

Burlington Junior School

Shaping Positive Futures



Achieving Our Full Potential

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Behaviour Policy

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Aims and objectives

This document serves to define a whole school vision to promote and maintain exemplary behaviour within the school. It is a primary aim of the school that everyone feels valued and respected and that they are fairly treated. It aims to promote an environment in which everyone feels happy, safe and secure. We have three explicit rules which are to be safe, to be responsible and to be respectful. The policy aims to promote good relationships. It is an expectation that everyone behaves in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. We give recognition for good behaviour as we believe it will develop an ethos based on kindness and collaboration.

The policy also defines the school discipline system. The discipline system is used in response to behaviour where children do not keep themselves or others safe, treat others with disrespect, disrespect the school environment, show a lack of respect to others property and when children do not allow themselves or others work to the best of their ability. The policy ensures that all children will be treated fairly and consistently by all members of staff. The policy is designed to promote positive behaviour rather than merely deter poor behaviour.

The role of the staff

All teachers have a duty of care to the children in our classrooms and cannot abdicate responsibility to support staff. It is the responsibility of all staff to ensure that that the class rules are enforced in the classrooms and that their classes behave in a responsible manner during lesson time. Where other staff take small groups of children (or individuals), it is their responsibility to communicate the behaviour to the class teacher. If necessary, staff will liaise with the safeguarding officer and the Headteacher to discuss formally involving parents/carers/external agencies. Staff will use the policy consistently and appropriately.

How the policy operates

We operate a policy which is consistent in all classrooms and areas of the school. We use a traffic light system.

- When the children are in green, they are demonstrating appropriate behaviour and can earn dojo points.
- The children are given one verbal warning, and then if they continue the same behaviour they are moved to amber.
- The children can also lose dojo points if they do not display the correct behaviour.
- When the children are in amber, they are not demonstrating appropriate behaviour and are placed into amber on the traffic light. Staff give the children a way to get back into green by using a script (to be in green, you need to...)
- The children are shown a consequence map so that they understand how they can make the right choices and return to green.
- The children are given one more warning before having their name moved to red.
- When the children are in red, they are showing higher level inappropriate behaviour. When in red, staff will give the children a way to get back into green by using a script (to be in green, you need to...) It might be that the child modifies their behaviour marginally and may move into amber. Staff will still use scripted language, alongside the consequence map to aid them to get back to green.
- Staff will always look to help children return to green as quickly as they can.

If the children display a stage 1 action to arrive on red, then their detention sanction starts at 5 minutes and then goes up in 5 minute increments as necessary. If the child displays a stage 2 action, then their detention sanction starts at 15 minutes and goes up in increments accordingly. Stage 3 actions are more serious and will lead to a meeting with a senior leader and potentially internal/external exclusion depending on the severity.

Stage 1 actions:

- Interrupting adults
- Disturbing others
- Not getting on with work
- Moving around without permission
- Causing upset to another child by name calling, teasing or similar offences

Stage 2 actions:

- Using abusive language/behaviour
- Refusing to follow a request from an adult
- Hurting another pupil
- Fighting
- Damaging, interfering with or taking school or people's property
- Refusing to come into class
- Leaving class without permission
- Throwing food
- Interfering with other children's lunches

Stage 3 actions:

- Serious deliberate damage to school property
- Leaving premises without permission
- Verbal abuse to a member of staff
- Physical assault on a member of staff
- Criminal damage
- Bringing knives/illegal substances into school

Children can be awarded dojo points by any member of staff. If the member of staff does not have access to the dojo system then they give the child a square of paper to represent their dojo, that they then give to their class teacher. The aim is to create a praise-rich environment that all staff contribute to in a pro-active manner. When children are awarded dojo points, they can hear and see them added to the classroom chart. The dojo points will be tallied up from everyone in the year group and once a week, an assembly will look at the current standings. The aim is to create a competitive environment where the children will mutually contribute to a greater goal.

We employ sanctions to ensure a safe and positive learning environment where all can achieve. Each sanction is applied appropriately to individual situations.

- We have three rules that underpin everything that we do. These are **be safe, be responsible** and **be respectful**. Staff use these to challenge children's poor behaviour and allow the children to reflect on their behaviour.
- If a child is disruptive in class, they will be placed in amber or red. They may be given a timescale to get back into green and staff will always give a way forward to get back into green.
- We communicate poor behaviour to parents and discuss ways forward with parents to secure positive outcomes for the child.
- We use a detention system where children miss their outdoor time from one day, up to a maximum of five consecutive days. On occasion, this may roll over into the next week.
- If negative behaviour persists, the child may be sent to the Year Group Leader or Phase Leader (Assistant Head) for a period of time.

- If negative behaviour continues over a longer period of time, the child may be placed on a behaviour report card. They may also be placed onto a Positive Handling Plan.
- Where misbehaviour is reoccurring and the behaviour report cards have not impacted on this, special help may be sought from the educational psychologist, the Behaviour Support Team and/or the Local Authority.
- If children are at risk of being excluded, a part-time timetable may be offered as a short-term measure. Parents can accept this or they have the right to reject this.
- For behaviour that persistently breaches this policy, or seriously breaches this policy, the Headteacher may use their discretion to exclude the child.

Behaviour at lunchtime

The schools value system and associated rules are applicable at all times of the day including lunchtime. Our lunchtime procedure is similar to the classroom management system and is based on a traffic light system.

All lunchtime staff carry a small laminated set of traffic light cards with them at all times. When children are in green, lunchtime supervisors use the positive language associated with green behaviour. If children misbehave, they are warned that if they continue, they may be placed in amber.

- If a child is placed in amber (shown an amber card), they will receive a short period of timeout on the playground. A child could be shown more than one yellow card per lunchtime. The lunchtime supervisors will speak with the child once the timeout is completed.
- If a child is placed in red (shown a red card), they will be excluded from the playtime into the care of a senior member of staff on detention duty. The class teacher will be informed by the lunchtime supervisor and the class teacher will decide whether to inform the parents/carers.

Depending on the seriousness of the offence, the Headteacher may use their discretion to move to a higher stage of the process and may apply a lunchtime exclusion or a standard exclusion.

Use of Reasonable Force and Use of Isolation

Staff may use reasonable force in schools. All staff employed by Burlington Junior School are authorised to use reasonable force when necessary to keep children safe. Staff must consider the following guidelines when deciding whether or not to use force:

- There is a clear and unequivocal emphasis on the rights of children to be kept safe at all times.
- Physical intervention should only be used when:
 - the situation is, or is likely to become, dangerous for children and/or staff
 - there is a risk to the maintenance of good order
 - a criminal act is being committed
 - property is being damaged
 - or when previous history suggests that failure to act promptly will result in any of the above.

and

- all else has been tried
- the potential consequences of not intervening are sufficiently serious to justify considering use of force
- the chances of achieving the desired result by other means were low
- the risks associated with not using force outweighed those of using force

Detention

We operate a daily detention system to deter children from making poor choices and to use as an appropriate sanction for when individuals breach this policy. If a child receives a detention (anywhere from 1 to 5 days), they will not go out at a lunchtime and will eat their lunch in isolation. Daily detention is staffed by senior members of staff at the school.

Detention escalation:

- All detentions are recorded, alongside how many minutes and the reason for detention, and this is monitored by the behaviour lead.
- When a child receives more than 3 detentions (exceeding 15 minutes) in one week, then the class teacher must phone to arrange a meeting with parents.
- If, in the same term, a child receives another 3 detentions (exceeding 15 minutes) in one week, then the class teacher, year group leader and parents will have a meeting.
- If, in the same term, a child receives another 3 detentions (exceeding 15 minutes) in one week, then the parents will have a meeting with the year group leader about their child having to go on a positive behaviour report. If their behaviour does still not improve then the child may be put on internal exclusion.

Report Cards

When children repeatedly display behaviour which breaches this policy, they may be placed on behaviour report. The aim of the report card is to help to modify the behaviour of the child and help them to make better choices. The report card is split up into individual sections of the day and for each section, the children are assessed. They are graded using the following scale:

- 0 – Highly inappropriate behaviour
- 1 – Poor behaviour and attitude
- 2 – Some minor disruption in their behaviour and attitude
- 3 – Expected behaviour – 1 dojo point per section.
- 4 – Better than expected behaviour - 2 dojo points per section.

There are 8 sessions in a day so there are a maximum of 24 points available daily. The child will have a target score. If they achieve their target, they have had a good day. If they do not achieve their target, they go into morning break and lunchtime detention for the next day. All children start with a target score of 23. If they achieve the daily target for a full week, they move onto the next target score. Once the child completes a full week of hitting the target at 25, they will be off report. If they do not achieve a full week, they remain on the same target for the following week.

The children on report will report to a senior member of staff, twice daily to review their day. The children will also take the report card home to be signed by a parent or carer.

Once the children have finished the report card, they will move to a Behaviour Blog for one or two weeks. If they maintain their improved behaviour, they will come off report after this period. The behaviour blog follows the same structure as the report card apart from there is no daily detention and the Behaviour Blog does not go home.

Escalation

Class teachers will generally deal with the majority of incidents for the children in their class. There may be occasions where a class teacher needs to seek help/pass on incidents to their Year Group Leader. Year Group Leaders may need to pass onto the Assistant Head for their phase and so on. The system below outlines this.

Class Teacher > Year Group Leader > Assistant Head > Deputy Head > Headteacher

If a child makes poor behaviour choices, they may be removed from class. If this is the case, the children will be moved to another person/class based on the system above. If a child is sent to another class, the expectation is generally that they will work in the class for a period of time, before demonstrating that they are ready to be back in class learning. When this is the case, they are sent back to their original class.

Analysis

The Behaviour Lead will monitor all incidents of poor behaviour and analyse the frequency and severity of incidents on a half termly basis. This will then be summarised and shared with the Senior Leadership Team and the Governing Body so that all key stakeholders can see an overview of the school behaviour and look for trends so that things can be implemented to improve behaviour, should that need to happen. All staff will record incidents in the Pastoral Log, as well as the actions that have been taken. Year Group Leaders will also monitor Pastoral Log on a weekly basis for their year groups.

Fixed term and permanent exclusions

The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may decide to exclude a child permanently. If the circumstances warrant, for example after further investigation, it is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion.

If the Headteacher excludes a child, they will inform the parents/carers at the earliest opportunity, giving reasons for the exclusion. Contained in the exclusion letter, the Headteacher makes it clear that the parents/carers can appeal against the decision to the governing body. The school informs the parents how to make such an appeal if they choose to do so. All exclusions are communicated in writing to the parent/carer, LA, governing body and any appropriate external agencies.

The Headteacher will inform the LA and the governing body about any permanent exclusion and about any fixed-term exclusions beyond 5 days in any one term.

When the Governing Body or an appeals panel meets to consider any exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the Governing Body decides that a child should be reinstated, the Headteacher must comply with this ruling.

Monitoring and review

This should be read alongside the Burlington Junior School Positive Handling Policy, DfE 2014: Behaviour and Discipline in Schools and DfE 2013: Use of Reasonable force.

The Behaviour Lead monitors the effectiveness of this policy on a regular basis and communicates this to the Headteacher. The Behaviour Lead and the SLT make recommendations for further improvements and modifications.

The school keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school administers them fairly and consistently. The governing body will pay particular attention to matters of racial equality.

The school also keeps a record of any incidents of positive handling in a logged book which is kept by the Headteacher.

This policy has been reviewed in September 2019 and will be reviewed again in July 2020, before being reviewed annually.

Mental Health and Well-Being

At Burlington Juniors we take the children's' mental health and well-being very seriously and we understand how vital early intervention is to identify issues and provide effective support. Our school role in supporting and promoting mental health and wellbeing can be summarised as:

- Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;
- Identification: recognising emerging issues as early and accurately as possible;
- Early support: helping pupils to access evidence based early support and interventions;
- Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

At Burlington Junior School we have a Nurture room, called the Orchard. The Orchard is a room designed to support the children with their emotional health and well-being. Children can go to the Orchard who are struggling to control their emotions and interventions are used that help them understand why they are feeling the way they do, and the best ways they can manage and regulate these emotions.