



School Governing Body
Lee-on-the-Solent Junior School

'Happy School, High Standards'

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Lee-on-the-Solent Junior School
Behaviour and Discipline Policy

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Lee-on-the-Solent Junior School Behaviour and Discipline Policy 2016 - 2017

Lee-on-the-Solent Junior School is committed to establishing a vibrant learning environment in which pupils and adults can thrive. We promote positive behaviours and attitudes that foster a 'growth mindset', respect and appreciation for others and the encouragement that everyone willingly makes a positive contribution.

"In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it." (Dweck 2012)

School Expectations

These have been compiled for the benefit of the whole school community and permeate all aspects of school life.

1. Members of the school community will be polite, courteous, helpful and kind.
2. Members of the school community will listen and be respectful of one another.
3. Members of the school community will strive hard and be self-disciplined in their learning.
4. Members of the school community will act in ways that keep themselves and others safe.
5. Members of the school community will take care of property and show pride in our school.

Aims

The purpose of this Behaviour Policy is to encourage the highest levels of behaviour and to support pupils in their responsibility for management of their own actions. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years.

This Behaviour Policy aims to:-

- ensure expected standards of behaviour and conduct are shared with the school community;-
- ensure all members of the school community understand, support and promote the principles underpinning the policy;
- ensure the underpinning principles of sanctions and rewards are consistently applied in school;
- enable pupils to develop reasoned, self-discipline and demonstrate respect towards others;
- ensure pupils have high levels of self-esteem, are happy in school and take pride in their achievements;
- ensure high standards of orderliness, to maintain a quality learning environment and opportunities for all;
- ensure the principles of inclusion are promoted and practiced throughout the school community.

Responsibilities

Legal Guidance and Responsibilities

The Department of Education guidance, 'Behaviour and Discipline in Schools; Advice for headteachers and school staff (February 2014)' has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

Pupils are expected to:-

- know the school expectations and engage in discussions about them;
- adhere to the school expectations, including during off-site visits, and when travelling to and from school;
- support other members of the school community in promoting the expectations of good behaviour.

Parents and carers are expected to:-

- know the Behaviour Policy and actively support it through discussions with their child as appropriate, role modelling and leading through example to support the expectations of the school;
- ensure their child adheres to the school's expectations.

Members of Staff in school are expected to:-

- set high standards of professional behaviour, politeness, self-discipline and respect to all;
- listen to pupils, making it clear through their response that pupils' comments are taken seriously and are of importance;
- actively support the Behaviour Policy through implementing and discussing this with pupils;
- seek advice from senior leaders and report any concerns regarding the implementation of the behaviour policy.

Governors are expected to:-

- refer all matters regarding discipline to the headteacher who, in consultation with relevant parties, will investigate;
- know, support and promote the school's behaviour policy;
- evaluate the effectiveness of the behaviour policy and hold senior leaders to account for its implementation.

Behaviour Management**Preventative and De-escalation Measures**

The school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of consistency, fairness and engagement.

In order to do this, adults and pupils are encouraged to:-

- use the principles of a growth mindset approach to all work and behaviour;
- work to ensure positive, professional and mutually respectful relationships are developed between staff parent/carers and each pupil;
- acknowledge and celebrate the talents, gifts and differences between individual pupils;
- always asked to do the best they can, with staff members' teaching and facilitating this behaviour;
- praise and reward appropriate behaviour;
- use behaviour management strategies, such as distraction, addressing inappropriate behaviour quietly, listening to the pupil's voice;
- restorative practices are used as a proactive measure to de-escalate situations and to explore, restore and repair relationships.

Principle of Reward

The school understands that a positive learning environment can be created by recognising positive efforts, praising pupils and building mutual respect between staff and pupils, and between pupils themselves.

Individual Rewards

In addition to specific verbal praise, the following rewards are used by members of staff:-

- House points;

- Class 'DOJO' points (Awarded for learning behaviours in class);
- Learner of the Week Awards

Parents will be informed each time a child receives a Dojo point, if they have signed up for the Dojo app.

Whole Class Rewards

A class reward can be earned through the acquisition of class DOJO points or 'marbles in a jar' as a reward for a specific and agreed class target. These sessions will typically be no longer than 20 minutes and include an element of structured activity. The number of points that have to be earned to achieve a class reward will increase by a reasonable amount each time, thus encouraging a growth mindset approach to improving behaviour

House Points

Every pupil is a member of a house team namely Alver, Beaulieu, Hamble or Meon . Pupils can earn house points by following the behaviour expectations, demonstrating good conduct around school, outside of the classroom environment. Sports competitions are also held where pupils can earn points through representing their team.

Each half term the winning house will be able to wear their house colours on the first day back to school. Overall winners of the House Points competition will receive an annual reward at the end of the Summer Term. The competition will then start again for the Autumn Term.

Lunchtime Rewards

It is important that the expectations in the Behaviour Policy are reinforced at lunchtime. There are a number of specific lunchtime clubs, organised sports and other activities available to the children which help to promote positive behaviour. Additionally, there are increasing opportunities for pupils to organise and run their own lunch time clubs.

The expectation for positive lunch time behaviour is also reinforced through rewards such as:-

- specific verbal praise;
- House points

Sanctions and Consequences

In all disciplinary actions, it is essential for members of staff and the pupil to understand that it is the behaviour that is unacceptable, and not the child as a person. All behaviour is communication and staff need to look at the underlying needs that are not being met and seek advice where necessary to address unmet needs.

Regular discussions between staff will support a consistent approach to behaviour management and ensure that children's needs are placed at the centre of decisions. The interventions and consequences described below are in place to reinforce the expectation that the behaviours of everyone in the school community positively promote learning.

STAGE CHARACTERISTICS INTERVENTIONS and CONSEQUENCES

<p>Low level disruption / inappropriate behaviour</p> <p>Calling out / attention seeking</p> <p>Interrupting others</p> <p>Ignoring instructions</p> <p>Incomplete learning tasks</p> <p>Being off task / playfulness</p>	<p>Area to work on highlighted through Dojo</p> <p>Highlight positive behaviours</p> <p>Reinforce expectations through praise</p> <p>Pre-empt situations</p> <p>Quiet conversations / reminders</p> <p>Provide tactile resources to help focus with prior agreement</p>
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<p>Medium level disruption / inappropriate behaviour</p> <p>Persistent disruptive behaviour</p> <p>Deliberately creating a disturbance</p> <p>Increasing incidents of ignoring instructions</p> <p>Offensive language</p> <p>General / persistent lack of effort in learning</p> <p>Taking possessions belonging to others</p>	<p>Apply positive strategies as above</p> <p>Loss of break times to complete missed work – supervised by class teacher</p> <p>Implement target card</p> <p>Discussion with parents</p> <p>Expectations with timescales / timers</p> <p>Record of incident is made (CPOMS) *CPOMS is an electronic system for recording safeguarding and is used by the school for this purpose</p>
<p>High level disruption / incident</p> <p>Serious challenge to authority</p> <p>Intentional physical harm of others</p> <p>Repeated & sustained ignoring instructions</p> <p>Leaving classrooms without permission</p> <p>Malicious allegations against others</p> <p>Deliberate damage to property</p>	<p>Apply positive strategies as above</p> <p>Loss of free time / lunchtime sanction</p> <p>Individual behaviour plan in place</p> <p>Target card overseen by senior leader</p> <p>Regular review meetings with parents</p> <p>Involvement with outside agencies</p> <p>Advice applied from outside agencies</p> <p>Record of incident is made (CPOMS)</p>
<p>Persistent disruptive behaviour / serious incidents</p> <p>Bullying behaviour – physical and emotional</p> <p>Prolonged lack of effort in learning</p> <p>Repeated serious challenge to authority</p> <p>Serious intentional physical harm of others</p> <p>Leaving school boundary without permission</p> <p>Bringing banned substances/items to school</p>	<p>IBMP set up Internal exclusion / isolation</p> <p>Fixed term exclusion</p> <p>Permanent exclusion</p> <p>Record of incident is made (CPOMS)</p>

NB. The list of interventions and consequences is not exhaustive and do not directly correlate to the characteristics opposite. Additionally, the table above will not necessarily be applied as a purely linear progression, and all incidences will be dealt with at the appropriate stage. In all circumstances, our knowledge of the individual children and the context in which incidents and behaviours are exhibited will be factors brought under the consideration of staff.

Lunchtime Sanctions

When children do not meet the school expectations at lunchtime they will take time off the playground to reflect on their behaviour. Children will be supported to identify poor choices and alternatives that were available. They will remain off the playground for a maximum time of 30 minutes. Where children are brought off the playground three times during a fortnight parents will be contacted and a warning issued that any future inappropriate behaviour may result in exclusion from lunchtime provision with children being required to have their lunch at home. Three further lunchtime incidents during a half term period will result in lunchtime exclusion. All lunchtime incidents requiring children to be removed from the playground will be recorded on CPOMS.

Using Target Cards

If a child is having difficulties, the teacher will try to focus on the good things that the child is achieving and target the most undesirable aspects of the child's behaviour to modify. This is done by setting achievable targets related to the behaviour and rewarding the child when they have succeeded in attaining the target. Targets will be small and achievable so that the child experiences success early on in the process. Target cards will be used for a time limited period. The time limited period will be agreed with the SENCO and designated member of SLT,

Where the course of action fails to solve the problem the school may involve outside agencies [e.g. Education Psychology, Education Welfare, Health Education, Education other than at school (EOTAS), Child and Family Therapy, Primary Behaviour Support (PBS) again, only after consultation with the parents.

Exclusions

The school will apply fixed term and permanent exclusions as a last resort and only after a range of interventions and support strategies have been applied. The school conforms to the Local Authority and DfE Exclusion Guidance.

Fixed-term exclusions are deemed to be serious by the school. Parents will be informed immediately through a telephone call home to parents and a formal letter which provides all parties' rights, responsibilities and details of the exclusion. If a pupil is excluded for a period of 5 days or less, the school will provide academic work for the pupil to complete at home and return to school. It is the parent's responsibility to ensure that the pupil completes this work. In the case of the exclusion going beyond day 5, alternative education provisions will be made by the school.

Following a fixed-term exclusion, a reintegration meeting will be held with the pupil and relevant staff to which parents are expected to attend. During this meeting, the incidents that lead to the exclusion will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again. If parents do not attend the reintegration meeting, alternative measures will be taken to assist their full participation.

Permanent exclusion is extremely rare and is never used for a vulnerable pupil (e.g. for those who are 'Looked After' by the Local Authority or who have high SEN/D needs). In the event of a permanent exclusion the Local Authority will contact parents. Wherever possible the school works with other education provisions to facilitate referrals to alternative provision which may make permanent exclusion unnecessary.

Behaviour Outside of School

Off-Site Visits

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

Travel to and from school

The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will promote a positive reputation for the school.

In the Community

The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school and the child is identifiable as a member of the school. Responses and sanctions will be in line with this policy and will involve the pupil's parents or carers. The school will decide whether it is appropriate to make a referral to external agencies as a result of behaviour outside of the school where this is anti-social or criminal behaviour it will be reported to the Police.

Other Aspects of Behaviour and Discipline

Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. The school aims to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of pupils' social, emotional and behavioural skills.

Further information and advice is detailed in the school's anti-bullying and e-safety policies; copies of which can be obtained from the school office or on the school's website.

Pupils with Special Education Needs and Disabilities

Pupils with Special Education Needs (SEN) and disabilities will have these taken into consideration when administering sanctions and rewards. The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENCO and will have a Pupil Profile and Behaviour Plan in place. Other agencies may become involved to assess the needs of the pupil.

The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified the school aims to ensure the pupil receives appropriate support.

Further information is available in the school's SEND Policy

Managing Pupil Transition

We carefully manage the transition of pupils as they progress from one year group to the next and, to a greater extent, from Key Stage to Key Stage. Pupils have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff. We are especially careful in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally.

We have good communicative relationships with local secondary schools and pupils are encouraged to attend taster days and visit prospective new schools. Relevant staff will also visit schools and liaise with the Heads of Year 7 in order to ensure smooth transition for pupils. Not only are pupils prepared for the academic transition of moving to secondary school, but also the social side.

Involvement with Outside Agencies

The school will undertake reviews of the needs of pupils and involve external agencies, such as the Primary Behaviour Service, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

Physical Contact With Pupils

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:-

- holding the hand of the pupil;
- when comforting a distressed pupil;
- when a pupil is being congratulated or praised;
- to demonstrate how to use equipment;
- to demonstrate techniques;
- to give first aid.

Use of Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort. The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at the time. The degree of force used will be the minimum needed and proportional to the situation. All incidents involving the use of force will be recorded on CPOMS as soon as possible after the incident. Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it's inappropriate to do so.

Screening, Searching and Confiscation

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation advice for headteachers, school staff and governing bodies' (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child's permission to look for any items that are illegal or banned from the school. It is only the headteacher, or a staff member who has been authorised by the headteacher, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items.

Section 93 of the Education Act 2011 states that members of staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

Allegations Against Staff

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Appropriate pastoral care will be provided to any member of staff who is subject to a formal allegation (Further details can be found in the Manual of Personnel Practice). All allegations will be reported to the Local Authority Designated Officer (LADO).

Communicating the Policy to Parents/Carers, Staff, Volunteers and Pupils

For the Behaviour Policy to be successfully implemented it is essential that its contents are communicated effectively to all members of the school community. The school believes that parental support and acknowledgment of how behaviour is managed within the school will enhance the effective partnership between home and school. The school works with parent/carers and pupils so that effective learning communities can be established. The school will report behaviour, appropriate and inappropriate, to parent/carers regularly. Parents are encouraged to communicate with the school if they have a concern about their child's behaviour or well-being, initially with their class teacher.

The following will be applied:-

- school expectations will be reviewed at the beginning of each academic year in conjunction with all staff and pupils;
- school expectations will be placed in prominent places;
- the policy will be reviewed annually to ensure that all staff and pupils are fully aware of its contents and are implementing it consistently;
- for clarification on any of any points in the Behaviour Policy, parent/carers, volunteers and pupils are asked to discuss this with a member of staff.

Race Equality and Equal Opportunities

Our school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. We are committed to tackling discrimination of any kind. Derogatory or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/carers will always be informed if their child has been involved in a racist incident.

Monitoring and Evaluating

The school will regularly monitor the behaviour system to ensure expectations, rewards and sanctions are appropriate and effective, and in-line with the school's policies. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development.

Information and feedback regarding the effectiveness of this policy across the school is sourced from informal discussions and reports from members of the school community; from the analysis of formal data contained within CPOMS reports, from classroom and playground observations; questionnaires from parent/carers, staff and pupils; School Council agendas; number and nature of individual behaviour plans in place; behaviour walks; impact of interventions, groups and clubs; conversations with pupils; conversations with parents; conversations with staff; and through specific monitoring by staff and governors.

Complaints

The school has a standard complaints procedure. Parents are encouraged to take any complaint or concern to a staff member in line with the policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos. For details of the full complaints procedure see the Complaints Policy. For information on complaints relating to exclusions, see the Exclusions Policy. Both of these policies are available from the school office and also on the school website.

Relationship With Other School Policies

This policy should be read in conjunction with the school's Absence and Attendance, Anti-Bullying, Complaints, Safeguarding Children Equal Opportunities, E-safety, Exclusions, Inclusions, Medication, Teaching and Learning, SEND and Race Equality policies.