



REDBOURN JUNIOR SCHOOL Behaviour and anti-Bullying Policy

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REVIEW RECORD

Name of Policy	Date discussed at Staff Meeting
Behaviour Policy	5th September 2017
Staff Responsible for Review (e.g. Headteacher, Subject Leader)	Date of Review (term and year)
Headteacher	Autumn 2017
Date Adoption recorded in Governing Body Minutes	Date of Next Review
3rd October 2017	Autumn 2018

COPY OF POLICY KEPT IN POLICIES FOLDER IN HEADTEACHER'S OFFICE

RECORD OF AMENDMENTS	
Page/Clause Amended	Brief Details of Changes

1) Introduction

The purpose of this policy is to ensure the pupils, staff, parents and governors understand the school's approach to discipline and behaviour management and the individual roles we have in this regard.

We aim to create a supportive and calm environment in which the rights and responsibilities of everyone within the school community are understood, valued and upheld.

2) Golden Rules and Positive Behaviour

Our approach to behaviour and discipline is positive; we believe that everyone within the school has:

- ✓ The right to respect from others
- ✓ The right to learn and teach
- ✓ The right to feel safe

All pupils are expected to adhere to our "Golden Rules":

- ✓ Listen to people
- ✓ Be kind and helpful
- ✓ Work hard
- ✓ Be gentle
- ✓ Look after property
- ✓ Be honest

Each class also has a class contract which is agreed and signed by all members of the class group at the beginning of the school year. Classes regularly refer to these contracts throughout the school year.

We encourage children to accept, understand and follow these agreed rules by:

- Enabling them to solve their own problems through discussion so that they learn how to think things through and talk together until they agree.
- Supporting and guiding them to develop the ability to take responsibility for their own actions and to see the links between their own behaviour and the consequences of their actions.
- Pupils are encouraged to put themselves in the 'shoes of others' to enable them to understand the impact their actions have on others.
- Speaking assertively to disruptive pupils, using language that is decisive, firm and clear. We aim to approach discipline in a positive, constructive and consistent way.
- Pupils are encouraged to offer their points of view and express their feelings during Personal and Social Education, through peer mediation and/or via the School Council.
- Expecting children to focus and remain on task.

At Redbourn Junior School we are proud of all our children. We encourage children in the upper years to become role models to all. They are encouraged to set good examples. All children in Year 6 take on various roles and responsibilities such as play leaders and assembly monitors.

3) Rewarding Positive Behaviour

We aim to encourage the pupils to become self-disciplined and to take responsibility for their own learning and behaviour by teaching them positive strategies. We do this by engendering an atmosphere where a child is comfortable with his/her abilities and takes pride in his or her achievements. We commend good behaviour and work with positive praise including:

Star of the Day – One child is nominated each day from every class. There will be many reasons for being nominated as the star, but the children will have done something special to catch the teacher's attention.

House Points – Children can collect house points for a variety of reasons. These are tallied on the class noticeboard and every Friday Y6 pupils add up the totals across the whole school and we present the House Cup to the Y6 House Captains.

Star of the Week– During celebration assembly on a Friday class teachers will nominate one member of their class that has demonstrated a positive growth mind-set. These children will have shown excellent effort, perseverance or determination with their learning.

Writer of the Week – To encourage high quality writing, each class teacher will nominate a writer of the week. They will be presented with a certificate and special pen in assembly. One piece of writing is published every week in the school newsletter, each class taking it in turn.

Jigsaw Behaviour Award – The school follows the “Jigsaw” PSHE scheme. Every week the Headteacher will introduce the behaviour of the week that is linked to the scheme in assembly. Children will have the opportunity to nominate any of their classmates who display the relevant behaviour during the week by placing a post it note on the class “Jigsaw” display. Teachers will then nominate one child to receive the award in celebration assembly.

Class Rewards – To encourage children to take pride in their school environment we will award class points to classes that are organised, tidy and respectful of resources. When a class reaches the required number of marbles in a jar they will have earned a whole class reward that they will have negotiated with their class teacher.

Headteacher's Awards – These are reserved for those special wow moments when a member of staff sees something out of the ordinary. Pupils will be sent to the Headteacher or Deputy to receive their award. If it is for work that has demonstrated excellent progress and improvement then a copy will be made and displayed in the Head's Office.

Beyond fostering a sense of 'self-worth' we also give the children the opportunity to recognise they are part of a community so they regularly:

- Share in the achievements of others
- Learn to support and encourage others within the school
- Are encouraged to be tolerant, especially with those who are younger or who have particular needs
- Take and receive responsibility

4) Unacceptable Behaviour and Consequences

Acceptable behaviour is expected at all times from pupils, staff, parents and governors. Fighting, bullying, racism, bad language, disrespectful behaviour or behaving in a way which is dangerous to themselves or to others is not accepted, nor is behaviour that prevents others from learning.

At all times, pupils are expected to treat school equipment, property and building with respect and to care for their environment, including when on school trips and when going to and from school. When out of school, we expect pupils to behave in ways that reflect the good name of the school. Pupils are expected to care for their own possessions and to show respect for other people's belongings.

We actively encourage parents to keep us informed of any behavioural difficulties they may be experiencing at home and also to inform the school of any issues that may affect their child's performance or behaviour from time to time. We ask that parents work with us, and that we listen to each other, to devise joint strategies, actions and solutions which are supported in school and at home.

Pupils are expected to be polite, friendly and well behaved enabling them to learn and play together in a co-operative way. Occasionally a pupil may behave in a manner that is deemed inappropriate by the school. When a pupil demonstrates unacceptable behaviour, it is the behaviour that is unacceptable, not the child. We give the pupil the opportunity to correct/redeem their inappropriate action and discuss with them the positive choices that could have been made.

The school acknowledges that reasonable adjustments to expectations and consequences are needed, depending on a child's age and development, and for children with particular needs or disabilities. We will endeavour to investigate any underlying cause of any inappropriate behaviour and look to find ways to promote positive attitudes.

If appropriate the school may seek advice from external services. Where appropriate, staff will do their best to follow advice given and the child will be given additional support to help them embrace the school's endeavours to the best of their ability.

In our school unacceptable behaviour can be split into 4 main categories and examples are given on the attached document. Any behaviour not listed that contravenes the principles of this policy shall be categorised by the Headteacher or a member of the Senior Leadership Team.

If a child chooses to carry on with category 4 behaviour, or category 4 behaviour is exhibited on a number of different occasions, then this may result in a permanent exclusion.

5) **Bullying**

At Redbourn Junior School children and staff have agreed the following definition:

What is Bullying?

Bullying is when someone repetitively and deliberately hurts another person's feelings.

- It can be **verbal** e.g. teasing
- It can be **physical** e.g. hitting
- It can be **mental** e.g. ignoring someone

Children are given the following three steps to help them deal with any incidents of bullying:

How to Stop Bullies:

1. **Ignore them**
2. **Tell them to stop**
3. **Tell someone**

6) Physical Intervention

All staff have been trained in the Hertfordshire Steps (Step On) programme.

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- to comfort or reward a child
- to direct or steer a child
- for activity reasons (for example in drama, physical games)

When the use of restrictive physical interventions may be appropriate:

- Restrictive Physical Interventions will be used when all other strategies been considered and therefore only as a last resort.
- There are situations when restrictive physical intervention may be necessary, for example in a situation of clear danger and extreme urgency.

Staff will take steps in advance to avoid the need for restrictive physical intervention through dialogue and diversion. Only the minimum force necessary will be used. Staff will be able to show that the intervention used was a reasonable response to the incident. Procedures are in place for supporting and debriefing the child after every incident of restrictive physical intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

7) Restorative Questions

Whenever possible staff will use restorative questions when dealing with behaviour:

Aims:

- Remove judgment, blame and shame. Children feel they have a voice and their side of the story is considered, making them more open to conversation and consequences.

What happened?

- Open, removes 'you', allows any incident, antecedent, or emotional issues to be discussed.
- If child says "I don't know" or "nothing" then use "What I know is that * was hit with a rubber that was thrown, what happened?"

How can we fix it?

- Any response here about solutions and behaviour learning (i.e. I could say sorry, I could pick it up) = responsibility

How can we stop it happening again?

- Identifies antecedent, trigger or issue they need help with.

	Behaviour Incident	Consequences
C A T E G O R Y 1	<p>If you:</p> <ul style="list-style-type: none"> • Are rude to any one • Talk when you should be listening/working silently • Call out or make silly noises • Drop litter or food on the floor • Push in a line • Are inside school without permission • Refuse to attempt a piece of work 	<p>You can expect us to:</p> <ul style="list-style-type: none"> • Remind you about appropriate behaviour • Take away all or part of your playtime • Spend “time-out” to reflect on your poor behaviour • Ask you to apologise
C A T E G O R Y 2	<p>If you choose to:</p> <ul style="list-style-type: none"> • Continue any category 1 behaviour repeatedly • Damage property • Swear or use offensive or unkind language • Use equipment in a dangerous way • Refuse to do as you are told or ignore any adult • Behave in a way that is disruptive or prevents others from learning or from doing what they have been asked 	<p>You can expect us to:</p> <ul style="list-style-type: none"> • Speak to you about your behaviour • Inform your class teacher if the incident took place when they were not teaching you • If necessary, you will have time out. You may lose break or lunchtime • You may be given a task to make up for wasted time • You may be asked to write a letter of apology • You may be asked to write lines • You may not be allowed to use the play equipment • You might be sent to another classroom <p>We may speak to your parents.</p>
C A T E G O R Y 3	<p>If you choose to:</p> <ul style="list-style-type: none"> • Continue any category 2 behaviour repeatedly • Fight • Pinch or scratch deliberately • Hurt someone physically on purpose • Behave in a way that is threatening • Bully another person • Steal or take property that does not belong to you • Deliberately damage property • Use discriminatory language • Persist in using inappropriate language • Argue rudely or aggressively with any adult 	<p>You can expect us to:</p> <ul style="list-style-type: none"> • Speak to your parents about your behaviour and record your behaviour. • Ask you to explain your behaviour to your parents • Ask you to give up some of your own time • Remove you from your class for time out • Send you to the Headteacher <p>Any of these incidents may result in up to a one day isolation in school or exclusion from the school (at the discretion of the Headteacher) depending on the nature and the context of the incident.</p>
C A T E G O R Y 4	<p>If you choose to:</p> <ul style="list-style-type: none"> • Continue any category 3 behaviour • Engage in persistent disruptive behaviour that impacts on other pupils (including their ability to learn) • Hurt someone deliberately or strike/assault/injure and adult • Behave in a way which is dangerous to others or yourself • Cause others to feel unsafe • Cause serious deliberate damage to property • Bring any object into school that could be used intentionally to harm others 	<p>You can expect us to:</p> <ul style="list-style-type: none"> • Contact your parents immediately <p>You may be excluded for up to 5 days (at the discretion of the Headteacher)</p>

