



## Behaviour Policy

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We aim to ensure the well being of all members of our community, through the provision of a safe, secure and peaceful environment in which pupils and staff can learn, work and grow; free from intimidation or discrimination.

This policy sets out the principles and procedures that recognise the collective responsibility of staff, pupils, parents, governors and visitors in securing an environment in which children are motivated to behave well.

### **Good behaviour will be fostered through:**

- A clear set of simple rules, the reasons for which will be developed and shared with the children
- A consistent approach to behaviour management, supported by a clearly defined set of procedures for rewarding good behaviour and sanctioning unacceptable behaviour
- The school values (as exemplified in the School Values Wheel); assemblies; PSHE (Personal, Social and Health Education) lessons; SMSC (Social, Moral, Spiritual and Cultural) education; and Circle Time sessions that encourage children to accept responsibility for their own actions
- School Council meetings aimed at giving children responsibility and developing a sense of community
- The courteous and respectful behaviour of adult role models

### **Our School Rules**

The school rules will be on display in all classrooms.

**Be Your Best:** We always 'Aim High' and persevere, even when we are faced with a challenge.

**Be Caring and Considerate:** We are thoughtful, friendly and supportive towards everyone and treat each other with kindness. We keep our school tidy and look after it. We share, when asked, and treat belongings with care.

**Be Polite:** We listen when someone is speaking to us and we respond politely. We remember that good manners are important and make you a better person.

**Be Fair and Truthful:** We respect pupils' individuality and differences while treating everyone equally. We are honest in all we say and do.

**Be Safe:** We look after ourselves, and others, and make sure that we behave in a way that won't hurt anyone, by being thoughtful in our actions and words.

### **Rewards**

We believe that rewarding good behaviour is the most effective way of achieving it. We do this by:

- Actively praising children's good behaviour, manners and positive attitudes, leading to the award of the **Caring Cup** at the end of each term
- Recognising and celebrating children's achievements and contributions by awarding **Positive Certificates** in assembly

- Selecting children who have demonstrated positive behaviour at lunchtime to receive a **Golden Ticket**, which entitles them to a special lunch with the headteacher
- Awarding **House Points** for good work and behaviour, leading to the winning house having a reward at the end of the academic year
- Encouraging classes to work and behave well as a group to earn ticks on a **100 square** leading to a collective reward when 100 is reached (e.g. class party, video, parachute games)
- Trusting children with **positions of responsibility** within the school, valuing their contribution and encouraging them to have a sense of ownership (monitors, buddies, prefects, house captains, School Council)
- Rewarding children for remembering their homework, diary and reading book through provision of **Friday Workshops** each week
- Awarding positive behaviour stamps each day, which lead to bronze, silver and gold individual rewards

### **Break and Lunchtime Procedures**

All children like to play and playground rules are agreed with the children to ensure that they can all enjoy their breaks. Any child who disregards the rules will be spoken to by an adult on duty. They may be given a reminder of the expected standard of behaviour or asked to have a few minutes 'time out', to enable them to calm down before they resume play.

#### **Specific break time rules:**

- We play safe games with our friends and allow others to join in if they ask
- We are kind and gentle in our play so that others are not hurt or upset by what we do or say. Remember that throwing sticks, acorns and pine cones could hurt someone
- We can run anywhere on the playground but not in the Rose Garden
- We can swing on the adventure playground but nowhere else
- We remember to stop when the whistle blows and walk in sensibly when the second whistle blows
- The walls and benches are great places to sit but not safe to climb or walk on
- At lunchtime, we use the veranda doors if we need to come in
- If it is wet play we can draw, read, write or play the games we have in class, but we don't use scissors, glue or the computers

#### **Friendship Issues**

Inevitably, children will fall out with their friends and peers. Our approach is to **intervene**, to **listen** and to **encourage the children to talk** through the situation and to agree to resolve the matter together.

#### **Unacceptable or persistent misbehaviour**

Any serious incidents will be dealt with according to the procedures of this policy. A lunchtime 'time out' may be given and the teacher on duty should inform the HT/DHT and parents will be informed.

#### **Team games**

Children playing team games are expected to adhere to the rules of fair play as would be expected of professional team players.

#### **Duty Procedures**

At morning break, three members of staff are present at all times and arrangements for coffee must be agreed between the team. One member of staff should be in each area and one supervising the Adventure Playground when it is in use.

At lunchtime, there are a minimum of six supervisory assistants on duty, and there is a minimum of one supervisor in each area of the playground.

### **Classroom Behaviour Management**

We use a system which encourages children to modify their behaviour through a series of cumulative reminders and a fresh start is made every day.

#### **1. The Green Zone**

Every child starts the day in the 'green zone' and will get a positive behaviour stamp if they are still in this zone at the end of the day.

## 2. The Blue Zone

Most behaviour can be addressed through a quiet reminder, using every day classroom management strategies. However, if a child is demonstrating persistently poor behaviour and does not respond to the adult's initial warning they will move into the 'blue zone'. There is still an opportunity to move back into the 'green zone' if behaviour improves. However, if a child is still in the 'blue zone' at the end of the day, they do not receive a stamp.

When a child breaks a rule, the teacher will remind them of the rule and check that they understand, and emphasise that the child has a choice over how they behave and that they have an opportunity to modify their behaviour at this point.

## 3. The Red Zone

Further misbehaviour will result in the child moving into the 'red zone' and not receiving their stamp at the end of the day.

The child may be **sent to work in another class for 15 minutes**. The pupil will be sent with work that they can continue with independently. Wherever possible, they will be sent to a similar age group class although teachers may wish to send the pupil to a senior member of staff if appropriate to the behaviour and the child.

### Time out

If a child reaches the 'red zone' as their behaviour is below expectations, they may also receive a lunchtime 'time out'. This will take place in a classroom where a register will be kept. Children may be sent with an activity or be asked to write a letter of apology. One member of staff will supervise the children.

### Serious and unacceptable behaviour

The following behaviours are deemed to be serious and unacceptable. They will be addressed immediately and parents will be contacted. Any serious or unacceptable behaviour will be recorded and records will be kept to monitor patterns of behaviour for individual children and for the school overall. These types of behaviour will mean that a child will move into the 'red' zone immediately.

**Violence and aggression** – verbal or physical abuse towards people or property.

**Non-compliance** – refusal to work or comply with reasonable adult instruction, defiance and rudeness.

**Inappropriate language** – including racist comments.

**Absconding or truanting** – from the classroom or school premises.

In all cases of the above behaviour, the Headteacher will be informed. If a teacher or Lunchtime Assistant requires help, a message will be sent to a senior member of staff to ask for assistance. The Headteacher may be represented by the Deputy Head or senior member of staff, who will ensure that the Headteacher is notified if appropriate.

### Bullying

#### What is Bullying?

Cove Junior School takes any incidents of bullying very seriously, with prompt action being a priority. We define bullying by the acronym S.T.O.P.

#### Several Times On Purpose

Bullying is repeated behaviour which makes other people feel uncomfortable or threatened whether this is intended or not. Bullying is about power. Victims feel powerless to stop it.

#### Bullying can take many forms:

- Physical: e.g. hitting, kicking, taking or hiding belongings
- Verbal: e.g. name-calling, teasing, threats, insulting and personal remarks
- Written: unkind notes, text messages and e-mails
- Emotional: e.g. spreading rumours, excluding from groups, tormenting, staring
- Cyber: unkind comments made when on-line e.g. through chat rooms, on-line games, social media platforms

- A combination of the above: e.g. extortion (forcing someone to give up money or belongings) or intimidation (making someone frightened because of threats)

Any of these may also have contexts which discriminate in relation to race, gender, sexual orientation, SEN, or disability. All children and adults have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying.

#### **Aims:**

- To ensure that all people (children and adults) in the school community are able to work in a safe and secure environment free from humiliation, harassment, oppression and abuse
- To clarify for all members of the school community that bullying is not acceptable and will not be tolerated
- To ensure that all pupils, parents, staff, governors and others are aware of this policy and know that all instances of bullying will be viewed seriously and dealt with appropriately

#### **Guidance on dealing with bullying behaviour:**

##### **Children will:**

- Tell a grown up or someone they trust e.g. parent, teacher, family member or a friend
- Report any incidents of alleged bullying as soon as possible
- Be supported to understand the effect that bullying could have on other people
- Be encouraged to take responsibility for trying to prevent bullying
- Understand the difference between 'banter' and interactions that can threaten or hurt others

##### **Parents should:**

- Work in partnership with the school to resolve issues
- Raise any concerns with the class teacher as soon as possible
- Provide evidence of bullying if available (e.g. screen shots)
- Promote the use of inclusive and non-derogatory language and challenge their children if they are using prejudice-based or aggressive language

##### **Our staff will:**

- Promote an understanding of bullying and develop strategies to protect themselves from bullying through: the ethos of the school; the school values; the PSHE, RHE and Character Education curriculum; SMSC; assemblies; and the RE curriculum
- Treat all incidents of bullying seriously and investigate any allegations to establish the nature of an incident
- Support, reassure and guide children who are involved
- Keep a written record of any incidents or investigations which will be shared with relevant members of staff
- Ensure that all adults in the school understand the policy and procedures to deal with bullying
- Follow the Behaviour Policy, applying agreed sanctions as deemed necessary
- Agree a course of action, monitor it and keep parents informed
- Act as models for inclusive and positive behaviours

### **Working with Parents**

We believe that the most effective way of addressing concerns over behaviour is to work together with parents. We will inform parents if we are concerned about aspects of a child's behaviour, and if necessary we will invite them to a meeting to agree positive steps forward. Targets will be set, with agreed rewards and sanctions to be implemented. We will also communicate with parents to report positive behaviour and improvements in behaviour.

### **Further measures and support**

#### **Exclusion**

This sanction is only used in very serious circumstances, where the education or well-being of any children at the school is at risk due to the behaviour of a pupil or group of pupils. The use of this sanction is carried out in accordance with the Hampshire County Council Policy on Exclusion, ensuring that all procedures have been correctly adhered to.

Cove Junior School reserves the right to exclude a pupil from the premises for the lunchtime break. Parents will be given notice that this sanction may be employed if the behaviour of their child continues to place other children or staff at risk.

## **Referrals to other agencies**

Concerns relating to pupil well-being and behaviour are discussed regularly by teachers and the Inclusion Manager at regular liaison meetings. Where appropriate, the school may seek advice and support from other outside agencies. These may include the Inclusions Service, Education Psychology Service, Primary Behaviour Support Team, Social Services and School Health. Parents will be informed of the involvement of these agencies and invited to meet with them, where possible, to agree how everyone can work together to support their child.

## **Roles and responsibilities**

All pupils are consulted about their rights and responsibilities in respect of their behaviour, and draw up class charters. The policy and rules have been shared and agreed with all pupils, staff and governors, and are shared with parents via the school website.

All members of staff take a collective responsibility for consistently and fairly implementing the agreed Behaviour Policy. We also expect parents to support the school in its commitment to achieve high standards of behaviour at all times.

The Headteacher and teaching staff monitor behaviour. Governors are notified of any exclusions or racial incidents.

## **SEN**

School recognises that different strategies can be required to meet the individual needs of some children. Some children will need Individual Behaviour Management Plans. These will be implemented when a child has a particular need that may impact their ability to regulate their behaviour. The plan would be completed by class teachers, the SENCO and pupils and would be shared with parents. If necessary, risk assessments would be completed to ensure the safety of all members of the school community.