



Moulsham

Junior School

Behaviour Management Policy

Reviewed with Staff: Autumn Term 2014
Ratified by Governors: Spring Term 2015
Next review: Autumn 2018

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Behaviour Management Policy

Introduction

At Moulsham Junior School we aim to create a caring atmosphere in which everyone feels safe and secure and in which we can appreciate the importance of developing positive relationships with others. We aim to promote a family atmosphere where all members of our community feel valued and respected for the positive contributions they make to the school. It is in this climate that we believe our children will develop further social, personal and academic skills that will lay sound foundations for their future.

The purpose of this policy is to set out the systems we have in place in order to promote and celebrate good behaviour as well as setting out procedures for dealing with unacceptable behaviour.

The emphasis at Moulsham Junior School is to recognise, acknowledge and reward good behaviour. We have a whole school system which operates throughout the school in every learning space and at all times of the school day.

All staff are expected to lead by example and have a responsibility to praise appropriate behaviour from all children.

When dealing with incidents of inappropriate behaviour, staff should ensure that the child knows that it is the behaviour which is undesirable and not the child personally. It is important that we have high expectations of all children and that we operate in a consistent manner.

Whole School System

A whole school approach gives real power to a system. Children recognise that any member of staff can reward their good behaviour and equally any member of staff can sanction poor behaviour.

A consistent approach enables all staff to clearly understand the system which we are operating. A whole school approach was reviewed at Moulsham Juniors in the autumn term 2014 and during whole school training in January 2015. Appendix 1 details our rewards and sanctions.

As part of a whole school approach to behaviour management we have a comprehensive anti-bullying policy which can be found in appendix 3.

School Values and Rights

The school values are:

- Sharing
- Supporting
- Striving
- Succeeding

These are also known as our school motto

The School rights are:

- The right to be safe
- The right to learn
- The right to respect

These are sometimes referred to as our school rules

These are revisited throughout the school year by the school council, in assemblies, during the setting up of class contracts and are displayed all around school. Each class looks at the school values and rights, discusses what that will mean to their class and how they will ensure that they are upheld. In keeping the values and rights short, generic and positive it makes them easy to remember, apply to any situation and act as a reminder of what we should be doing rather than a list of 'don'ts'.

Pupils with identified Special Educational or Additional needs

Most pupils with SEND are able to access the whole school rewards and sanctions system without the need to modify. However for some pupils, especially those with social, emotional and mental health difficulties, there may be a need to draw up an individual plan which dovetails into the whole school system. Where this is appropriate, the Inclusion Manager will be involved and further support may be sought from outside agencies. This will usually result in an additional document specific to the child known as a Consistent Management Plan.

Dealing with challenging behaviour

In every school there is a small yet significant minority of times when some pupils' behaviour can be challenging. There may be times when staff have exhausted the whole school sanctions system and further support is needed. If a member of staff feels that they are not progressing with a situation then assistance (in the form of swapping) should be sought from another adult. As a general rule one adult should be dealing with one child at any one time. If more than one adult is dealing with a child then the situation is likely to get bigger and take longer to resolve.

Exclusion

Exclusion, whether it be fixed term or permanent, should always be the last resort. Only the Head Teacher has the right to exclude (this duty falls to the most senior member of staff in the Head Teacher's absence but that senior leader would always consult with the Head Teacher where possible) and is usually only used when all other options have been fully explored. Appendix 2 provides details of the DfE guidance on exclusion.

The appendices which accompany this policy are a manual for staff use and form Moulsham Junior School's Behaviour Management system.

Appendix 1

Reward and Sanction system

Rewards

House Points- pupils in each class are organised into Houses- Water, Fire, Air and Earth. House points are given on an individual or group basis and are on display in each class. Yr 6 collect House points each week and update the House board in the hall. The winning House is announced in Year Group assemblies and they receive a prize at the end of every term organised by the HOY.

Prize time- happens in every class during the last week of a half term. During Prize time pupils participate in an activity that has been selected by the class at the start of the term. They will have agreed how many house points they will need to collect in order to earn the reward. Prize time should be no longer than an afternoon and should not cost anything.

Smartest class- The Head Teacher chooses a class each week that have been seen to be exceptionally smart both in their appearance and attitude. This class receives an extra 10 minutes of playtime and the name of the winning class is published in the weekly school newsletter.

Stickers- All adults in school give out stickers and praise for kindness, helpfulness, good work etc.

Postcards home- Each class teacher has a set of postcards for the year. They can choose to send these home to any child as a surprise recognition of efforts and attitudes at school.

Golden Book- Each week 2 children from each class are entered into the Golden Book. During Golden Book assembly these children are awarded a sticker and the whole school hears why they are in the Golden Book.

Head Teacher and Deputy Head Teacher awards- The Head Teacher and Deputy Head Teacher actively encourage teachers and other adults to send pupils to them for doing exceptionally well with the school values. These children receive a special HT or DHT sticker which is worth 10 house points too.

Sanctions

If a pupil is not behaving appropriately they will always be given a *reminder* and then a *warning* before they are sent for thinking time. All thinking times are recorded in a class log. These are sometimes collected in for monitoring.

Please remember some pupils need more take up time than others.

Pupils may be sent for thinking time in a partner class for the following reasons:

- Refusal to follow instructions
- Disrupting other pupils' learning
- Inappropriate language
- Aggressive language
- Physical violence (straight to thinking time- no time for reminders or warnings)

Incident reports need to be written for all physical violence and passed to the Head Teacher

Incident reports of persistent undesirable behaviour (non-violent) need to be passed to the HOY

All thinking times will be recorded in the class thinking time book. Thinking time will last for 5 minutes. Pupils will be sent with no work and will not be engaged by anyone when they are having thinking time.

If a child receives a third thinking time in anyone day, they will spend the rest of the session in the partner class.

If a child receives 3 thinking times in any one day their parents will receive a phone call home from the Class Teacher.

If a child uses physical violence they will immediately be sent for thinking time and contact will be made with their parents informing them of what exactly happened. All incidents of physical violence must be reported to the Headteacher so that an appropriate sanction can be considered. This may be in the form of a loss of break/ lunch time, an internal exclusion or a fixed term exclusion.

Parents need to be kept informed of their child's behaviour and early discussions (in the first instance with the class teacher) with parents help to identify issues and consider ways forward. If there is a regular pattern or whole school systems are not having the desired effect with a particular child then an individual consistent management plan (CMP) needs to be drawn up with the Inclusion manager.

In cases where the behaviour is extreme or of a violent nature, the Head Teacher may exclude a child from their class (an internal exclusion) or the school for a fixed

period of time. There may be occasions where the behaviour is so extreme a child could be permanently excluded from school.

Appendix 2

Extract from the Department for Education (full guidance can be found on line)

- Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.
- Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required.
- Schools should have a strategy for reintegrating a pupil who returns to school following a fixed-period exclusion and for managing their future behaviour.
- All children have a right to education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of an exclusion; and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after an exclusion.
- Where parents dispute the decision of a governing board not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (Special Educational Needs and Disability) for disability discrimination, or the County Court for other forms of discrimination.
- An independent review panel does not have the power to direct a governing board to reinstate an excluded pupil. However, where a panel decides that a governing board's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing board to reconsider its decision. The panel will then be expected to order that the school must make an additional payment of £4,000 if it does not offer to reinstate the pupil. Whether or not a school recognises a pupil as having SEN, all parents have the right to request the presence of an SEN expert at a review meeting. The SEN expert's role is to advise the review panel, orally or in writing or both, impartially, of the relevance of SEN in the context and circumstances of the review. For example, they may advise whether the school acted reasonably in relation to its legal duties when excluding the pupil.
- Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and ability to understand.

Appendix 3

Moulsham Junior School Anti-Bullying Policy

At Moulsham Junior School we believe that all children have the right to be educated in a happy, caring, secure and safe environment without fear of being bullied. Everybody - Parents, Governors, staff and pupils, understand that bullying, in any form, is unacceptable and will not be tolerated.

Bullying is behaviour that:

- Is repeated over and over again towards another individual.
- Makes an individual feel helpless towards defending themselves.
- Intentionally hurts another individual.
- Makes an individual feel uncomfortable or distressed.
- Involves an imbalance of power.

The forms that bullying may take could be:

- Verbal: name calling, spreading rumours, making jokes to make a person look 'silly', racist or sexist remarks.
- Physical: kicking, hitting, pushing etc.
- Hiding equipment or personal possessions.
- Graffiti about an individual.
- Sending abusive texts/ emails (Cyber bullying).
- Demanding money.
- Excluding individuals from groups.

Warning signs may include:

- Reluctance to go out to play.
- Individuals becoming withdrawn.
- Clinging to adults.
- Unable to concentrate in class.
- Possessions going missing on a regular basis.
- Individuals scared to walk home/to school alone.
- Refuse to say what the problem is.
- Become distressed.
- Unexplained bruises, scratches etc.

Preventative measures.

At Moulsham Junior we take bullying seriously and provide opportunities for children to gain empathy for others as a way of working to combat bullying. This happens through the CPHSE curriculum and using a wide range of resources, as well as 'Circle Times' in class. We also take part in 'Anti-Bullying' (Well-being) week in order to raise pupils' awareness of the seriousness of this act and the distress that it causes.

Staff procedures

All members of staff should deal with any incident of bullying, whether suspected or observed. This will include:

- The 'victim' being reassured that the incident is being dealt with and that they will not come to any further harm.
- Writing an account of the incident to be passed on to the class teacher, in the first instance.

Reported incidents

All reported incidents of bullying will be dealt with following the steps below:

- In the first instance those involved in the bullying will be spoken to by the Pastoral Support Leader.
- Contact with all parents informing them of their child's involvement.
- Support for the 'victim' and 'perpetrator'. This may include the 'No Blame' approach or assistance from Behaviour Support.

What we can do.

The children of Moulsham Junior School have suggested these ideas to help combat bullying:

- Tell an adult if they think someone is being bullied.
- By treating people with respect.
- Tell bullies to stop.
- Talk about how bullying affects people.
- Make the bully apologise.
- Tell the bully's parents.