



## NETLEY ABBEY JUNIOR SCHOOL

### BEHAVIOUR POLICY

January 2020	
Shirley Nicholas-Bond	
Signed:	Dated:

Chair of Governors:	
Signed:	Dated:

Review Cycle	Every 3 years
Policy prepared by/Reviewed by	Headteacher
Committee responsible	FGB
Statutory/Discretionary/School	Statutory
Date of latest FGB approval	January 20
Date of review by committee	n/a
Date of next review by FGB	January 23

## Rational

This policy sets out the expectation at Netley Abbey Junior School all children will behave in a responsible manner to ensure themselves and other children can realise their right to...

**C** – be a confident communicator

**L** – to learn

**I** – to improve their health

**C** – to be part of a community.



As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to our school's ethos 'Be the best you can be' and with our PSHCE (personal, social, health, citizenship education) programme because we feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community. This policy also links to the school's Anti-Bullying Policy and PSHE Policy.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

## Aims

- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop independence through self-respect, self-control and accountability for their own behaviour
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourself and others
- The policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school community.
- To encourage the partnership between home and school

## Promoting Good Behaviours

We praise and reward children for good behaviour in a variety of ways by **all members of staff**

- Teachers and support staff will use verbal praise regularly in class and throughout the school building
- All adults working within the school will reward **CLIC** points, this is recorded on cards with 40 spaces, (equal in communication, learning, improving health and community). The children will begin by collecting on a Bronze card, then move onto Silver, Gold and Platinum. At the end of the

each term, children who have completed each card will take part in celebration days which gradually grow as the year progresses

- The senior leadership team also reward classes with skyscraper awards for showing excellent behaviours for learning. When classes earn 10 awards, they can host a parent sharing event.
- Within classes, teachers may have their own class rewards, for example: collecting points for a class reward, table points, star of the day etc.. These are used with the class teacher's discretion.
- At times, teachers may feel it appropriate to send children to another adult in the school to celebrate their achievements and efforts. This could be a senior member of staff, head teacher or child's previous teacher.
- Special mention assembly is held once a week, children are nominated by teachers for demonstrating a particular value from the Netley Learning Model. These children will receive a sticker and name in the special mention book- these names are published in the newsletter.
- LTSA (lunch time supervisory assistants) will nominate children who have demonstrated excellent lunch time behaviours for rewards, such as 'Top Table' where they have the opportunity to sit together on a special table each week.
- In the Lighthouse, children earn points towards their behaviour related target, when they have achieved the target the children are allowed to invite a friend to join them for a snack and a story in the Lighthouse.

### **Class Rules**

At the beginning of each year within PSHCE, each class negotiates together their own class rules in language appropriate to the age of the children and worded positively.

In addition, this policy is discussed with school council during the review process to ensure the pupil's voice underpins the values and there is an agreement with the sanctions.

### **Sanctions**

If there is a non-adherence to behaviour policy the school has a variety of sanctions to ensure the safety of all children (see table below). These procedures assume a gradual increase or persistence in poor behaviour. If behaviour degrades very quickly or if the first incident is of a serious nature (i.e violence) then it is acceptable to skip stages which could lead to permanent exclusion.

ELSA is also used for some individual children to develop social awareness. For some children Behavioural/Pastoral Support Plans are appropriate. There are formal break time detentions held each day and supervised by a teacher on a rota basis.

If particular behaviour concerns within classes are identified, teachers will provide opportunities within class to talk about them in a safe environment, i.e. circle time, class targets.

Short term exclusions may be implemented for any pupil if deemed necessary by the Headteacher (or Deputy Headteachers). The Hampshire and national guidelines for the administration of exclusion are strictly adhered to. Parents are given an opportunity to appeal and a panel of governors is ready to deal with appeals. Targets are set of a pupil and clear information is given as to the expected outcome. The first exclusion is usually for one to five days, depending on the seriousness of the offence. However, a permanent exclusion could be applied in the most severe cases. - Read in conjunction with the Physical Intervention Policy.

Behaviour level	Consequence	Action taken
<p><b><u>Level 1</u></b></p> <ul style="list-style-type: none"> <li>• Inappropriate calling out</li> <li>• Rocking on chair</li> <li>• Fiddling with equipment</li> <li>• Work avoidance</li> <li>• Lateness for lessons</li> <li>• Impoliteness</li> <li>• Disrupting themselves</li> </ul>	<p><b><u>Level 1</u></b></p> <ol style="list-style-type: none"> <li>1. Adult will look / pause</li> <li>2. Verbal warning</li> <li>3. Name moved down once on the behaviour chart</li> <li>4. Name moved down for a second time on the behaviour chart and detention minutes will begin to be counted. The teacher may ask the child to spend some reflection time in another class or fill out and Behaviour Reflection Form.</li> <li>5. Name moved down for a third time on the behaviour chart. This will result in a break time detention and a letter will be sent out to parents.</li> <li>6. Children have the opportunity to change their behaviour at any point during this level – if it improves names will be placed back up the behaviour chart</li> </ol>	
<p><b><u>Level 2</u></b></p> <ul style="list-style-type: none"> <li>• Persistent level 1 behaviour</li> <li>• Kicking under the chair</li> <li>• Verbal abuse to other children (name calling and speaking unkindly to others)</li> <li>• Pushing or shoving</li> <li>• Disrupting others – stopping teaching time</li> </ul>	<p><b><u>Level 2</u></b></p> <ol style="list-style-type: none"> <li>1. Name moved down once on the behaviour chart</li> <li>2. Name moved down for a second time on the behaviour chart and detention minutes will begin to be counted. The teacher may ask the child to spend some reflection time in another class or fill out and Behaviour Reflection Form</li> <li>3. Name moved down for a third time on the behaviour chart. This will result in a break time detention and a letter will be sent out to parents.</li> <li>4. SLT made aware of children who behave at this level and receive 4 detentions in a half-term , DH/HT need to be involved</li> <li>5. Discuss a possibility of a personalised reward/behaviour diary</li> </ol>	
<p><b><u>Level 3</u></b></p> <ul style="list-style-type: none"> <li>• Persistent level 2 behaviour</li> <li>• Answering back to adults</li> <li>• Refusal to work</li> <li>• Damaging/destroying own or others work</li> <li>• Lying to adults</li> <li>• Throwing small items</li> <li>• Disrespectfully addressing adults</li> <li>• Aggressive/intimidating behaviour</li> <li>• Walking away when being spoken to</li> <li>• Deliberate disobedience</li> <li>• Damaging furniture and school property</li> <li>• Poor behaviour in toilets</li> <li>• Throwing food at people</li> </ul>	<p><b><u>Level 3</u></b></p> <ol style="list-style-type: none"> <li>1. Automatic break time detention (if in class)</li> <li>2. Automatic lunchtime detention (if event happened at lunch)</li> <li>3. Complete ABC form ASAP</li> <li>4. Send child to senior leader instead of buddy class</li> <li>5. If child refuses to go to senior leader use of a red card to identify support is needed</li> <li>6. Standard letter and phone call home</li> <li>7. Involve DH/HT if behaviour happens frequently or sanctions need reinforcing</li> <li>8. Use behaviour diary/ add to SEN register</li> </ol>	

<ul style="list-style-type: none"> <li>• Swearing at each other</li> </ul>	
<p><b><u>Level 4</u></b></p> <ul style="list-style-type: none"> <li>• Racism and discrimination</li> <li>• Bullying</li> <li>• Urinating in inappropriate places</li> <li>• Starting a fight or attacking another child</li> <li>• Throwing stones</li> <li>• Hitting with large objects</li> <li>• Leaving classroom/school without permission</li> <li>• Stealing</li> <li>• Smoking</li> <li>• Vandalism including fire starting</li> <li>• Throwing furniture</li> <li>• Physically harming others</li> <li>• Swearing at adults</li> </ul>	<p><b><u>Level 4</u></b></p> <ol style="list-style-type: none"> <li>1. Automatic break time detention – possible over a period of a week</li> <li>2. Involve DH/HT – send child with an adult or a brief written explanation</li> </ol> <p><b><u>Head Teacher</u></b></p> <ol style="list-style-type: none"> <li>1. Contact parents</li> <li>2. Restorative consequences, eg apology letter</li> <li>3. Internal exclusion (work to be set)</li> <li>4. Fixed period exclusion (up to 6 days) – work to be set</li> <li>5. Restorative meeting</li> </ol>