



## Behaviour Policy

Policy Date: Autumn 2019

Reviewed in Autumn 2020

Reviewed in June 2021

**Next Review date : June 2022**

World's End Junior School have developed a set of school-wide values, which align with our expectations, to encourage pupils to demonstrate and embody positive character traits throughout their school life and beyond. Research indicates that implementing values, rather than rules, is beneficial for: positive behaviour choices, character development and well-being. Utilising the work of the Jubilee Centre for Character and Virtues (University of Birmingham), and working in conjunction with the whole school community, World's End Junior School investigated which values staff, parents and children consider the most important. Results demonstrate that resilience and respect were statistically the most valued by all three groups within the school community. Confidence and willingness to learn were also highly valued, which has been adapted as the value of 'readiness'. The idea surrounding 'readiness' also seeks to develop a practical wisdom (phronesis) within the pupils and ability to embody a range of values. Therefore, the three Rs (readiness, resilience and respect) have been adopted and implemented as our school values.

Our work on the Rights Respecting Schools Award helps us to embed our school values within the classroom. The children must show readiness to participate in school life (Article 28), the resilience to deal with hardships and difficulties (Article 14 & 17) and respect to others in all areas of their lives (Article 12).

### **Our Values: the 3 Rs**

Readiness

Resilience

Respect

## **ClassDojo**

ClassDojo is a reward based application which connects teachers, parents and students within the school community. ClassDojo offers rewards points to children demonstrating positive behaviours (as defined in the following section). In addition to offering positive rewards points, this application enables users to share photos, videos and messages on a class and whole-school basis, amongst staff, students and parents. Moreover, ClassDojo enables parents and teachers to communicate via direct messaging.

## **Expectations**

It is an expectation that all classes are signed up to ClassDojo and the corresponding teacher and teaching assistant are assigned a class. Senior and middle leaders have access to their phase and the pastoral team have access to all classes. Class teachers regularly update their class feed with: updates, reminders and examples of the learning which has taken place in the classroom. To ensure consistency with the positive rewards system, the 'star of the week' is shared on the class feed each Friday.

Each child has an associated avatar (which can be changed at the discretion of the teacher). Staff award dojos for positive behaviours: demonstrating the 3Rs, participating in class, completing additional work at home and many more. Research indicates that co-creating rewards with the pupils creates a positive and more effective behaviour system, thus rewards may differ between classes based on teacher discretion during this development stage. However, to create consistency, it is imperative that the 3 Rs are apparent and utilised within every class on ClassDojo. Developing these rewards is completed by each class by the end of the first week of Autumn 1.

To encourage responsibility and accountability, selected Year 6 children will work together to convert the dojo points into house points, which in turn will earn the children rewards (please see section: House Groups), at the end of each week. To enable this system to run smoothly, children are grouped into their houses on the 'groups' section of ClassDojo in every class.

## **Parental engagement**

The accumulation of dojo points can be viewed at home by parents and carers, as well as in class, via the application. Parents are encouraged throughout the year to join ClassDojo. By joining, they can view necessary school updates (including letters and flyers) and engage with the school community. Staff and parents can communicate on a one to one, private, messaging function – this may also be used to inform parents/carers of sanctions. Parents can comment on posts shared on the class and school feed, however as this is intended to be a positive platform negative comments will be acknowledged and deleted as any concerns should be discussed with the class teacher directly.

## **Rewards**

### **Good to be Green Rewards**

#### **Golden Time (daily)**

'Golden Time' is 10 minutes additional playtime/free choice time which is awarded to all children who have remained on 'green' all day according to the class 'Good to be Green' behaviour chart. A reflection sheet will be completed by children who have not remained on green.

#### **Good to be Green celebration (Termly/Yearly)**

Children who have remained on green all term/year will earn a celebration and be awarded a certificate.

### **Gold Book Assembly**

At the end of each half term, staff will recognise the achievements of two pupils from every class in the Gold Book. The children's achievements will be celebrated in the 'Gold Book Assembly' to which parents are invited (covid restrictions permitting).

Alongside the gold book, a pupil from each class will be chosen for the Spirit of Sport award, each half-term there is a different value (teamwork, determination, honesty, passion, self-belief and respect) celebrated. These values will be shown within sport but also in other areas of school life.

### **Star of the Week**

Each week a child will be selected by their class teacher as the star of the week in recognition of their demonstrating the school values. This child will receive a certificate and recognition on the ClassDojo feed.

### **House Points**

Children are sorted into House groups on ClassDojo where the points will be accumulated. The child with the most house points will be celebrated each week within the class, as is the winning house group. Points will be refreshed every Monday morning before school starts.

Every week the house points will be collected and the house with the most points will move up on the display in the hall. Movement will also be based on whole school competitions such as sports day. The house in the highest position at the end of each half term will be rewarded with a celebration and earn a rosette. The house with the most rosettes at the end of the year will be the overall house winner and be presented with the house cup.

## **Sanctions**

We recognise that praise is more effective than sanctions. Nevertheless, the school will take a firm stand on negative behaviours, including bullying and racist behaviour. World's End Junior School will not tolerate behaviour that interrupts learning in any way. School staff will deal with incidents in the manner and style appropriate to the level of misconduct, involving more senior staff as appropriate.

### **'Good to be Green' Behaviour System**

In every classroom there is an 'Good to be Green' wall chart which is used to indicate when a pupil is behaving inappropriately. All children begin the day on green which signifies that they are ready for learning.

The following sanctions will be applied as part of a graduated approach to managing any inappropriate behaviour:

All pupils start the day on green.

Reminder of expectations and school values to whole class at start of each day.

Notice and praise pupils following values and instructions.

Verbal warning issued to pupils not following requests with de-escalation strategies on how to return back to green.

Card turned over on G2BG chart.

If the same behaviour persists a Yellow card will be issued. Pupils will be required to serve a 15-minute sanction in the classroom (if space) or in the breakout area. At this point it would be beneficial for a teaching assistant to have a restorative conversation with the pupil, allowing them time to reflect and change behaviours.

Record incident on CPOMs (tag in learning mentors and phase leader) and complete record of concern notification slip for parents. Use your professional judgement when dealing with any behavioural issue.

If you feel the situation will escalate or the child is unsettled contact a member of the pastoral team.

Pupil returns to class and is welcomed back by the teacher. Teacher/TA to ensure the child is reintegrated back to class and able to access the classwork. Card turned back to green and

where possible praise given for following expectations. Dojos are a visual positive reinforcement which children respond to.

Reminder if behaviour occurs again it would be an immediate yellow card.

If behaviour continues an immediate Second yellow card issued.

Teacher to record the incident on CPOMs.

Learning Mentor to be called.

LM to have a conversation with the pupil about their choices, school values and expectations.

15 minutes out of class with either LM or in another area.

Card is not automatically returned to green, the pupil has to show they have restored their behaviour actions and earn their cards back.

If behaviour continues an amber will be issued. Ideally, all sanctions should be served on the same day so the following day is a fresh start. Phase Leaders will work with the pastoral team to make the decision. The location will be decided on a case- by-case basis. It could be in the breakout space, the hub or with a member of SLT. Parents informed via telephone by a member of pastoral or a phase leader. CPOMs updated.

Repeated or unacceptable behaviour will result in a C2 Red card being issued.

The location will be decided on a case by case basis. It could be in the breakout space, the hub or with a member of SLT CPOMs updated. Phase leader and learning mentors to be informed and parents will be telephoned. Consider behaviour tracker or behavioural contract.

#### Additional guidance:

All staff should be clear with their expectations and remind children at the beginning of the day/lesson, so they fully understand what is expected of them. Seating plans are important. Key children should not be sat next to or in eyeline of other children who they are likely to have a conflict with. Arrangements can be discussed with the Pastoral Team, if support is needed.

Children following the school values should be acknowledged and rewarded throughout the day using dojo house points. All children are to be treated equally and fairly. Pupils need to be given a fresh start and not prejudge them or previous actions. Reasonable allowances need to be made for children with diagnosed conditions. If support is needed for dealing with specific traits, advice should be sought from Pastoral.

It is important for staff to remain professional and not discuss children so others can hear. Pupils need to feel they are being listened to. If staff feel the child is not telling the truth, a conversation should be held away from the child so the investigator can build up a true picture.

Staff are to use their professional judgement when dealing with behaviour. There is a guidance sheet available which outlines behaviour actions and sanctions, which staff should refer to for serious incidents, bullying, fighting and swearing. If in doubt, please ask a member of the pastoral team or SLT for advice.

For persistent behaviour concerns, staff should complete and return a Pastoral Referral Form. These cases will be discussed during weekly pastoral meetings. Teachers are welcome to attend to discuss pupils in their class.

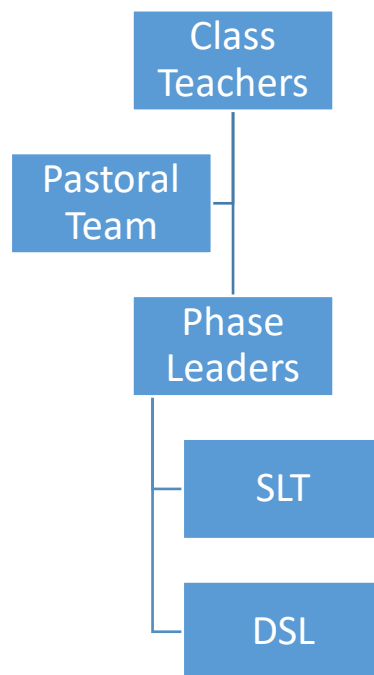
If a member of the Pastoral team is not available, send for a member of SLT or phase leader.

LEVELS INDICATOR			
Green (G1/G2)	Yellow (W1/W2)	Amber (C1)	Red (C2)
Displaying good behaviour for learning and following the School Values	Answering back	Deliberately not following instructions	Major disruption of lessons (persistent)
	Not following instructions	Persistent defiance	Repeated incidents of bullying
	Inappropriate language	Deliberate destruction of another child's piece of work	Persistent stealing
	Not allowing others to learn	Minor Vandalism	Consistent direct verbal/racial comments/abuse
		Stealing/intent to steal	Violent kicking, hitting and fighting
	Destruction of property (first time)	Direct verbal/racial abuse	Violently attacking children
		Threatening behaviour	Major damage to objects or the building
	Bullying (investigation required)	Isolated acts of violence – kicking, hitting etc.	Physical aggression towards adults
	Leaving class without permission	Bullying (with investigation)	Persistent name calling
	Purposely getting others into trouble	Deliberately telling lies	
		Persistent bad language	
		Absconding	
Leads into individual and/or class reward system	Reminder of school rules and expectations. Further de-escalation strategies applied.	To communicate unacceptable behaviour and place child in Phase Leader's class (AM/PM) Discussion with Learning Mentors	Discussion with Learning Mentors. Could lead to internal/fixed term exclusion. L.M's to consider trackers and discuss IBPs if appropriate.

### CPOMS

Behaviour incidents are recorded on CPOMs. Alerts are sent to Senior Leaders, Phase leaders, Learning Mentors and other relevant members of staff. Anomalised reports from CPOMS can be shared with parents and external agencies if required.

**Behavioural flow chart indicating levels of responsibility for behavioural concerns.**



## Behaviour Trackers

Pupils on a Green Behaviour Tracker will be scored by staff for each element of their school day. Pupils issued a Tracker will have to complete a 'Three Houses' proforma with a member of the pastoral team, ensuring WEJs staff are catching the perspective of the child and 'their world'. Behaviour Trackers have a section for discussion between Class Teacher and Pupil targets so together they know the aim for achievement within the given week.

Parents/Carers are able to see their child's progress weekly via ClassDojo to ensure that parents are fully aware of progress being made and communication is effective between home and school. Teachers score each lesson out of 5, following discussions with the child, based on the following success criteria:

Score	Guidance
5	If the child has received a <b>verbal</b> warning, they can still earn a 5 on their tracker as we have to be mindful that pupils on a tracker will need more reminders of expectations. A 5 also reflects the child following school values and working towards the target they have set themselves.
4	If a <b>W1</b> was issued during the lesson, and expectations were not restored, score a 4. If staff have had to have more than a couple of personal conversations with the pupil during the lesson to remind the pupil of expectations, score a 4.
3	If a <b>W2</b> was issued during the lesson, or behaviour was that disruptive that it stopped teaching to have a personal conversation, score a 3.
2	If a <b>C1</b> was issued during the lesson, teaching was stopped or continually interrupted, score a 2.
1	If a <b>C2</b> was issued during the lesson, teaching was unable to continue or any violent acts occurred, score a 1.



All scoring should be shared with the pupil. If you score less than a 4, explain the reason why, so the pupil has the opportunity next lesson to achieve a 5. If you score less than a 3, a brief note should be written on the tracker, as trackers they are sent home at the end of the week. All scores should be fully explained to the pupil so that they understand why.

Pupils on Green Trackers need to report to the Learning Mentors at break and lunchtime and if they have scores below 3, children are required to attend a behaviour workshop with a member of the pastoral team, who will encourage them to reflect on their behaviour; discuss appropriate strategies and remind them of expectations. This approach is positive and not a sanction.

### Green Tracker

If the Learning Mentor is concerned about the low level of scores on a child's tracker, they will involve the Senior Leadership Team in supporting the class teacher; equipping them with effective strategies and arranging further external intervention, if required.

Once a pupil has been able to sustain constant fives in a week, they will move onto a Gold tracker.



### Weekly Green Target Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_ W/C: \_\_\_\_\_



School Values I am working on this week:

Respect Resilience Readiness

My personal target is: \_\_\_\_\_

	VCOP	Lesson 1	Lesson 2	Break	Lesson 3	Lunch	Lesson 4	Lesson 5
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

### Pupil feedback

WWW this week:

EBI/target for next week:

## Gold Tracker

Pupils who have received consistently high scores (5's) for a sustained period will be allowed to progress to a special 'Gold tracker'. Each week pupils will work towards completing a reward chart.

At this stage, the pastoral team will evaluate if the pupil needs to remain on 'Gold' or return to classroom management support.



### Weekly Gold Target Card

Name: \_\_\_\_\_ Class: \_\_\_\_\_ W/C: \_\_\_\_\_



#### Respect Resilience Readiness

My personal targets are:

1. \_\_\_\_\_
2. \_\_\_\_\_

	VCOP	Lesson 1	Lesson 2	Break	Lesson 3	Lunch	Lesson 4	Lesson 5	Bonus
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Weekly points earned  
(Every 5 points is worth 1  
stamp)

Weekly comments:

## **Serious Behaviour Incidents**

More serious behaviour incidents (i.e. wilful damage to school property, bullying, violence or making malicious accusations against staff) and children who display persistently poor behaviours will be referred to the Headteacher/ SLT, who will use their discretion to impose an appropriate sanction, such as:

- 'Internal exclusion' (the child is moved from class for a fixed period of time)
- Lunch time exclusion
- Fixed-term exclusion
- Permanent exclusion

A member of the Senior Leadership Team will inform parents of more serious behaviour incidents and the Pastoral Team will put additional strategies and support in place, e.g. involvement from external agencies; review of Behaviour Support Plan.

Continually serious behaviour incidents will warrant a full investigation to be conducted, followed by a conversation with the Head teacher. The Head teacher will make the decision regards 'fixed term' exclusions. Those pupils who have been on 'fixed term' exclusion will return to school and will be provided a fresh start with strategies implemented. This will reflect on a personalised Behaviour contract.

## **Behaviour Support - Pastoral Team**

The pastoral team meets fortnightly to discuss pupils' well-being, behaviour and safety, pastoral referrals made by staff and to plan interventions and monitor the impact of existing interventions. The Pastoral team is lead by a Mrs Barlow, SENCO, Pastoral lead and DSL. More information about the pastoral team can be found on the pastoral page of the prospectus. Staff with concerns about a pupil are invited to the pastoral meeting to voice their concerns.

For pupils who need additional support in managing their behaviour, structures will be put in place by the Class Teacher/Inclusion Leader/Learning Mentor to encourage positive behaviour such as:

- Behaviour Tracker Positive communication
- Incentive plans, e.g. use of raffle tickets, collection of marbles
- Behaviour Contract

These are revised accordingly and discussed at pastoral meetings to ensure that all measures of support are in place and Early Help Strategies discussed and applied.

## **Special Educational Needs**

Where children have a specific educational need eg ADHD/ASC, outside agency advice will be sought to ensure appropriate strategies are in place. For some individuals the whole school sanctions may not be appropriate and this will be discussed and agreed by relevant professionals and parents. For pupils with specific educational needs, the behaviour policy should still be followed however, teachers should use their professional discretion and

judgement to make reasonable adaptations to support pupils. We will not discuss other children's needs or sanctions with any other parents.

### **Tracking Sanctions and Behaviours**

Sanctions are monitored to ensure consistency across school. Staff use CPOMs to record incidents which have led to a sanction, in collaboration with this process a visual aid (Good to be green Chart) allows a physical card change which enables pupils to recognise and reflect on their behaviour.

### **Sensory Room**

The Sensory Room allows children to compose themselves if a difficulty has occurred that requires them to 'calm down'. Often for these particular children it is during unstructured/independent time. These children are aware of the space which allows them to express their emotion and regulate their behaviours.

### **Use of reasonable Force (please refer to the DFE document, use of reasonable force July 2013)**

- School staff have a legal power to use force and lawful use of the power will provide defence to any related criminal prosecution or other legal action. Key staff have been trained how to restrain pupils. Any use of restraint will be recorded on CPOMs and SLT informed.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

### **What is reasonable force?**

***We are a Team Teach School and we follow Team Teach guidance on positive handling.***

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either: passive physical contact, such as standing between pupils or blocking a pupils' path, or active physical contact such as leading a pupil by the arm out of the classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

**Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying children on a school visit.

**When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes- to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where force can and cannot be used:

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment - it is always unlawful to use force as a punishment. There is a legal duty to make reasonable adjustments for disabled children and SEND pupils. Schools do not require parental consent to use force on a child. However, parents will be notified when this has happened and recorded.

## **Playtime and Lunchtime Procedures**

### **Rationale**

Lunchtime is a key component of the day and very often a child's experience at lunch will set the tone for the rest of the afternoon's learning time. Lunchtime provides children with an excellent opportunity to learn and develop important social skills, however those who struggle to manage their emotions and with additional needs often find this part of the school day particularly challenging and require support. The same expectations regarding school values and standards of behaviour apply during lunchtime as for they do for rest of the day. Children are expected to respond to the authority of Lunchtime Supervisors and treat them with the same respect as any other adults in the school.

### **Playtime incidents**

Mid-day Supervisors are expected to appropriately deal with any incidents or concerns that they see or are brought to their attention. Any incidents must be recorded in the supervisor's book. Incidents need to be shared with a member of the pastoral team who will update CPOMs. The Senior Learning Mentor provides support for Mid-Day Supervisors and acts as the main contact point with regard to behaviour management and communication. Mid-Day Supervisors should make class teachers aware of serious incidents.

### **Sanctions**

Behaviour incidents at Lunchtime and Breaktime will be categorised as **red incidents** (serious incidents including violence and swearing) and **yellow incidents** (purposeful unfair playing, rudeness).

**Yellow incidents** will be issued by Mid-day Supervisors or the member of staff on duty. Any child receiving a yellow sanction will spend 5 or 10 minutes (to be decided on a case by case basis by the MDS or staff on duty) in a designated time-out area on the playground. If children are repeatedly receiving yellow sanctions then this should be reported to the pastoral team so that further support can be offered.

**Red incidents** will be reported to the member of the pastoral team on that playground, or to the Hub. Behaviour reflection can be issued after an investigation and relevant staff will be alerted via CPOMs. This will be a 20-minute reflection in the Nurture Hub where a reflection sheet will be completed. Parents will be informed.

If there are repeated incidents where **yellow** and **red** sanctions are issued to an individual pupil a member of the pastoral team will request a meeting with the parent/carer to notify them of the reoccurring concerns that are taking place. This may result in a playground removal. Each situation will be dealt with on a case by case basis.

If after returning back onto the playground a playground removal the behaviour continues then a further meeting will be called with phase leaders/SLT to discuss how to move forward. This may lead to a permanent removal from the playground or children being asked to go home for lunch.

### **More Serious Behaviour Incidents**

The following behaviours will be dealt with in a more formal way:

- Fighting
- Bullying (physical and verbal)
- Racial or sexual abuse
- Vandalism
- Theft
- Verbal/physical assault on adults

All serious altercations are investigated by the Pastoral team and findings are shared with Teachers and Parents/Carers. More serious incidents will be brought to the attention of the SLT, thoroughly investigated and recorded on CPOMS. Incidents should be recorded verbatim using the actual words/actions heard or seen along with the name of the victim and signed by the person making the report. A member of the pastoral team/phase leader or SLT will contact the parents and an appropriate sanction will be applied.

References to other policies

This policy makes reference to other policies available on the school's website

Anti-bullying policy

Accessibility policy

SEN policy and school information report

Safeguarding policy

WEJS mental health offer

Use of reasonable force-DFE July 2013

Equality statement

Pastoral Information report

### **COVID-19 ADDENDUM 4/11/20**

- Playground to be separated into class groups
- No balls to be allowed apart from for bat and ball games. No football or basketball. Sanctions will be given for children using balls inappropriately.
- If children deliberately go into another area then they will be given a warning and then a sanction to stand by the wall for 5 minutes. Persistent breaking of this rules will lead to further sanctions and conversations with parents. If negative behaviour continues then children will be removed from the playground.
- Staff will use their discretion and professional judgement when giving sanctions for children with additional needs and who may find these changes difficult.
- Learning mentors will be on the playground to support.
- Children and parents will be made aware of the changes.
- Children may need to pass briefly through other areas to get to their areas. This is permitted.

This policy was adopted by the Governing Body on:

Date

Signature:

Review date:

