

# Robert Miles Junior School

## Behaviour Policy

### 1. Introduction

Good discipline is essential if children are to learn effectively. We believe that good order has to be worked for, it does not simply happen. We believe teamwork and a strong embedded ethos is at the heart of a happy school. Acceptable standards of behaviour, work and respect depend on the example of all those within the school; as a staff we consider that discipline is the responsibility of all of us. To achieve a happy safe environment we must set high standards, clear guidelines, adopt an overall ethos of good behaviour and courteousness and apply rules firmly fairly and consistently. Our success will be judged by a low level of problems and by the way we deal with incidents we do encounter.

### 2. Values

This Policy aims to explain how excellent behaviour is promoted and maintained in order to support and promote our school values:

- Responsibility
- Equality
- Achievement
- Consideration
- Honesty

It also sets out clear guidelines as to how the school will deal with children who choose not, or find it difficult, to conform to the standards expected.

### 3. Creating the Ethos

#### *3.1 Adults within the School*

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. The staff establishes the boundaries and environment in which positive relationships can develop.

As adults we should aim to:

- promote good behaviour through positive rewards (see section **5, Rewards**)
- emphasise the importance of being valued as an individual within the group;
- promote, through example, responsibility, equality, achievement, consideration and honesty.
- provide a caring and effective learning environment;
- set a positive example to pupils in matters of dress, punctuality, commitment and courtesy;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability (See Equality Policy);
- show positive appreciation of the efforts and contribution of all.

When staff interact with children with respect to issues of discipline, we will:

- use a calm, firm, no nonsense, tone of voice;
- keep eye contact with pupils;
- focus on the behaviour not the child;
- avoid arguing with pupils (be non confrontational);
- give recognition for positive behaviour especially honesty from the start;
- clearly state expectations to pupils;
- ensure consequences for undesired behaviour should be fair, appropriate and commensurate with the cause (see section **6, Sanctions**);
- remind pupils of our high expectations of pupil behaviour.

### *3.2 Teaching and Learning*

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons and tasks should have clear objectives, put over so they are understood by the children, and differentiated to meet the needs of children of different abilities.

Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

### *3.3 Classroom Management*

Classroom management has a very important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Our classrooms are organised in a way to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays help develop self-esteem through demonstrating the value of **every individual's** contribution, and overall our classrooms provide a welcoming and inclusive environment.

### *3.4 Pupil Involvement*

We believe that pupils are more likely to accept our code of behaviour if it is clearly understood, consistently and fairly applied and effective. Accordingly, as stated in the opening paragraph, standardised implementation of the policy by all staff is essential.

Pupils' views about matters of discipline and behaviour will be sought out through a pupil questionnaire when major changes are made to this Policy. Pupils also have the opportunity each week to raise issues during the School Council Meetings.

The School Council takes an active part in promoting good behaviour. The Council choose children from all year classes to recognise and reward examples of those that of good behaviour particularly relating to our school values during Honours Assemblies. Awards and displays are dedicated to the recipients.

The school council/ other pupils' contributions on the school behaviour policy include:

- developing and refining our behaviour expectations
- interpreting our school values and putting them into 'child speak'

### *3.5 Parental Involvement*

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

It is vital that parents are aware of the existence and contents of this policy and support the values evident within it. Parents will not be expected to know every section of this policy, but they will be made aware that the policy exists and will be able to see a full copy if requested.

In our Home School Agreement that sets out expectations of the parents, school and pupils. Parents are encouraged to share and discuss the contents of this with their children.

We fully expect parents of the pupils in our care to support the school in all matters appertaining to discipline. Where behaviour is causing concern parents will be informed at an appropriate, early stage, as decided by the class teacher / head teacher, and given an opportunity to discuss the situation. If a parent feels that a matter has been dealt with unsatisfactorily, the guidelines laid out in our Complaints Procedure explain the courses of action open to them.

### *3.6 Special Educational Needs*

While we expect every pupil within the school to adhere to the Behaviour Code and the rules set out by class teachers, we do recognise that poor behaviour can stem from Special Educational Needs (SEN) or personal problems and difficulties. It is important, therefore, to look for the reasons for unacceptable behaviour.

If pupils are identified as having SEN which impacts on their behaviour, short term, detailed goals related to behaviour will be set out in the pupil's Individual Education Plan. Use will also be made of Pastoral Support Plans for those children at risk of exclusion or have entered our school after a permanent exclusion from another school.

The school maintains close links with external support services such as the Rushcliffe Primary Behaviour Partnership, Inclusion Support Services and the Educational Psychology Service. These services are used to provide guidance and strategies for children with SEN who experience behavioural difficulties. We will also seek out information and support from Social and Family Services when appropriate.

This Policy acknowledges the school's duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN. For further information please see the school's Single Equality Policy.

## **4. Rules and Guidelines**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Class teachers are responsible for setting out and explaining the rules and guidelines particular to the classroom environment. They may choose to do this through negotiation with the children.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced.

4.1 Robert Miles R.E.A.C.H values are shared and developed by both the staff and the children. The core values below were written by the children for the children of RMJS.

We value **R**esponsibility, which is:

- Being in control of your own behavior
- Being trusted with important jobs
- Doing your part when working with others
- Being responsible for looking after our school

We value **E**quality, which means:

- Every member of our school is of equal importance
- We recognise that children are different, but this is something to celebrate

We value **A**chievement in any area of school life:

- Our school work
- Sport
- Music
- Arts
- Getting on with other people
- Doing the right thing, in and out of school

We value **C**onsideration in any area of school life:

- Thinking of other people's feelings
- Treating other people like we want to be treated ourselves
- Putting ourselves in others' shoes
- Considering the consequences of our actions before we act

We value **H**onesty in any area of school life:

- Being truthful to others
- Being truthful to yourself
- Doing what's right regardless of who's around
- Being someone others trust

## 5. Rewards

We consider it is important that praise and rewards should have a considerable emphasis within school and pupils will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour and adherence to the behaviour code. Our emphasis on rewards is to reinforce good behaviour, rather than on failures, thus raising self esteem. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Rates of praise for behaviour should be as high as for work.

Rewards include:

- plenty of praise for pupils, individually and in groups, publicly and privately;
- written comments on work;
- house points given by class teachers and support staff;
- house point totals collated weekly by children and displayed visually during honours assembly;
- stickers, stamps or certificates within class;
- class team points;
- display of good quality work in the classroom or public areas;
- pupils sharing success with their class, other teachers, the Deputy Head Teacher or the Head Teacher;
- Head Teacher Awards given when the staff member sends a pupil to their office – work also displayed on the office wall
- certificates presented in assembly for curricular or extra-curricular activities;
- sharing excellent work or examples of good behaviour in weekly honours assemblies involving the whole school and parents as well.

## 6. Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. Should a pupil choose to misbehave and not follow our Behaviour Code, consequences will follow.

The use of sanctions should be characterised by certain features:

- it must be clear to the pupil why the sanction is being applied;
- it must be made clear what changes in behaviour are required to avoid future punishment;
- sanctions will be applied fairly and consistently;
- there will be a clear distinction between serious and minor infringements of the Behaviour Code;
- group punishments should be avoided as they breed resentment;
- it should be the behaviour rather than the person that is punished.

There is a relationship between the principles of our Single Equality Policy and the sanctions system. The existing mechanisms for dealing with racism within the Equality Policy will also be incorporated here. In addition, consistency in the application of sanctions also has a gender based equal opportunities dimension. Thus, rebukes and sanctions, which are differentiated solely on the grounds of gender, should be avoided.

## 6.1 Hierarchy of Sanctions

This list of sanctions outlines the response for the majority of misbehaviours seen at school.

### *STAGE 1 Class teacher (or teaching assistant, or midday supervisor) intervention if*

- inappropriate behaviour (class, playground or representing the school off site)
- high noise level
- talking too much (individual)
- not getting on with work
- being unkind to others

#### *Possible Action to be Taken*

- verbal reprimand by class teacher/teaching assistant/midday supervisor
- pupil being asked to explain his/her behaviour
- pupil asked to complete a task related to the misbehaviour e.g. completion of work unfinished, letter of apology etc

#### *After Consideration:*

- supervised detention at playtime/lunchtime (in the library). The pupil will be asked to complete a 'Behaviour Reflections' sheet. (**Appendix A**) Completed sheets will be seen by the pupil's class teacher and the Head/Deputy Head Teacher and filed in the Behaviour File in the staffroom.

### *STAGE 2 Deputy Head/Head Teacher intervention if*

- consistently misbehaving in class
- consistently not working in class
- swearing
- fighting

#### *Possible Action to be Taken*

- verbal reprimand
- supervised detention at playtime/lunchtime (in the library). The pupil will be asked to complete a 'Serious Behaviour Incident Form' sheet. (**Appendix B**) Completed sheets will be seen by the pupil's class teacher and the Head/Deputy Head Teacher and filed in the Behaviour File in the staffroom.
- warning of parental contact

### *STAGE 3 Parents contacted by Deputy Head/Head Teacher if*

- persistent Stage 1 intervention (5 behaviour sheets filled in) taking into consideration time period and circumstances)
- no distinct improvement in attitude to work within a week
- bullying
- stealing
- serious aggressive/threatening behaviour
- prejudice based incident
- serious misbehaviour not defined elsewhere

#### *Possible Action to be Taken*

- meeting arranged to discuss the concern
- agreement on specific behaviour targets
- pupil placed on report and will need to see the Head Teacher at the end of each session
- regular feedback to parents on progress
- withdrawal from class for part of the day/week

### *STAGE 4 Parents invited to a meeting by Headteacher if*

- still no improvement in behaviour or attitude after Stage 3 (meeting to be between Head teacher/Deputy Head, class teacher and parents)

#### *Possible Action to be Taken*

- agreement on an individual behaviour plan
- possible involvement of outside agencies
- warning of possible exclusion

#### STAGE 5 Exclusion – fixed term if

- putting other children at risk
- severely disrupting the education in the classroom
- striking an adult
- severe damage to property
- See section 8. Exclusion

#### STAGE 6 Permanent Exclusion

- There may be exceptional circumstances where, in the Head Teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one of' offence. These might include:
  - serious actual or threatened violence against another pupil or member of staff
  - sexual abuse or assault
  - supplying an illegal drug
  - carrying an offensive weapon
- See section 8. Exclusion

## 7. Physical Restraint

The school follows the non-statutory guidance set out in Use of Reasonable Force 2012 (DfE).

Teachers are entitled to use reasonable force to control or restrain pupils physically in the arrangements explained below. Force should not be used except in self-defence or an emergency, where a teacher might have to react quickly to prevent injury. Teachers should be aware that their actions must be considered and appropriate; using excessive force in a situation where it is not appropriate can result in disciplinary action or criminal charges.

The Education Act, 1997, added a section to the 1996 Act to clarify when teachers may use physical force to restrain a pupil. It allows teachers to use 'reasonable force' to prevent a pupil from:

- committing a criminal offence (or what would be a criminal offence if they were old enough);
- injuring themselves or others;
- damaging property;
- acting in a way that is counter to maintaining good order and discipline at the school.

The provisions of the Act do not just apply in the school itself. Circular 10/98 states that they apply whenever you have '*lawful control or charge of the pupil*' (para. 10).

Circular 10/98 (para. 21) suggests reasonable physical interventions might be:

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- pushing or pulling;
- leading a pupil by the hand or arm;
- Shepherding a pupil away by placing a hand in the centre of the back, or (in extreme circumstances) using more restrictive holds.

Teachers must seek to avoid doing anything that '*might reasonably be expected to cause injury*' (para. 23) or '*touching or holding a pupil in a way that might be considered indecent*' (para. 24). They '*should always try to deal with a situation through other strategies before using force*' (para. 25). The Circular makes it clear that records should be kept of any incidents where force is used: what occurred, why it was necessary and any consequences (para. 28-29). The school will inform parents to discuss any such incident with them.

The Act does not prevent a teacher taking action in self-defence or in some other form of emergency, when it might be reasonable to use force. However, in all cases of physical contact with pupils, it might ultimately be

for the courts to decide whether a teacher acted 'reasonably' and the consequences of an error of judgement could be serious.

## 8. Exclusion

Exclusions, fixed or permanent, are seen as the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by us that we have exhausted all available strategies for dealing with the pupil and will normally only be used as a last resort.

When a pupil becomes identified as being at risk of exclusion, the school will pursue the following course of action before considering exclusion:

- there will be clear identification with the pupil of the offending behaviour;
- appropriate sanctions short of exclusion will be used to discourage recurrence of such behaviour;
- parents will be notified of concerns;
- with the parents (where possible) a clear action plan will be put into place to support the pupil;
- if re-offence occurs, discussion with the pupil regarding possible exclusion if behaviour does not improve;
- external agencies will become involved, in particular the Rushcliffe Primary Behaviour Partnership and the Educational Psychologist;
- if appropriate, the school will agree a Pastoral Support Programme, agreed with the parents.

Occasionally the behaviour of a pupil will be such that exclusion will be an immediate response. Such action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules. However, the Head Teacher reserves the right to exclude where the health, safety, welfare or education of others is threatened by an action of a pupil.

The school will follow the Statutory Guidance on exclusions as set out by the DfE. This document outlines in detail the procedures to be followed when undertaking an exclusion as entitled '**Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units**'. This document is filed in the Head Teacher's office, and is available on request.

## 9. Bullying

Bullying is not tolerated in Robert Miles Junior School. Our Behaviour Policy sets out clear rules and expectations. Working as a whole school we aim to be aware of what constitutes bullying, where it may take place and how best to prevent it. Each member of staff is prepared to listen to any child who has a problem, showing sensitivity and giving support and counseling to the bullied and bully to prevent further incidents.

Full guidelines and explanations about the school's response to the issue of bullying can be found in our **Anti-Bullying Policy**.

## 10. Monitoring and Review

The school believes that effective monitoring and analysis of behaviour incidents will lead to better outcomes for all pupils and improved behaviour across the school. The Headteacher will prepare a Behaviour Analysis on a termly basis that will be reported to governors and shared with the whole staff. This will consist of the following analysis:

- Behaviour Incidents
- Exclusions
- Prejudice Based Incidents
- Bullying Incidents
- Incidents of physical intervention

The analysis will include specific groups and links to any protected characteristics. Actions as a result of analysis will be taken on a termly basis and the impact of these measured and recorded.

Records of incidents under Stage 1 and 2 that have led to a pupil filling in a Behaviour Reflection/ Serious Behaviour Incident sheet will be kept in the Behaviour File in the staffroom and uploaded to CPOMs. Behaviour Reflection Sheets will be recorded under the Amber Behaviour heading, Serious Incident Form will be recorded under the Red Behaviour heading for purposes of analysis.

This policy was discussed with the staff, pupils, Governors and parents' representatives and implemented in September 2004. It will be fully reviewed every 2 years and added when appropriate in between reviews.

**Feb 2006:** This Policy was amended and reviewed by the Pupils and Personnel sub-committee. The review involved the inclusion of the 'Behaviour Reflections' sheet.

**Feb 2008:** This Policy was reviewed and approved by the Pupils and Personnel sub committee.

**Feb 2010:** This Policy was reviewed and approved by the Pupils and Personnel sub committee.

**June 2012:** This Policy was updated, reviewed and approved by the Strategic Development and Pupils Committee. The review takes into account the latest DfE guidance - Use of Reasonable Force 2012, Behaviour and Discipline in Schools 2012 and acknowledges the school's legal duties under the Equality Act 2010.

**June 2014:** Minor updates mainly in reference to support services. Change in name to Behaviour Policy to reflect national policy guidance.

**June 2017:** Minor changes mainly in reference to changing names of support services and removal of references to LA to reflect our membership of Equals Trust.

**March 2018:** Removal of reference to Playground Peacemakers, we no longer have these. (Replaced by Sports Leaders)

**January 2019:** Updated reflections form to include CPOMS

**March 2020:** Review, no changes made

**March 2021:** Review, no changes made

**January 2022:** Review, no changes made

**September 2022:** Changes to section 10 to reflect the use of a new analysis tool.

**Next review: Autumn 2024**



# Behaviour Reflections 2023/2024

Name..... Class ..... Date .....

When did you make the wrong behaviour choice? In Class  Break  Dinner Time   
Did you tell the truth straight away? .....Yes Straight Away  Not At First

What was your wrong behaviour choice?  
(Don't forget capital letters and full stops).

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How did your choice affect other children or adults?  
(Don't forget capital letters and full stops).

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What will you choose to do differently next time if the same situation occurs?  
(Don't forget capital letters and full stops).

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To be shown to: Your class teacher and Mr Evelyn or Mrs Alcock

Teacher's signature: ..... [Uploaded to CPOMS -  ]

# Serious Behaviour Incident 2023/24

Name..... Class ..... Date .....

When did you make the wrong behaviour choice? In Class  Break  Dinner Time

Did you tell the truth straight away? .....Yes Straight Away  Not At First

What was your wrong behaviour choice?  
(Don't forget capital letters and full stops).

How did your choice affect other children or adults?  
(Don't forget capital letters and full stops).

What will you choose to do differently next time if the same situation occurs?  
(Don't forget capital letters and full stops).

To be shown to: Your class teacher and Mr Evelyn or Mr Alcock

Teacher's signature: ..... [Uploaded to CPOMS  ]