noticed that...</p> <p>You're doing so well at...</p> <p>"How can we help you with..."</p> <p>"I can see you're really struggling at the moment"</p> <p>"Can we think of a different/better way?"</p> <p>"What's happening for you today?"</p> <p>"Shall we write it down?"</p> <p>"What may help you right now?"</p> <p>"Is that good for you? Me? Everyone?"</p> <p>"That must be really tough"</p> <p>"What might help right now?"</p> <p>"I can see you're not ready to talk right now"</p> <p>Shall we do some problem solving?"</p>	<p>"How did you feel?" "How did they feel?"</p> <p>"That must be really difficult for you"</p> <p>"I can see you're finding that difficult" "I can see you're finding it tricky"</p> <p>"Can you show me or tell me what needs aren't being met?"</p> <p>"How did that make you feel?"</p> <p>That must be really difficult for you"</p> <p>"I can see you're finding that difficult" "I can see you're finding it tricky"</p> <p>"Can you show me or tell me what needs aren't being met?"</p> <p>That must be really difficult for you"</p> <p>"I can see you're finding that difficult" "I can see you're finding it tricky"</p> <p>"Can you show me or tell me what needs aren't being met?"</p>
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**When finishing a conversation with a child / group of children**

"Do you feel this has been dealt with fairly?"

"Are you worried this might happen again?"

"Can you identify a trusted adult who can help you with any issues next time?"