



ALMOND HILL JUNIOR SCHOOL  
GOVERNING BODY

BEHAVIOUR POLICY

FULL GOVERNING BODY	RATIFIED NOVEMBER 2018
DATE FOR REVIEW	NOVEMBER 2019

# **ALMOND HILL JUNIOR SCHOOL BEHAVIOUR POLICY**

At Almond Hill we aim

- to teach children to understand the world in which they live and the interdependence of individuals and groups
- to instil respect for others
- to help children achieve self-discipline

At Almond Hill we believe that good behaviour and self-discipline is based on mutual knowledge and respect. Problems are normal where children are testing the boundaries of acceptable behaviour. Positive affirmation should have a place in achieving acceptable behaviour, but it must be recognised that consequences will result when children do not accept and conform to the behaviour expectations and rules of the school.

The school follows the Herts STEPs approach to behaviour. STEPs tutors within the school receive an annual update. Tutors provide training advice for all staff. It is expected there will be a minimum of 2 STEPs tutors in the school.

Acceptable standards of behaviour work and respect require us all to model by good example. High standards for politeness are expected. Respect is given and expected in return.

At all times we seek to work in partnership with the child and their parents/carers to achieve our aims.

## **School Rules**

We have very few rules and those we do have are concerned chiefly with safety, the happiness of the child and preparing for life in society.

We expect children to follow our Code of Conduct

- Always treat others in a way you would wish to be treated yourself.
- Talk to each other, teachers and other adults in a respectful, polite and friendly way.
- Make sure you always show good manners around the school and in the playground.
- Do not fight. If someone provokes you, move away from them, or if you find it hard to control yourself, find an adult to help you.
- Always ask first before borrowing anything.
- Move around the school in a quiet and sensible manner, making sure you do not disturb others who are working.
- Treat school equipment with respect and care as you would treat your own.
- Wear your school uniform smartly and take pride in your appearance.
- Take pride in all you do at school
- Use every opportunity to act as an ambassador for the school within school itself and in our local community

Teachers are expected to discuss and agree specific classroom rules with their class at the start of the September term. This is published and referred to in all classrooms

## **Positive Affirmation**

We believe that positive affirmation should be the most consistent positive reinforcement strategy used in our school to support the high standards we expect. We try to focus on all the opportunities to acknowledge children's success in their work, attitudes, skills and behaviour. We expect all of our children will behave well and be co-operative.

We expect that the following positive affirmation may be used according to the situation.

1. Instant verbal praise to individual, groups and/or whole classes from an adult. (This will be given quietly in the case of an individual or may be shared with the whole class).
2. Sharing with another adult.
3. Parents contacted in the case of improved behaviour for specific individuals.
4. The school has a 'learning behaviour' scheme. The scheme enables children to be recognised for displaying 'good learning' qualities to gain a 'learning ambassador' award each year. Each year group has focus on specific aspects of learning behaviour and children have individual cards to record their progress. See Appendix A.

## Consequences

For those pupils who present with problems in meeting our expectations in lessons and in social times we will always consider the age and stage of the pupil. Where expectations are not being met this will result in a consequence.

In all cases of inappropriate response/ behaviour an adult will try to talk to the child to try to find out what has happened.

Staff will use positive phrasing – say thank you – not please e.g.

*'Thank you for sitting down with me to explain what has happened.'*

In most situations the following will be worked through. The school recognises that in some situations it may be necessary to move to level 7 straight away. In exceptional circumstances (e.g. aggressive behaviour, extreme bullying or racial abuse) it could be necessary to move straight to 8 or 9.

1. A verbal indication is given so the child is aware that expectation is not being met
2. A second verbal indication is given.
3. 2 simple choices which are acceptable will be given e.g.

*'You can complete your work now or your work in the Friendship Room at playtime.'  
'You can talk to me here or talk to me in my office.'*

4. If there is non-compliance, we will move to disempower the situation. Providing the child is not causing any harm to themselves or others the behaviour will be ignored and the child will be given an indication the member of staff is waiting to listen as soon as the child is ready.
5. Where a child has become distressed all staff will follow the following script in addressing the situation

*'I can see something has happened. I am here to help. Talk to me and I will listen.'*

6. A consequence will always be discussed with the pupil.

## Educational consequence

Consideration will be given to what the child needs to learn from the situation. Consideration will be given to what we want to teach the child and what we want them to learn to support them to make a better choice next time.

## Protective Consequence

This consequence is only used if a freedom is needed to be removed to reduce a risk of harm. This will be logical and based on evidence of a perceived danger. Consideration will be given to what the pupil needs to demonstrate before the freedom is returned. Part of the educational consequence will include a discussion about why the freedom has been removed.

e.g. Bullying/hurtful activity on the playground

**Protective consequence:** *The child is not on the playground.*

**Educational consequence:** *The child spends time in the Friendship Room reading related stories/texts at playtime or may have specific time with the Pastoral Teaching assistant to reflect/research what the impact of this kind of behaviour can have on others or make a page for a power point about playing considerately.*

Any subsequent child displaying this behaviour would spend time in the Friendship Room reading any previously created PowerPoint pages and produce the next page.

7. If there is a regular occurrence of misbehaviour, parents will be contacted and invited into school to discuss the problem with the Deputy Head/Head and their child. At this stage it may be necessary to draw up and implement an 'Attitude to Learning' report card or 'Risk Reduction Plan' and consider referral for outreach support.
8. Parents telephoned – child to be taken home (temporary exclusion 1 – 5 days)
9. Permanent exclusion.

In all cases of temporary or permanent exclusion Herts guidelines will be adhered to.

## Lunchtime Behaviour

Midday supervisory assistants will use positive affirmation in recognition of good manners at lunchtime.

Any incidents of inappropriate behaviour are referred to the pastoral teaching assistant in the Friendship Room or the duty teacher in the dining room.

## Special Needs

Children should be recognised as individuals and we accept that personal circumstances may affect their behaviour. In these circumstances we aim to be understanding, but consistent in our expectations.

## Monitoring

- All incidents of inappropriate behaviour will be logged on CPOMs (the school's electronic record keeping system). Any follow up actions will also be logged here.
- Staff will receive any further necessary information regarding behaviour within the safeguarding agenda item of weekly staff meetings.
- Behaviour is discussed at year group 'Review of Attendance and Punctuality' (RAP) meetings each week.
- Attitude to Learning report cards are used by the pupil in each lesson. The class teacher will provide a numerical grade 1-4. These are averaged over the week. The child meets with the Deputy Head to discuss the grades they have achieved. Report cards are expected to be a short term intervention.
- Risk Reduction plans will be reviewed with parents and outside agencies within an agreed period – (usually 1-4 week periods).
- Formal and informal 'drop in observations' to monitor standards of behaviour over time.
- The Head Teacher Report to Governors each term reports on behaviour trends and any racial and bullying incidents.
- The Chair of Governors will be informed of any child being excluded.
- The Governing Body will review this policy annually.
- This policy is linked to the school policy for Restrictive Physical Intervention in School

## Appendix A

### Learning Behaviour Rewards Scheme

Behaviour for Learning skills have been exemplified in a story 'The Fixalator gets fixed' which is read to the children at the beginning of each academic year. These learning behaviours are explained and modelled and the children work towards developing them.

Year 3 – Have a go, concentrate, enjoy learning, smartness – good learner

Year 4 - Have a go, concentrate, enjoy learning, be co-operative, and don't give up, smartness – excellent learner

Year 5 - Have a go, concentrate, enjoy learning, be co-operative, don't give up, keep improving, be curious, smartness – outstanding learner

Year 6 - Have a go, concentrate, enjoy learning, be co-operative, don't give up, keep improving, be curious, use your imagination, smartness – learning ambassador

How the scheme works in practice

A teacher recognises a pupil has:

Achieved each focus three times and achieve a sticker on a card for each time.

When card complete silver award certificate given in assembly, no parents

Achieved each focus a further three times on a new card and achieve a sticker for each time

When card complete gold award certificate in assembly, no parents.

Achieved each focus three times and achieve a sticker on a card for each time.

When card complete learning award certificate and badge given in assembly, parents invited.

If award achieved before end of year can start the card for the next year. This also provides an opportunity for another reading of the story to the whole class.

Year 6 learning ambassadors can represent the school e.g. at open evenings and special events

## Appendix B – other school procedures

Where a child does not complete work in a lesson to expectation, the following procedure will be worked through.

The child will be taken to the Friendship room at playtime by the class teacher and supervised there by the pastoral teaching assistant.

The child will work with the class teacher for the first 15 mins of lunchtime.

If the work is still not meeting expectation, it will be sent home to be completed.

If the work is still not meeting expectation, the child will complete the work outside of their class before returning. This work will be completed independently in the 'partner' class.

(Partner class – Yr. 3 classes 'partner' with Year 4 and year 5 classes' partner' with year 6.

## **Appendix C Behaviour Principles Statement**

### **Rationale and purpose:**

This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2012)

The purpose of the statement is to provide guidance for the head teacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents of the children in the school as well as taking full account of law and guidance on behaviour matters.

It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.

This is a statement of principles not practice. It is the responsibility of the Head teacher to oversee the development of the school's Behaviour Policy, taking in to account these principles when formulating this. The head teacher is also asked to take account of the latest guidance in DfE publication Behaviour and Discipline in Schools: a guide for Head teachers and school staff. The school Behaviour Policy must be published to all staff and be published on the school website.

### **Principles:**

- It is the right of all pupils of Almond Hill Junior School to feel safe at all times and behaviour should not in any way impact on the safety of pupils, staff or any member of the school community.
- Almond Hill Junior School is an inclusive school where governors expect children to have equal access to all aspects of learning and where all children learn free from any form of discrimination.
- It is the expectation of the governors that all pupils, staff and members of the school community will be treated with mutual respect at all times.
- Governors are clear that high standards of behaviour strongly support the best possible progress for pupils as they can learn in an uninterrupted, purposeful learning environment.
- It is the expectation of the governors that the school's Code of Conduct sets out our expected standards and this 'Code' is promoted and displayed in the school and is consistently applied by all staff.
- Governors promote the use of praise, applied fairly and consistently to encourage and reward expected, good behaviour in and around all areas of the school.
- Governors expect that sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied.
- Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort.
- There is recognition that the Head teacher is expected to consider the use of rewards and sanctions with regards to individual situations and the individual student. However, sanctions should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.
- Governors promote partnership with parents and promote the school's Home School Agreement.
- The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- Governors support the Herts STEPs approach and have adopted a Restrictive Physical Intervention Policy based on Hfl STEPs.
- Governors expect that the school behaviour policy will be applied where children are being educated off site and for reports of inappropriate behaviour outside of school to be followed up by the Head teacher.

### **Review:**

- This Statement of Principles will be reviewed every two years, or as necessary. The school Behaviour Policy is reviewed annually.

**March 2018**