



Meon Junior School

Behaviour for Learning Policy

September 2020



BEHAVIOUR FOR LEARNING POLICY

Aims:

- To value each other and develop mutual respect
- To develop skills of self-control and self-discipline
- To create an environment that supports learning
- To build a community where all feel valued, safe and secure
- To support pupils to develop the habit of social distancing and the understanding of the importance of remaining in their year group bubble

We believe that children behave well when:

- The curriculum is positive and exciting
- There are clear expectations
- Partnership exists between parents and school
- Relationships are good
- Children's behaviour is handled in a consistent manner
- Children feel they are listened to
- Children's individual needs are taken into consideration

Staff are to:

- Help children understand that it is the behaviour that is unacceptable not the child
- Strive to understand the underlying reasons for a child's behaviour
- Work in close co-operation with parents in matters of behaviour management
- Encourage children to take responsibility for their own behaviour
- Reward and praise good behaviour
- Lead by example
- Involve parents in developing positive behaviour
- Explain the policy so that the rules are clearly understood
- Ensure that the rules are fairly and consistently applied
- Value children and treat them with respect
- Ensure that parents are informed of any bullying incident that has been reported
- Use the behaviour charts (see appendix 2) to identify sanctions and when to refer an incident to more senior staff.

Children are to:

- Follow the school rules
- Respect and take care of everyone within the school community
- Play their part in helping to create a co-operative, contented school
- Learn to accept responsibility for their own behaviour
- Behave in a respectful and courteous way towards adults and each other

Parents are to:

- Support the School Policy
- Work in co-operation with the school in implementing the Policy
- Inform the school if there are factors at home that will influence a child's behaviour
- Inform staff if any bullying incidents arise
- Inform the class teacher if you have any general behaviour concerns

CODE OF BEHAVIOUR FOR SCHOOL REOPENING

Mastering skills, knowledge and understanding.

Acting with thought and bravery.

As members of the Meon Junior School community, we will always try to:

Be Respectful of Social Distancing

Adhere to the social distancing rules in class and in the playground

Talk to each other when we are worried or nervous

Share thoughts on how we can continue to do this safely

Be Kind

Use smiles instead of hugs to show you care

Use kind words

Show support and understanding to each other

Be Independent

Work in our own groups

Move around the school safely

Behave well at all times to ensure everyone is safe

Be Focused

Stay on the task you have been set

Stay seated in class

Be aware of people around you and how to stay safe

Have Self-belief

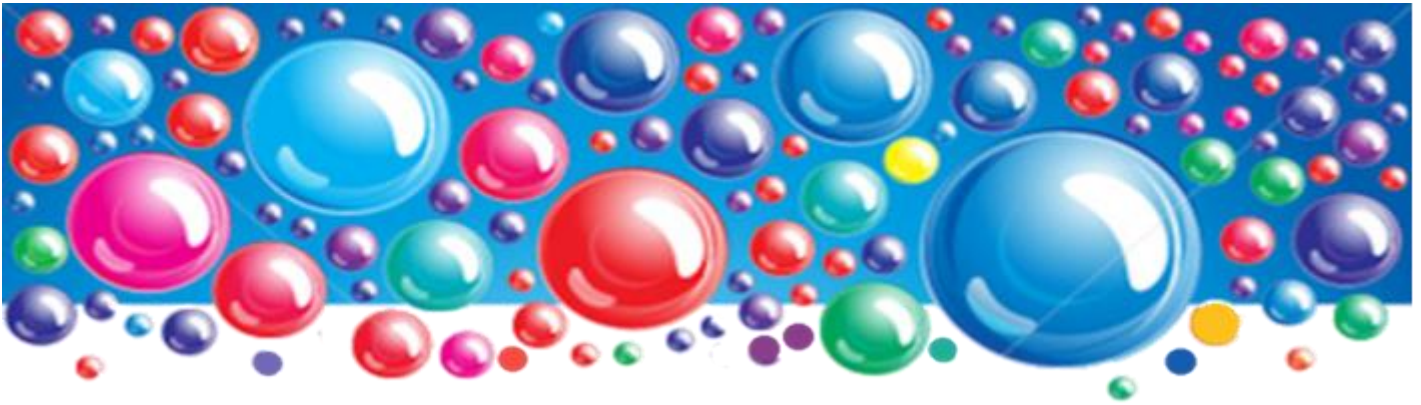
Set personal challenges and strive to complete them

Be responsible for your own and others safety

Be Creative

Think about how we can be together at a distance

Be involved in making and sharing new ideas for this!



Meon Junior School Bubble Rules

- I will try and stay 1 metre away from others.
- I will regularly wash my hands throughout the day for 20 seconds.
- I will tell an adult if I feel unwell.
- I will not bring things into school from home or take things home from school unless I am told to.
- I will only use the equipment in my pencil case and not share unless I am told to.
- I will not mix with children in a different year group bubble in school.
- I will ask an adult when I need to use the toilet, so they can help keep me safe.
- I will use the catch it-bin it-kill it rules coughing and sneezing into my elbow or a tissue.
- I will always follow the rules to maintain the safety of myself and others.



POSITIVE REWARDS AND CELEBRATION OF SUCCESS

Acknowledging the achievements of the children and celebrating their success is one way in which we promote positive attitudes, self-esteem and good behaviour.

Habit Points and Habit certificates

Children will be awarded habit points for demonstrating habits of mind in the classroom and around the school. Certificates will be awarded for 25, 50 and 100. Habit points will count towards the weekly house trophy which will be presented in celebration assembly to the house with the most points. Names must be given to the school office so they can be recorded. Each fortnight there will be a habit certificate will be awarded in the habits of mind assembly. Class teachers and other staff members will award certificates to children who show specific habits.

Tidy classroom trophy

Each week one class will be selected as being the tidiest classroom and be awarded the trophy in a celebration assembly.

Daily Certificates/Quick notes home/Stickers

Each teacher will award two or more certificates a day to send good news home as well as hand out stickers for effort and achievement.

Sending work to a Senior Leader

Outstanding work representing excellent effort or achievement may be sent to the Head Teacher or other member of senior staff with a note explaining why it has been sent.

Star of the Week

Each class will choose one child per week as "Star of the Week". This child will receive a certificate and reward in Celebration Assembly. The names of the stars of the weeks will be put in the School newsletter.

Punctuality and Attendance

Children's regular and punctual attendance at school is extremely important to their education. All staff have a responsibility to support this and encourage good attendance. All children who have 100% attendance and punctuality each term will receive a certificate; these children will also be entered into a draw to win a voucher at the end of each term. Each week one class will be awarded a trophy the for best attendance and one for the best punctuality.

Lunchtime

Lunchtime supervisory assistants will give raffle tickets to those children who are behaving acceptably and setting a high standard of behaviour for others to follow. The raffle tickets will go into a class jar and one raffle ticket per class drawn per week. The successful ticket holders will be invited to an "afternoon tea" with the Head Teacher or another appropriate adult.

Other Rewards

Each teacher may set up their own reward system for their class using their professional judgement. Systems include raffle tickets, Class Dojo, marble jars and table points.

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SANCTIONS for classroom behaviour

Each class has a traffic light display which is used to warn children when their behaviour is unacceptable. Children's names are on the green light at the start of every morning and afternoon. The child's name will be moved back to the orange or green when he/she shows improvement in behaviour.

Unacceptable behaviour - General	Sanctions
Minor disturbances in class (off task, talking)	Ask them to stop the behaviour then give them time to change the behaviour. Warn them of the consequences if they do not change.
Repeated disruption within the classroom (interrupting teacher, distracting others)	If poor behaviour continues the pupil will then be given a playtime detention or Lunchtime reflection.
Severe disruption or continuation of repeated behaviour as listed above. (Shouting, rudeness to the teacher, not staying in their seat, refusing to work) Deliberately ignoring or defy the COVID-19 protection rules.	Pupil may be given a time out at playtime or a lunchtime reflection. In extreme circumstances , pupils will be sent out of the bubble to a senior member of staff or Behaviour Lead. Severe disruption can result in a lunchtime reflection, internal exclusion, formal warning or external exclusion.

Unacceptable language / name calling	Sanctions
Minor name calling	Opportunity offered to apologise. Move to orange.
Repeated name calling	Time out at playtime.
Unacceptable bad language	As above.
Severe bad language with aggression, directed at an adult or child	Sent to Behaviour Lead, Deputy head or Head teacher. One of these sanctions will be given: lunchtime reflection, internal exclusion, formal warning, or external exclusion. Parents informed.

Physical	Sanctions
Acts of aggression towards another pupil or staff member involving physical contact.	Sent to year leader or Behaviour Lead. In consultation with the Head teacher/ Deputy Head teacher one of these sanctions will be given: lunchtime reflection, internal exclusion or external exclusion. Parents informed.
Bullying	Sanctions
Repeated acts of physical aggression, name calling or unkind acts towards another child with the intention of hurt or upset.	Class teacher to investigate and if found to be a valid bullying incident refer to year leader. In consultation with the Behaviour Lead, Head teacher/ Deputy Head teacher, one of these sanctions will be given: lunchtime reflection, internal exclusion or external exclusion. Parents informed.

Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.

Pupils who are sent out of class

Children should not be sent out of class for minor offences which should be dealt with by the class teacher. Any removal from class should be seen as part of a strategy to ensure the child returns to their lessons as soon as possible ready to continue with their learning. When sent to another class in the year group or senior leader, the child should be accompanied by either an adult or sensible child and there must always be a completed referral slip. Children who are persistently sent out of class will be monitored and measures will be considered to support them within the classroom e.g. Support from a Senior Leader, SENCO and/or ELSA.

Playtime/lunchtime

The teachers, TAs or MDAs on duty at playtime or lunchtime are responsible for dealing with any incidents of poor behaviour during playtime and lunchtime and must not refer them to a senior member of staff unless they are severe. Children who do not behave acceptably during these times will be asked to stand by the teacher/TA/MDA and miss some of their play. The teacher/TA/MDA on duty will have forms with them on a clip board so that they can record any issues and pass them onto a senior member of staff. No children should be inside the school building during playtimes or lunchtimes, unless this is given as a consequence of poor behaviour and they are supervised by a class teacher.

Children who do not behave acceptably at lunchtimes will not be allowed out to play and will spend this time with a member of the Senior Leadership Team. If the child's behaviour continues to be unacceptable, then they may face another school sanction including after school detention. Sending a child home for lunch is now regarded as an external exclusion and the government expectation is that this would not happen for more than a week. Nevertheless, the school reserves the right to do this and if it looks like this may be necessary, parents will be warned.

At Meon, we expect all children to use a knife and fork when eating a school dinner; remain seated whilst eating and put their hand up if they require help. Children should make sure they talk without shouting and clear away after they have finished eating, either disposing of left-over food or taking it home.

Playtime/Lunchtime Reflection

A lunchtime reflection may be given to a child for reasons mentioned in the sanctions grid above. A class teacher should complete a referral slip if they are issuing a lunchtime reflection for a child, recording the reasons for this. Staff will use a restorative approach during lunchtime reflection to support pupils to understand and rectify future behaviour

After School Detentions and the Law

Education and Inspections Act 2006 states that teachers have a legal power to put pupils aged under 18 in detention. Where detention is outside school hour's parents will be given reasonable notice. Although parental consent is not required for detentions, the School would always work alongside parents when choosing this sanction.

Formal Warning

If a pupil receives a formal warning their parent will receive in writing the behaviours that are causing concerns for the pupils' safety and the safety of other pupils and staff.

Internal Exclusion

This is defined as a period of time in which the pupil will not be permitted in class due to unacceptable behaviour. A pupil will complete their classwork either in another classroom or in another room in the school.

External Exclusion

The school will avoid using this sanction whenever possible and offer parents the option of the pupil having a reduced timetable in school or choosing to keep their child at home for their own safety and the safety of others.

Support and Intervention

This policy recognises for the large majority of the children on role, the policy above is enough to promote positive behaviour. However, in some cases a child may require focused support for a short period of time. A very small minority of children may also need continuous individual support tailored to their particular need.

Restorative practice

Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. At Meon, restorative questions are used by staff to resolve conflicts and support children in understanding the impact of their behaviour as well as teach them how to resolve friendship issues.

In some circumstances, subject to the Trust's CCTV policy, the School may use CCTV of an incident to help a pupil understand their behaviour and the effects that it has on the wider School community. This will only be used where it is proportionate to do so and in situations where the senior leaders believe that it will be of assistance to the pupil concerned.

Use of Reasonable Force

We reserve the right to use reasonable force under the Education and Inspection Act 2006 should a child's behaviour be detrimental to maintaining good order and discipline in the school. If the child has not complied, the child is told that 'under the Education and Inspection Act 2006, we are now using reasonable force to maintain good order and discipline.' The child will then be removed by a guiding hand on the shoulder or, if necessary, a restraint position. The child's parents will be informed.

Moving around the building

Pupils must move around the school calmly led by the class teacher or other appropriate member of staff. All children at Meon are the responsibility of all members of the school staff and so reminders of conduct around the building should be given by all members of staff. When walking around the school, children should remember to use the playground instead of the corridors. They should keep to the left hand side of the stairs.

BULLYING

What Is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as email & internet chat room misuse
- Mobile phone threats by text messaging & calls
- Misuse of associated technology, i.e. camera & video facilities

Procedures

1. All reported bullying incidents will be fully investigated.
2. Any bullying behaviour will be stopped.
3. Confirmed bullying incidents will be reported to parents.
4. If necessary and appropriate, police will be consulted.
5. Appropriate sanctions given, depending on the intent and circumstances.
6. Appropriate support will be given to both the victim and the bully.
7. All reported bullying incident will be recorded in a Bullying Log.

Prevention

The school is committed to being an open and honest community where bullying is ALWAYS fully investigated and actions taken to ensure it is stopped. All concerns from the children will be investigated by the class teacher and reported to the senior leadership team.

Regular assemblies will take place focusing on different aspects of bullying. Issues surrounding bullying will be part of the schools PSHE program and class teachers will use circle times when necessary to approach bullying issues that may have arisen.

SUPPORT AND INTERVENTION

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Behaviour Report Card (See Appendix 3)

This card is rag-rated by the class teacher or TA after every session to ensure children's behaviour, attitude and achievement is acceptable. At the end of the day a comment is written by the class teacher and year leader before the card is sent home. Once behaviour has improved the child will no longer be on a report card.

Individual Behaviour Plans

Pupils will be given specific targets based on individual needs which will have a graduated approach to increasing expectations for behaviour. In some circumstances a reward chart may be appropriate, particularly for those with SEND.

Referrals may also be made at any point to other agencies such as the Multi- Agency Behaviour Support (MABS), Child Adolescent Mental Health Service (CAMHS) or the completion of a Single Assessment Form (SAF).

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STAFF RESPONSIBILITIES (see appendix 2)

All staff are responsible for ensuring the code of behaviour is followed in all areas of the school. Any member of staff who witnesses unacceptable behaviour should deal with that behaviour by speaking calmly to the child and reminding them what they should be doing. All staff will follow up an incident where the child refuses to stop an unacceptable behaviour using a referral form.

A member of the senior leadership team may decide to alter a reward or the consequence of an action depending on the context.

LINKS TO OTHER POLICIES

Equality policy
Anti-racism policies.
Child Protection and Safeguarding Policy
Agreed: September 2020

Appendix 1

Code of behaviour for playtimes and lunchtimes:

We expect our pupils to follow these golden rules:

- Play well with others
- Play sensibly and safely
- Be polite to others
- Take care of your own and other people's belongings.

Before and after school:

- No ball games
- No riding scooters or bikes
- No running around

Break time and lunchtime:

- Sponge balls only (unless the sports coach is supervising)
- No play fighting or rough games
- Talk quietly at tables when eating lunch
- No rubbish dropped on the playground or around the school
- Don't go into the PE cupboard or take any equipment from there.

Rules for the grass:

- The grass is a quiet zone. It is for: sitting, playing quietly, reading.
- Jumping, running or gymnastics are not allowed on the grass.
- No play fighting or ball games.
- Standing on, walking along or jumping off the wooden posts is not allowed for safety reasons.

Appendix 2

Behaviour Chart

The behaviour chart is an overview of which members of staff deal with and record an incident and who issues the sanction. If a behaviour referral is made to a middle leader and above the incident needs to be fully investigated and recorded on SIMS.

Minor Incidents

Behaviour	Behaviour traffic light	Midday Supervisor	Teaching Assistant	Class teacher	Year Leader	BSO	DHT	HT
Low level disruption	Orange	*	*	*				
Not following instructions, the first time of asking – lesson or playground	Orange	*	*	*				
Persistent low level disruption – over a week	Orange / red			*	*			
Persistently not following instructions the first time of asking – lesson or playground	Orange / red			*	*			
Name calling Non-racial or homophobic	Orange	*	*	*				
Deliberately disrespectful	Orange	*	*	*				
Persistently deliberately disrespectful	Orange / red			*	*			

More serious incidents

Behaviour	Behaviour Ladder position	Midday Supervisor	Teaching Assistant	Class teacher	Year Leader	BSO	DHT	HT
Inappropriate comments	orange	*	*	*				
Persistently inappropriate comments	Orange/red			*	*			
Swearing	Orange/red	*	*	*	*			
Fighting	Orange/red			*	*			
Persistently fighting	Red					*		
Inappropriate sexual comments	Orange/ red			*	*	*		
Health and safety risk	Orange/ red				*	*		
Exceptional violent assault	Red					*	*	*

Severe Incidents

Behaviour	Behaviour Ladder position	Midday Supervisor	Teaching Assistant	Class teacher	Year Leader	BSO	DHT	HT
Stealing	Red				*	*		
Swearing at a member of staff directly	Red				*	*		
Vandalism	Red				*	*		
Bringing illegal substances onto site	Red				*	*	*	*
Racial or homophobic incident	Red				*	*	*	*
Bringing weapons onto site	Red				*	*	*	*

Slips will be used when a child is moved to red on the traffic light.

Behaviour Report – Each lesson RAG targets to match behaviour ladder

Name		Class		Week commencing	
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Pupil Agreed Targets	
Target 1	
Target 2	
Target 3	

Session	Monday			Tuesday			Wednesday			Thursday			Friday		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Reading															
Arithmetic															
Maths															
Breaktime															
English															
Lunchtime															
Afternoon															

Child's comment					
Class teacher comment					
SLT comment					

Parent comment	
SLT signature	