Behaviour Policy

Reviewed Oct 2017

Next Review: Oct 2019
Aims and Expectations
Thames Ditton Junior School regards the behaviour policy as pivotal to developing each child as an individual and to develop his/her potential to the full. The aim of the policy is to outline for all members of our school community a range of strategies to encourage pupils to behave well, and the strategies to use when pupils misbehave.

Objectives
1) Promoting self-discipline and proper regard for authority among pupils.
2) Encouraging pupils' good behaviour and respect for others on the part of pupils and in particular, preventing all forms of bullying among pupils.
3) Ensuring that the standard of behaviour of pupils is acceptable.
4) Ensuring that pupils complete any tasks reasonably assigned to them in connection with their education.
5) Ensuring the welfare of all pupils, and that there is no bullying or discrimination.

Statement of Principles: A Positive Approach
The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The core beliefs of Thames Ditton Junior School are that:
- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's' self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child’s needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.

Good behaviour in school is primarily about establishing positive relationships in which children and adults show respect for those around them, rather than adherence to certain rules. Where problems do occur, they are most effectively dealt with through dialogue and negotiation rather than through an adversarial relationship and process; the people best
placed to resolve a conflict or a problem are the people directly involved, and that imposed solutions are less effective, less educative and possibly less likely to be honoured. Therefore imposed punishments should be used with care, and where there is conflict, the goal should be reconciliation. It is important that a miscreant understands the impact of his/her action and therefore can help to decide how to put things right. Therefore when dealing with a situation, there is a need to ask four key questions:

1. What has happened?
2. Who has been affected?
3. How can we involve everyone who has been affected in finding a way forward?
4. How can everyone do things differently in the future?

This leads to a safer and more caring environment in which there is a greater commitment by everyone to taking the time to listen to one another. It gives pupils an increased belief in their ability to take responsibility for their choices, and more opportunities to do so.

There are occasions when it may be necessary to employ certain sanctions to ensure good behaviour within a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation.

It is imperative that any sanction is applied fairly and the consequences fully explained. Staff implementing the school’s behaviour policy are therefore advised to;

1. Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken;
2. Avoid shouting at pupils or humiliating them;
3. Do not use sarcasm;
4. Make clear they are dealing with the behaviour, rather than stigmatising the person;
5. Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
6. Avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding);
7. Avoid whole group sanctions that punish the innocent as well as the guilty;
8. Wherever possible, use sanctions that are a logical consequence of the pupil’s inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off). If possible, sanctions should put right the harm that has been caused;
9. Use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome);
10. Follow the principle that if you don’t stop the inappropriate behaviour you are condoning it;
11. Children own their own behaviour (i.e. they make their own choices about how they behave);
12. Follow problems up to their conclusion.
Rewards and Sanctions

As a school we believe that the use of our school values underpins life in school and the qualities we would want to see in our pupils.

Gold Values Bands
We want to recognise children who regularly go above and beyond to demonstrate our school values. It is imperative that we acknowledge the effort of these children so we award values bands to children who do this regularly and set an example for others to follow. At the end of each half-term a Values Assembly is held to present these awards.

Over the course of each half term each staff member should choose a child who has consistently used a particular school value in the way they work or behave. They should enter the child’s name and reason for being chosen into the special book, which is kept in the front office. During the last assembly of each half-term, those children’s names and the reason for the award will be read out and they will be presented with a gold band which they may wear in school.

Class Rewards
We have found that there are different ways of motivating children within the school according to their age. Therefore each year group is able to decide on a reward system that works most effectively for them; this will be done by discussion between teachers and for instance, could be based upon raffle tickets, marble jars or house points.

Good work
It is imperative that children feel their work and efforts are appreciated. As well as praise from the class teacher, this can be reinforced by sending children for a Head or Deputy Head teacher award when they have completed an excellent piece of work.

Postcards Home
Class teachers may choose one child per week and send a postcard to their parents, in recognition of for instance, hard work, improved behaviour or an act of kindness. Teachers will write the postcard and pass it to the office for posting without informing the children.

Traffic Light System
Alongside the positive reward systems in place, there is also a traffic light system for behaviour management during lessons. The traffic lights are displayed clearly in each classroom and consist of three circles and a set of class pegs (or an alternative method to display names). It works as follows:
- all children start on green at beginning of the day;
- if low level behaviour (e.g. calling out, poor focus, talking while teacher or peers are talking occurs), then the teacher will give child first verbal warning;
- if the same behaviour persists or the pupil continues to make poor choices for their behaviour, they will be moved to amber
- pupils need to know that they can move back from amber to green if their behaviour improves and they should be encouraged to do this.
- if poor behaviour still persists then they will be moved to red
If a pupil moves to red, they will be asked to explain their behaviour choices following the lesson. They will miss part, or all of their break time at the discretion of the teacher. During this time, they will be asked to complete a thinking sheet (which has several reflective questions relating to the school values on it). The child will then take this sheet home to be signed by a parent or carer and returned the following day.

**Behaviour Book**
It is expected that class teachers initially deal with any misbehaviour in the classroom, but if a pupil continues to misbehave or does not respond, support may be sought from senior members of staff. In this case the child’s name will be written in the behaviour book with an account of the misbehaviour and the pupil will have to explain his/her behaviour to the Headteacher. If entries into the behaviour book are frequent for the same pupil, parents will be contacted and a meeting to discuss behaviour arranged.

**School Rules**
To ensure that pupils, staff and visitors are clear about expectations, five school rules are displayed around the school:
- We wear our school uniform properly and with pride.
- We walk around school and are considerate of others.
- We go outside at playtime and stay in the right area.
- We keep our lockers and belongings tidy.
- We line up calmly outside our classrooms at the start of each session.

**Class Rules**
Each class can devise their own set of rules but the premise of those will be formed around the following:
- We are kind and helpful
- We listen
- We demonstrate the school values
- We work hard
- We look after property

**Time out - Playground**
There are children who do not behave in the most appropriate way on the playground and as a result adults may decide to ask children to have time-out at the raised concrete area for up to five minutes. This maybe for example, for rough play, rudeness or not listening. When this occurs, an adult must enter into the playground behaviour log book the child’s name, class, date, reason for missing time and time missed. The Headteacher or Deputy Head will check the log book on regularly and follow up if a child’s name occurs frequently.

**Searching pupils**
School staff can search pupils with their consent for any item. Head teachers, and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”. Prohibited items are:
• knives and weapons
• alcohol
• illegal drugs
• stolen items
• tobacco and cigarette papers
• fireworks
• pornographic images
• any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Use of reasonable force
All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. (See Appendix 2 for further details of what constitutes reasonable force)

Discipline Outside the School Environment
It is important that pupils show good behaviour at all times when taking part in school activities; this can be particularly important when they are off-site, as members of the public may witness poor behaviour, or can be affected by it. This can include occasions when a pupil is:
• taking part in any school-organised or school-related activity;
• travelling to or from school;
• wearing school uniform;
• in some other way identifiable as a pupil at the school.

In addition there are likely to be consequences for any pupils, if their misbehaviour at any time:
• could have repercussions for the orderly running of the school or
• poses a threat to another pupil or member of the public or
• could adversely affect the reputation of the school.

The Role of the Class Teacher
The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

If a child misbehaves repeatedly in class, the class teacher will keep a record of all such incidents. In the first instance, he/she will deal with incidents him/herself in the normal manner. This may include a meeting with the parents. However, if misbehaviour continues, the class teacher will seek help and advice from the year leader, who may in turn involve the deputy or Headteacher.
The Role of Support Staff
All support staff support and act in accordance with the values and ethos that underpins this policy. At lunchtimes, they intervene in order to secure the safety and well-being of children. They ensure that minor incidents are resolved and the relevant class teacher informed verbally of the incident and action taken. These must be recorded in the playtime behaviour log and will be monitored by the Headteacher or Deputy Headteacher. In the event of serious misbehaviour and incidents, they refer to the Headteacher or Deputy Head for advice and record the incident and actions taken on an incident sheet kept in the staff room.

The Role of the SENCO
We are especially aware of the needs of some children who may need special support for behaviour. Vulnerable pupils, including looked-after children, children with SEN, physical or mental health needs, will receive behavioural support according to their need. A multi-agency assessment will be considered for students who display continuous disruptive behaviour.

The Role of the Headteacher
It is the responsibility of the Headteacher, to ensure the implementation of the school behaviour policy consistently throughout the school, and to report to the Governing Body, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both of these actions are only taken after the Governing Body have been notified.

The Role of Parents and Carers
The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school behaviour policy in the prospectus, and we expect parents to read this and support the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour.

Monitoring
The Headteacher monitors this policy on a regular basis and reports to the Governing Body on its effectiveness.

The school keeps a record of incidents of misbehaviour (see Appendix 1). The record will be completed by the adult who witnessed or dealt with the incident of misbehaviour and will then be completed by the Headteacher or Deputy Head.
APPENDIX 1  Incident Referral Form

Please complete this form and return it to the Headteacher when a significant incident takes place (see notes below for guidance)

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<th>Names of child/ren involved</th>
<th>Class</th>
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<th>Your account of the incident : (what was said, observed, reported and by whom)</th>
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<th>Action you have taken as a result (what did you do/say following the concern)</th>
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<th>Type of incident (please tick one or more as appropriate)</th>
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<td>Behavioural</td>
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<td>Racial</td>
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<td>Bullying</td>
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<th>Your name :</th>
<th>Your signature :</th>
<th>Your position in school :</th>
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<th>Action and response of Headteacher / Deputy Head</th>
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Guidance on completing Incident Referral Form

It is important that we keep a record of all incidents that are deemed to be of a serious nature. Incidents which should be recorded are those in which:

- A child needs first aid attention as a result of a deliberate aggressive act by another child.
- A child is involved for whom it has been decided that all incidents should be recorded (e.g. when there are child protection issues, when allegations of bullying have been made, when a parental complaint has been made.)
- A member of staff is verbally or physically abused
- A member of staff has needed to physically restrain a child.
- A theft or deliberate damage to property takes place
- Any other incidents or matters of a serious nature

The person completing the sheet should make it clear if he/she witnessed the events described directly, or if he/she was informed by another member of staff or pupil.

If a member of staff is unsure whether to record the incident he/she should consult the Headteacher or Deputy for further guidance. The class teacher should also be informed verbally of the incident as soon as possible.

When first aid treatment is given, this should also be recorded in the Pupil Accident Book.

The incident form should be completed and given to the Headteacher within 24 hours.
APPENDIX 2
What is reasonable force?

1) The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3) ‘Reasonable in the circumstances’ means using no more force than is needed.

4) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

1) All members of school staff have a legal power to use reasonable force.

2) Section 93, Education and Inspections Act 2006

3) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

3 When can reasonable force be used?

1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

2) In a school, force is used for two main purposes – to control pupils or to restrain them.

3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
• prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
• restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:
• use force as a punishment – it is always unlawful to use force as a punishment.