

Beulah Junior School



Approved by:	The Governing Board	Date: September 2020
Last reviewed on:	September 2020	
Next review due by:	September 2021	

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

The school manages behaviour through reference to our set of Core Values:

Success: I will work hard for my own success and towards the success of our school.

Unity: I will show unity to everyone in my school and community through my kind words and actions.

Pride: I will take pride in my appearance, my work, my surroundings and my behaviour, in and around school.

Enjoyment: I will play a full part in all activities and allow others to enjoy their learning experiences.

Respect: I will respect people and property. I will also respect and keep to these core values in order to make our school a SUPER place to learn and grow.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

We define 'low level' poor behaviour as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework (or work completed without sufficient effort)
- Poor attitude
- Rough game playing in the playground

Serious misbehaviour is defined as:

- Repeated breaking of our Core Value statements
- Any form of bullying
- Extreme rudeness to members of staff or failing to comply with reasonable staff requests.
- Sexual assault (peer on peer abuse), which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school has a proactive strategy to prevent bullying, and incidents are rare. This is managed firstly through ensuring all children have a good understanding of the school's Core Values through PSHCE assemblies and activities centred around these. The school also holds an annual 'Anti-bullying Week' to ensure the profile is raised and that all pupils are actively involved in looking out for bullying and telling a trusted member of staff any incidents they are concerned about. Pupils receive regular reminders about their right to feel safe and what to do if they do not. However, we know that despite this, some incidents may occur and the following procedures are in place to deal with any which do.

How pupils, parents and staff can report incidents of bullying

In the first instance, pupils are encouraged to report any instances of bullying to a trusted adult in school. Parents should also report any incidents of bullying reported to them by a pupil at the school to a member of staff as soon as possible.

How the school investigates allegations of bullying

Allegations of bullying made by pupils, parents or staff members should be reported to the Headteacher or Deputy Headteacher. They will then investigate the allegations by speaking first to any staff members with regular contact with the children concerned and then to the alleged victim(s) and to the alleged perpetrator(s) as soon as this is possible. They will also attempt to speak with other children and staff who may have witnessed events to gather a picture of what has occurred. In some instances, written statements may be taken from pupils. The school will also investigate incidents of cyber-bullying reported to have happened off school premises, where threat of physical or emotional harm to other pupils is apparent.

Sanction procedures, making reference to section 7 of this policy where applicable

Where the Headteacher/Deputy Headteacher ascertain that an incident of bullying has taken place, they will take the following actions:

1. Inform the parents of the pupil has been bullied and explain to them the action which will be taken
2. Inform the parents of any pupils that have taken part in bullying, inform them of any sanctions imposed and set up a meeting to discuss this
3. Implement appropriate sanctions which could include:
 - Written letters of apology
 - Reflection(s) as deemed appropriate
 - Removal from the playground for a sustained period to ensure the safety of other pupils
 - Placing children on Report or Empowerment cards
 - Temporary exclusion

How the school supports pupils who have been bullied, and those vulnerable to bullying

The school has a counsellor in place, and counselling should be offered to any child found to be the victim of bullying. For those vulnerable pupils deemed to be at risk, the school will observe behaviour in the playground and try to set up support groups of other pupils. The school will also provide support for any pupil who is a 'perpetrator' of bullying to develop them into a good citizen.

How the school trains staff and governors in preventing and handling bullying

All staff are made aware of the behaviour policy. Training on who to refer incidents of bullying to is given at that time.

5. Roles and responsibilities

5.1 The governing board

The **Beulah Junior School Governing Board** is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The **Beulah Junior School Governing Board** will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the **Beulah Junior School Governing Body** giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher together with the appropriate committee of the Governing Board will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (reflection log and summary of key incidents, including bullying, racism and homophobia)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil Code of Conduct

Pupils are expected to follow these guidelines, which are linked to our Core Values of Success Unity Pride Enjoyment and Respect:

- Behave in an orderly and self-controlled way and move quietly around the school and sensibly without running (Unity/Pride)
- Show respect to members of staff (Respect)
- Treat each other with respect and not cause physical or emotional harm to any other pupil (Unity)
- In class, make it possible for all pupils to learn (Success and Enjoyment)
- Complete tasks expected of them to a good standard (Success)
- Treat the school buildings and school property with respect (Pride/Respect)

- Wear the correct uniform (Pride)
- Accept sanctions when given (Respect)
- Refrain from behaving in a way that brings the school into disrepute, including when outside school (all Core Values)

7. Rewards and Sanctions

We believe that encouraging positive behaviour is the best way to maintain a calm and purposeful school environment. A variety of rewards are used for this purpose. Sanctions are necessary to allow pupils to reflect on their poor behaviour and know when and how to improve.

7.1 List of Rewards and Sanctions

Rewards

Children who behave well and provide a positive example for others to follow will be rewarded in the following ways:

- Being awarded 'Dojo' points in their classroom. Each class has a set of agreed reasons for dojo to be awarded. These go up on the interactive whiteboard, so children can see their progress.
- The 3 highest scoring pupils in each class will be read out in assembly, and there will be a prize draw for these pupils with a winner from upper and lower school.
- Team points – as well as being individual, dojo also contribute to your colour team's success. The team with the highest number of points will be announced in celebration assembly each week. The cup will be displayed in the school assembly hall with a sign saying 'This week's team cup goes to....' The team with the highest number of points (upper school and lower school) receives a mufti day at the end of term at the end of term.
- 2 children in each class will be awarded with a merit certificate each week. These are awarded to children who have consistently 'done the right thing', followed the core values and made a particularly good contribution. Children will be awarded their certificate in the weekly celebration assembly. A copy of each certificate will go on the board in the office, with stars attached to each one with a photo of the child on.
- Work which has met the learning intention and is of a good standard in line with the individual's ability will be awarded with a star. (2 stars for this with excellent effort). 10 small stars will result in one large star, and 5 large stars will lead to a 'good work' gold certificate. Pupils who achieve five gold certificates (250 stars) will be awarded a golden medal. Children whose work is showing a consistent improvement in terms of effort and content will be asked to bring their work to the Headteacher or Deputy Headteacher and will be awarded a motivational sticker.
- 'Reward Time' takes place on Friday afternoon at 2.45pm. This is a time when the children can choose from a range of less formal educational activities. They may be within the classroom or organised on a year group basis. *(Change in policy due to COVID pandemic – year groups arrange their own Reward Times on Friday afternoons)*

Sanctions

These strategies will be used in the first instance to deal with low-level poor behaviour

- If children exhibit low level disruptive behaviour, such as talking when asked not to, interrupting, calling out, talking whilst walking around school etc, the following strategies are used:
 - teacher explains calmly but firmly that the behaviour is inappropriate
 - teacher might ask the child to move places
 - The teacher should then make clear that this constitutes a warning and the next step will be that the child loses a minute if the behaviour continues
- At some times, it may be appropriate for a child to be taken out of class by a TA, or asked to calm down for 5 minutes in a 'Time Out' zone. When they re-join the classroom, they will then be expected to apologise. (Children should never be asked to calm down in the corridor unsupervised). **Should these strategies not be effective, the next level of sanctions are:**
- Loss of 'Reward Time' minutes. At the beginning of each week, all children have twenty minutes of 'Reward Time'. When children do not behave according to the core values of the school, the teacher

will first give a warning as above. If the behaviour persists, the teacher may decide to take away one of the child's minutes. This will be applied fairly and consistently. **Losing minutes should be seen as becoming serious. If a child turns their behaviour around, it is possible to win minutes back – especially if this good behaviour lasts for several sessions.**

- *If a child loses three minutes in one lesson then they should be sent to a paired class. The child should be accompanied by two children, with a note to explain to the receiving teacher the reason for the child being sent and when the child is to return to class. The child should have work to complete, which they show to their class teacher on return to class. **Being sent to a paired class is a serious move and should be carried out only if previous behaviour strategies have been tried and have failed.** (Change in policy due to COVID pandemic – children can only be sent out within their year group bubble if necessary, or to SLT in extreme circumstances)*
- Children who lose ten or more minutes during the week must complete a reflection sheet in Reward Time, explaining what they did wrong during the week and how they will improve next week. If children persistently lose more than 10 minutes, this would be seen as more serious poor behaviour and escalated to the next level (Reflection and liaison with parents)

Catching up missed work or work completed without sufficient effort

The school also expects a good standard of work to be completed, both in class and for homework tasks set. If children fail to meet this expectation they will be asked to catch up at the following times:

- *Catch up club – Thursday lunch time for non-completed homework or early morning maths work*
- *Lunch time 'Bug Club' reading catch up daily if reading has not been completed at home. (Change in policy due to COVID pandemic – these catch-ups will not be possible due to 'bubbles' and staggered lunch times. Monitor this to see what can be put in place (eg liaison with home) and try to work to improve rewards for completing work in the meantime)*
- If classwork has not been completed to a good standard, teachers may keep children in at playtime or lunchtime, or if this is repeated, send children to lunchtime reflection to complete work.

Dealing With More Serious Misbehaviour - Lunchtime Reflection

- There are times when examples of more serious misbehaviour requires stronger action than losing minutes of 'Reward Time'. This may include incidents of bullying, fighting, racism, extreme rudeness or stealing. On such occasions, Lunchtime Reflection may be used as a strategy to highlight the severity of such behaviour. In addition to Lunchtime Reflection, stronger action may be taken at the discretion of the Headteacher or Deputy Headteacher. *(Change in policy due to COVID pandemic – some additional of these behaviours will be treated more seriously if they breach our COVID protocols– see appendix)*
- Lunchtime Reflection takes place daily and is supervised by the Head or Deputy. After discussion (where necessary), children are encouraged to quietly complete written reflection of their behaviour, referring to the Core Values and including steps they will take to improve this in future.
- Any behavior which is serious enough to warrant reflection should be logged as a behavior incident in SIMS. You should also log any child who loses more than 10 minutes of reward time in a week (under persistent disruption).
- Where children are sent to reflection repeatedly, a phone call will be made home and a meeting set up to discuss the next steps to improve behaviour. They may be placed on a report card or be removed from the playground for a longer period of time. *(Change in policy due to COVID pandemic – if reflection is needed as a sanction, it will take place for 15 mins per year group in socially distanced spaces in the hall)*

7.2 Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Where a pupil has threatened the emotional or physical safety of other pupils on-line while of school premises, sanction may also be imposed.

7.3 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding policy and statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8.1 Classroom Management

Classroom management is the responsibility of each individual teacher, following this behaviour policy and this guidance.

Principles of behaviour management:

1. There is usually a reason for inappropriate behaviour: anxiety, frustration, boredom, the need for attention.

We try to understand this in what we do: most children don't want to be 'bad'

2. Much low level behaviour can be managed through the curriculum and through engaging children in the learning process.

3. We are explicit and explain why behaviour is inappropriate.

4. When an issue has been sorted out, it's over and we move on: every session is a brand new start.

5. We want to work in partnership with parents and strive for good two-way communication.

6. We try to be positive, consistent and explicit

7. We try to address inappropriate behaviour before it becomes habitual

8. Where inappropriate behaviour persists, advice can be sought from SLT and the Inclusion Manager, who will investigate whether any underlying issues may be the cause.

Managing behaviour is not an exact science and each of us makes the best decision that we can at any given moment.

8.1 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and the Education and Standards committee every year. At each review, the policy will be approved by the Headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

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This written statement of behaviour principles is reviewed and approved by Education and Standards Committee and the Full Governing Board annually.