



HALFWAY JUNIOR SCHOOL



Behaviour

July 2018

Review: September 2019

“Supporting Each Other to Achieve Success for All”



Rationale

At Halfway Junior School we believe that every child has the right to learn in a positive, caring and safe environment. This right carries with it responsibility - good behaviour is expected so that good learning can take place. We believe that children learn best when their individuality is encouraged and valued and when all members of the school community respect themselves and each other. We aim for Halfway pupils to be rounded, well-adjusted and caring citizens, aware of the world around them and their rights, responsibilities and place within it. These aims, expectations and values are reflected in our core learning behaviours. These were written together by children and staff and form the basis for consistent and clear approaches to behaviour and development of social skills throughout school. They are at the very heart of our ethos and form the basis of our daily interactions.

Our behaviour policy will reflect and build on our core learning values:

- ❖ We aim high – we are the best that we can be
- ❖ We believe in ourselves – we have an ‘I can’ attitude
- ❖ We respect ourselves and each other
- ❖ We are good listeners – we ignore distractions
- ❖ We have a go and encourage each other – we share our ideas
- ❖ We take risks and learn from our mistakes
- ❖ We can work independently and as part of a team
- ❖ We are resilient and never give up
- ❖ We ask questions and enquire
- ❖ We explain our thinking – we love BECAUSE

PRACTICE / SHARED PRINCIPLES

- At all times members of our school community are expected to be the best that they can be so that we build a Dream School together which offers a positive, safe and caring environment.
- Agreed procedures are followed by all members of the school community when wrong choices are made and poor behaviour results. These procedures ensure that all children and behaviours are dealt with consistently and fairly. Please see our traffic light procedures below.
- We stay calm and consistent at all times and take every opportunity to spot positives so that children are enabled and encouraged to change their behaviour quickly
- We care about our children as people as well as pupils and are ready to uphold and explain the rules so that clear, safe boundaries are in place for every child
- Where children struggle, pastoral and other support will be put in place so that they can learn new and better ways of being
- Consequences will be given for poor behaviour followed by a fresh start so that children are quickly able to rejoin their classmates and peers in making good choices
- We notice the children who always try to do the right thing and they are rewarded and praised for doing so
- We believe in all children and never give up on anyone

The core learning values are

- At the heart of everything that we do
- Referred to constantly so that they form a common language through school
- The basis of our reward and sanction system
- Reinforced and modelled consistently by all members of staff at all times
- Displayed around school and in every class room in the same format
- Focussed on in the Monday 'Theme of the Week' assembly
- Linked to Child of The Week and Halfway Heroes celebration assemblies

We recognise that praise is more effective than sanctions. Nevertheless, the school takes a firm stand on behaviour that affects the safety, wellbeing and learning of others. A simple whole school approach which is consistently applied means that all children are clear about our high expectations and supported in maintaining their very best learning behaviours at all times.

REWARDS and ENCOURAGEMENT STRATEGIES

All staff are encouraged to reward positive behaviour. There are a variety of rewards for good academic work, effort and good behaviour. In order to create a positive atmosphere, teachers are encouraged to reward good behaviour rather than be too quick to sanction negative behaviour. Reward systems we use in school are:

- Verbal praise
- Stickers
- Notes home/ Praise postcards
- Head Teacher Stickers
- Golden Tokens
- Golden Book of Learning
- Sparkle and Shine Book
- Weekly Superstar Learner and Star of the Week
- Termly Halfway Hero Awards

TRAFFIC LIGHT APPROACH

In every classroom and throughout school a 'traffic light' system is in place. This is to encourage children to reflect on their behaviours and actions before a sanction is put in place for them. The traffic light system works in the following way:

GREEN

- All children will be in the green zone at the start of every day and session.
- If the behaviour of any child is not the best that it can be then they will be given a verbal reminder.

AMBER ZONE

- If the verbal reminder is not acted upon, the child moves to the amber zone (chance to change).
- If good learning choices have been made, the child moves back to the green zone immediately.

RED ZONE

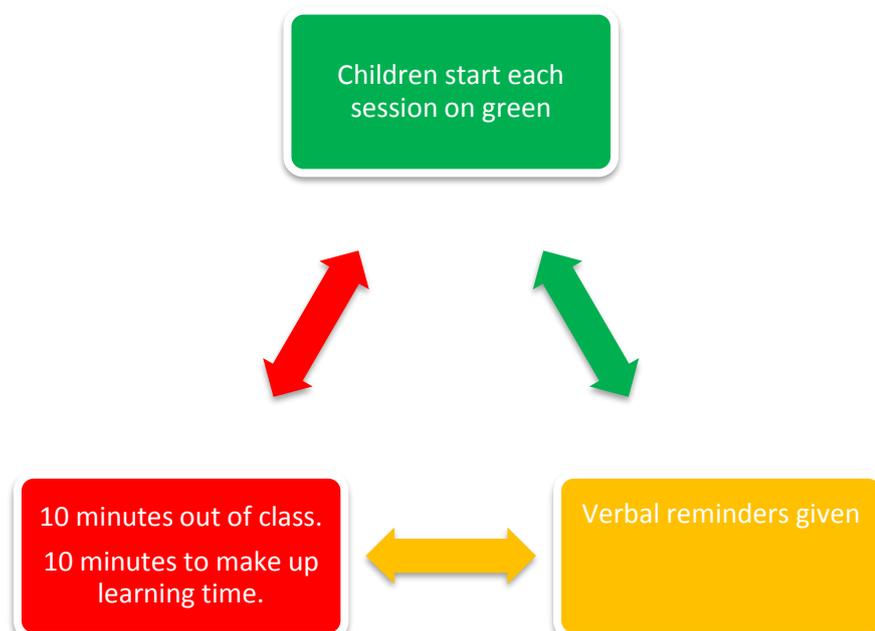
- If the child does not respond positively to their chance to change, they move into the red zone and are sent to a different classroom for 10 minutes.
- If this happens before break, then the child will miss 10 minutes of their break time to complete missed work. This must be supervised by the member of staff concerned.
- If this happens before lunch then the child will miss 10 minutes of their lunch time to complete missed work. This must be supervised by the member of staff concerned.
- If this happens in the afternoon then the child will miss 10 minutes of their following break time to complete missed work.
- Incidences to be recorded in CPOMS on the same day.
- If the behaviour continues the child is sent to the Learning Mentor (or member of SLT) who will follow this up with the member of staff, record on CPOMS and contact parents if deemed necessary.

ZERO TOLERANCE

Zero tolerance behaviours may lead to a move to the red zone immediately. Examples of these behaviours are:

- swearing
- verbal defiance (e.g. refusal to follow instructions)
- physical defiance (e.g. walking away/ out of class)
- verbal aggression (including homophobic and racial)
- physical aggression
- deliberate damage to property/ environment
- stealing
- bullying (which has its own policy)

Zero tolerance behaviours will be reported immediately to the Learning Mentor/ SLT/ Deputy Head/ Head Teacher. Parents will be informed about this either by the class teacher, a member of SLT or the Head Teacher.



EXCLUSIONS

When might exclusion be used?

Major breaches in behaviour or persistently unacceptable behaviour may lead to internal isolation or a fixed term exclusion. If a child receives an exclusion the Head Teacher will request a meeting with the child and parents and decide the conditions for readmission. Permanent exclusion is seen as a last resort. It is only used when a child, in spite of structured intervention by the school, continues to exhibit inappropriate and unacceptable behaviour, and has accumulated 45 days of fixed term exclusions in a year, or has exhibited behaviour of such severe magnitude as to warrant removal from school immediately.

“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.”

(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012’)

Fixed Term Exclusion

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious. The Head Teacher will consider the nature of the misbehaviour when deciding upon the length of a fixed term exclusion. The following are examples:

- Repeated failure to comply with a reasonable request from a member of staff
- Verbal abuse of staff, other adults or children
- Repeated use of bad language in school, in the school grounds, on the way to or home from school
- Failure to comply with the consequences of bad behaviour
- Wilful damage to property
- Repeated bullying
- Violence towards another child or towards an adult
- Repeated fighting
- Theft
- Persistent defiance or disruption in the classroom
- Other serious breaches of school rules

Permanent Exclusion

“A decision to exclude a pupil permanently should only be taken:

In response to serious 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 pupils or others in the school.”

(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012’)

The Head Teacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or ‘one-off’ misbehaviour.

LUNCHTIMES

The same high expectations around behaviour are evident in every part of the school day. The whole school community is committed to our ethos of respect, encouragement and being the best that we can be. During lunchtime the midday supervisors carry out supervision. They are required to follow the following steps:

- Step 1 – Speak to the children to address the behaviour and describe what you would expect
- Step 2 – Midday supervisors to decide if the behaviour warrants a verbal warning or time out.
- Step 3 – Time out – stand against the wall for a pre-determined, appropriate amount of time.
- Step 4 – if the behaviour continues the Learning Mentor (or member of SLT if not available) is called for who will follow this up with the midday supervisor, class teacher, who may decide to inform parents

The midday supervisors must be treated with the respect expected by all adults at Halfway Junior School. See separate lunchtime behaviour policy for more information.

PASTORAL SUPPORT

Some children are less able to engage in their learning because of their own self esteem or other circumstances. Bespoke, pastoral support will be put in place to develop confidence and self belief so that all children are able to access their learning effectively.

CPOMS

As a school we use CPOMS to electronically and confidentially record any incidence or involvement with a child or family that staff feel is appropriate to record. Examples of what may be recorded on CPOMS are:

- Poor behaviour
- Safeguarding concerns
- Witness reports for an incidence
- Phone calls/ conversation with parents/carers

When incidences are recorded on CPOMS staff are to link in the class teacher, so that they are fully aware and up-to-date with issues in their class.

This policy is intended to offer clarity about our inclusive approach to behaviour at Halfway Junior School. To build a Dream School together we need to work warmly and effectively with our parents and families. We need to share together the highest expectations of, and for, our children. For them to be the best that they can be means that we need to do the same. Caring, positive relationships modelled consistently and the upholding of firm and fair boundaries creates a climate of positivity, high expectation and quality learning. We will accept no less.