

**BANSTEAD
COMMUNITY JUNIOR
SCHOOL**



**BEHAVIOUR POLICY
2024**

Teaching & Learning Committee
Prepared by: Nadika Sheargold
Created/Reviewed: Nadika Sheargold
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BANSTEAD COMMUNITY JUNIOR SCHOOL

BEHAVIOUR POLICY

1. Aims of the Policy

- To have a consistent approach to behaviour throughout the school that links with our school motto, **'We are ready, respectful and safe'**.
- To work in partnership with pupils and parents.
- To make the boundaries of acceptable behaviour clear and to ensure the safety of all who work in or visit the school.
- To reward positive behaviour.

2. Children's Responsibilities

- To work to the best of their ability, and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment.
- To be a co-operative and caring member of the school community.

3. Staff Responsibilities

- To treat all children fairly and with respect.
- To raise children's self-esteem and to help them develop their full potential.
- To provide a challenging and interesting curriculum.
- To create an environment which is safe and stimulating for all.
- To use rules and sanctions clearly and consistently.
- To be a good role model for children.

4. Parents/Carer Responsibilities

- To make their children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that the child does at school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.

5. What we do to encourage good behaviour

- We make clear our expectations of good behaviour through our motto, **'We are ready, respectful and safe.'**
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set high standards of behaviour through our example.

- We praise good behaviour, both privately and publicly.

6. What we do if your child shows behaviours of concern

- We follow the stages of behaviour document (see appendix 3)
- We encourage children to take responsibility for their own behaviour through teaching and learning
- Where possible, we encourage children to resolve minor disagreements themselves
- Detentions may be issued

6b. One-off events

Some individual actions (non-negotiable behaviours) could lead directly to a detention or Senior Management involvement (see stages of behaviour document, appendix 3)

No warnings need to be given for this consequence. Depending on the severity of the behaviours shown, the consequence may be an internal or fixed term suspension. This decision will be made by the Headteacher or the Deputy in the headteacher's absence.

7. If behaviours of concern are repeated or persistent

Where there is repeated or persistent behaviours of concern, the following will apply in the order shown.

- Redirection of the behaviour of concern – positive reinforcement of children making positive choices and visual cue of what the adult expects of the child
- A reminder of the expectations – 'We are ready, respectful and safe.'
- The adult will give a warning that outlines consequences if the expected behaviour continues. Intervention scripts made be used during this stage (see appendix 3) – parents/carers may need to be informed
- Senior management involvement if behaviour escalates and removal from the current learning environment – parent/carers will be informed
- Senior management involvement and automatic loss of some privilege – parent/carers will be informed

8. When the above strategies do not lead to improvement, or for incidents that are considered extremely serious

When the school has been unable to resolve the problem despite all reasonable attempts to do so, or an extremely serious incident takes place, one or more of the following strategies will be implemented. Which approach is used will depend upon the circumstances involved.

- The Headteacher will, in consultation with the parents, implement a programme of behaviour modification strategies. This might involve a referral to STIPS for assessment and advice.
- The child may be withdrawn from lessons for a fixed period. This would be an internal suspension. The child would work in isolation from the class (this may be during class time or break/lunch time). This is not a formal suspension and carries no rights of appeal in law.
- The child may be excluded from part, or all of the school day for a fixed period. This is a formal suspension from school. Parents have the right to appeal against such suspensions.
- The child might be permanently excluded from this school. This is in effect an expulsion. Parents have the right to appeal against such exclusions.

Any fixed term suspension or permanent exclusion will be carried out in strict accordance with the county guidance.

Reference section 8 in the Suspension and Permanent Exclusion Policy concerning reintegration following a suspension.

8.1

Pupil behaviours of concern outside of school

In line with the DFE guidance, *Behaviour in Schools (February 2024)*, the school has the right to sanction a pupil for behaviours of concerns outside of school in the following circumstances:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

DFE document -Behaviour in schools link:

chrome-extension://efaidnbnmnnibpcajpcglclefindmkaj/https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

The decision to sanction will be lawful if made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

9. Positive Approaches

The school wishes to promote positive behaviour rather than impose sanctions. In order to achieve this, the following procedures will be used.

9.1 Strategies for positive encouragement

- Recognition boards (see appendix 4)
- Values (see appendix 4)
- Lunchtime awards
 - Showing others their good work or achievements in class or assembly.
 - Praising good behaviour.
 - Positive feedback to parents and pupils (verbal and written).
 - The award of team points/stickers.
 - Class reward systems.
 - Receiving a merit or wow slip.
 - The awards given to pupils at the end of Year 6.
 - A Headteacher's Award is awarded at the discretion of a teacher for outstanding behaviour or work termly.

9.2 Team Points

Upon arrival at the school, all children are placed in a team. There are four teams identified by the colours red, blue, green and yellow. Teachers award team points for good behaviour and good work. The team points are collected weekly and awarded to the most successful team each week in assembly. Every term, the winning team is rewarded with a Mufti Day.

9.3 Merits and Lunchtime Awards

Our teaching staff nominate children who have worked hard or behaved during the week. Lunchtime staff award certificates to children who are displaying positive behaviours during lunchtime. These names and the reasons for entry are read out in assembly. The pupils are awarded a certificate, and pupils' success is congratulated.

9.4 Annual Presentations

There are cups awarded to children from Year 6 at the end of the school year. They are presented in a special assembly called the 'Leavers' Assembly'. The cups are as follows:

- The Governors' Award – For the child in Year 6 that has made the most of their time at the school and have represented all that the school wishes to see in its pupils. This may be jointly awarded to more than one pupil. This award highlights good behaviour.

- The Anna's Cups - These are awarded to a boy and girl from Year 6 for sporting achievement.
- Academic Achievement Awards – These are presented to **two** children from Year 6 for academic progress, which the teaching staff consider to be outstanding. This award will not necessarily go to the most able children.
- Martin Long Shield – For the child who has shown exceptional sporting achievement.
- Friendship Award - These are presented to three children (one from each class) for being a good friend.
- Outstanding Effort - These are presented to three children (one from each class) for the effort they have made during the whole time at the school.
- School Captains - awarded to the school captains. These are voted in at the beginning of Year 6 by the whole school; after all potential candidates give a speech in assembly. They go onto doing various jobs throughout the year.
- **History Award -one pupil from Year 6 will be awarded this, for being a good historian over the 4 years they have been at the school and who is a member of the History Club.**
- **Playground awards - these go to two pupils who have helped in the playground during break and lunchtimes with tidying, looking after anyone who may not have a friend to play with.**

10. A classification of behaviours of concern (*not exclusive*)

Examples include:

10.1 Minor Behaviours of concern

- Wandering about in class.
- Calling out.
- Interrupting the teacher.
- Interrupting other pupils.
- Ignoring minor instructions.
- Talking with other pupils at the wrong time.
- Making silly noises.
- Pushing into lines.
- Running in school.

10.2 Less Serious Behaviours of concern

- Having chewing gum in school.
- Not applying themselves to their work.
- Being deliberately disruptive.
- Accidental damage through carelessness.
- Wasting time deliberately – their own or that of others.
- Cheek, off-hand comments.
- Minor challenge to authority.
- **Purposefully** aggravating other children.
- **Play fighting.**

10.3 More Serious Behaviours of concern

- Deliberately throwing things in a dangerous way.
- Damaging property.
- Graffiti and vandalism.
- Leaving class or school without permission.
- Repeated refusal to do set tasks.
- Continued or more serious cheek/rudeness.
- Continued challenge to authority.
- Occasional swearing.
- Threats of violence

10.4 Very Serious Behaviours of concern

- Repeatedly leaving the school or class without permission.
- Racism.
- Bullying (refer to our anti-bullying policy)
- Fighting and causing harm to others intentionally.
- Serious challenge to authority.
- Verbal abuse of any staff/adult.
- Stealing.
- Refusal to do anything.
- Bringing any item that is capable of inflicting harm into school.
- Serious false and malicious allegations against staff

10.5 Extremely Serious Behaviours of concern

- Extreme danger or violence.
- Total challenge to authority.
- Extreme verbal/physical abuse of any staff/adult or child.
- Leaving the school premises without consent
- Bringing knives or weapons of any kind into school.
- Bringing in drugs and/or vapes.

It is likely that for minor and less serious incidents, only the adult responsible for the child at the time will be involved. Persistent minor or less serious behaviours of concerns will be discussed with parents/carers and logged on the CPOMS system. For more serious incidents, it is likely that the Deputy Headteacher will be involved and the Headteacher informed of the situation. For very or extremely serious incidents, the Headteacher will be immediately involved; in more serious to extremely serious incidents parents/carers will be informed.

11. Keeping records and monitoring

For minor incidents of behaviours of concern, no records should be necessary unless happening regularly. For incidents relating to point 10.3 – 10.5 within the policy and stage 5 and 6 of the stages of behaviour (see appendix 3) staff will keep a record of the incidents using CPOMS. This system logs behaviour and will be monitored regularly in order to respond to behaviours of concern effectively. All staff involved with the child should be informed. These records should include a

description of the incident, who was involved, when and where it took place and the adult's action as a result of the incident. It is advisable to keep a record of any meetings/phone calls with parents in relation to dealing with behaviour problems. A verbal behaviour report is given to the Teaching and Learning Committee Governors termly.

Monitoring

The monitoring and management of behaviour is the responsibility of all staff. However, the monitoring and assessment of students whose behaviour is continually disruptive is undertaken by the Behaviour Lead and Senior Management. This data can help spot trends and patterns of behaviour more easily which in turn can help to enable quick action and identify any additional need for support.

12. The School Council

The school council is intended to give the children a voice in the school communication procedures. Each term, a child from each class is elected by their peers as class captain. At the start of the school year, a vice captain is also appointed. Each term thereafter, the vice-captain then becomes the class captain and a new vice-captain is appointed. They wear a school council badge for their term of office. The captains meet with the staff member in charge of the school council for an open discussion regarding different ideas/issues.

13. Lunchtime Supervisors

Minor incidents occurring during the lunchtime period will be dealt with by the Lunchtime Supervisors, who will inform the class teacher. Any more serious incidents are reported to the Senior Lunchtime Supervisor who will deal with the incident and involve SMT where necessary.

14. Spiritual, Moral, Social and Cultural Development

Where possible, lessons, either through specific planning or ad-hoc opportunities, will promote the spiritual, moral, social and cultural development of pupils and their understanding of the role of society and their place within it. Through this approach, the school and specific subject teaching, aims to prepare pupils for the opportunities, responsibilities and experiences of later life.

15. British Values

The School will ensure in policy and practice that it adheres to the fundamental British Values. The fundamental British Values include valuing democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils will be taught to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Highlighted text in this policy shows what has changed since the last review.

APPENDIX 1

Communication/Alternate strategies

Reminder Slip

Reminder slips may be sent home as means of communication with the class teacher, this is used to encourage pupils to come to school with the correct equipment, give homework in by the due date, hand in reading records etc. If multiple reminder slips are sent home, the class teacher may contact you to discuss the matter further.

Detention

Detentions are used if a child displays persistent low level behaviours of concern or non-negotiable behaviours (see appendix 3) or more serious behaviours of concern to extreme behaviours of concern (see point 10.3, 10.4 and 10.5). List is not exhaustive. Detentions aim to be 20 minutes but this is ultimately up to the discretion of the staff member facilitating the detention. If a child displays a non-negotiable behaviour they will automatically lose a portion of their playtime/lunchtime (if applicable) or receive a relevant sanction which may include detention. A member of Senior Management would be involved at this point. Parents/carers will be informed by the class teacher or a member of SMT. No warnings need to be given for this consequence. Depending on the severity of the behaviours shown, the consequence may be an internal exclusion or fixed term exclusion. This decision will be made by the Headteacher or the Deputy in their absence and is only used as a last resort. If a child is repeatedly showing unexpected behaviours that do not align with our policy within a half term this will result in further action being taken to address the behaviours.

Alternate behaviour strategies (not exhaustive or progressive)

Behaviour strategies beyond detention may include:

- Behaviour support plan/report card
- Contact book
- Individual class contract
- Personalised timetable
- Individual reward charts
- Supervised or managed break/lunchtimes
- Lunch club
- Additional contact with parent/carers
- Individualised timetable

APPENDIX 2

Positive Touch and Physical Intervention

There may be times when a pupil's behaviour requires staff to use physical intervention to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged.

The School will be guided by the following principles in these circumstances, in line with the advice from the Surrey Accredited Training Centre:

- Advice remains firmly focused on restraint reduction. The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk.
- When deciding to use restrictive interventions, any such restriction must be a last resort, reasonable, and proportionate action.
- Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing.
- Schools should continue to explore non-restrictive alternatives that maximise safety and minimise harm at the point of risk behaviour.
- At the heart of all decisions is our desire to maintain the Care, Welfare, Safety and Security of everyone, staff as well as pupils.

APPENDIX 3

Stages of behaviour and intervention scripts

Stage 1 - Redirection -Positive reinforcement of other children around them "X thank you for showing that you are ready to learn." A visual cue to the child that you want them to make a good choice .

Stage 2 - Reminder -A reminder of the expectations 'ready, respectful, safe' delivered privately wherever possible. The adult makes the learner aware of their behaviour. The learner has a choice to do the right thing. They are praised and acknowledged if they do so.

Stage 3 – Warning- If the behaviour persists: A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices .Intervention scripts at this stage are encouraged (***see intervention script sheet***). They are praised and acknowledged if they make positive choices.

Stage 4 – Consequence- If the behaviour still persists: The learner is asked to speak to the teacher away from the others. Boundaries are reset – child is informed they will miss part of their playtime or lunchtime (dependent on the time of the day) or given another consequence that is deemed appropriate by the adult. The learner is asked to reflect on the next step. Again, they are reminded of their previous conduct/attitude/learning. The learner is given final opportunity to engage with the learning/follow instructions. At this point if necessary to diffuse situation the learner can go to the calm corner to reflect on their behaviour. (3- 5mins in general should be enough). Children who miss part of their play time/lunchtime will engage in a reflective conversation regarding their behaviour.

Stage 5- SMT involvement (**must be recorded on CPOMS**) – The learner is sent or collected by a member of SMT (red card/ walkie talkie can be used to request additional support) if the behaviour escalates (active defiance/direct disobedience). If a child has been out of class/not completed learning based on our shared minimum expectations, they are expected to complete their work with the senior leader. This will also be used as a reflection time where the adult will lead an restorative conversation.

Stage 6 – Non-negotiable behaviours (**must be recorded on CPOMS**) - If a child displays a non-negotiable behaviour they will automatically lose a portion of their lunchtime with SMT or go to a member of SMT if lunchtime has happened. Parents/carers will be informed. No warnings need to be given for this consequence. Depending on the severity of the behaviours shown, the consequence may be an internal exclusion or fixed term exclusion. This decision will be made by the Headteacher or the Deputy in their absence.

NNB include:

- Bullying – in line with our anti-bullying policy -(including cyber-bullying)/Sexist / racist / homophobic behaviour (discriminatory behaviour)
- Inappropriate touch
- Leaving the class repeatedly without permission
- Intentional physical harm to others
- Serious challenge to authority
- Verbal abuse of any staff
- Stealing
- Bringing in an item that is capable of harm
- Serious false allegations against staff
- Extreme danger or violence
- Leaving the school premises without consent
- Bringing weapons of any kind

List is not exhaustive and ultimately at the discretion of the Head

Depending on the incident parent/carers may need to be called in for a meeting with the class teacher and SMT.

If a child is repeatedly showing behaviours of concern, SMT will support staff in identifying any patterns in the child's behaviour, and will offer support for the child, staff members involved and family.

We acknowledge that our behaviour systems will not work for all pupils and note that some children may need different strategies, rewards and sanctions and these will be discussed with the class teacher, SENDCO and SMT, so that all pupils have a system to follow which is motivational, realistic and achievable.

Examples of intervention scripts

Use these privately where possible, calm approach, use the child's name, child level, eye contact, deliver the message and then move away to give the child time to reflect.

Reminder:

I noticed you chose to.... (noticed behaviour).

This is a reminder that we need to be (ready, respectful, safe)

You now have the chance to make a better choice.

Thank you for listening

Warning:

I noticed you chose to... (noticed behaviour)

This is the _____time I have spoken to you.

If you choose to break the rules again you will move to

_____ this will also mean you will miss some of your playtime.

(Learner's name), do you remember when _____ (model of previous good behaviour)? That is the behaviour I expect from you.

Think carefully, I know that you can make good choices. Thank you for listening.

Consequence/ calming time:

I noticed you are still choosing to (noticed behaviour)

You need to go to sit at the table/calm corner _____

I will come and speak to you in three minutes.

I am going to give you time to reflect...

If need-be request support from a member of SMT.

Alternate restorative approach – example script

1. “What happened?” Listen carefully and dispassionately. Give your account from your perspective without judgement. Go slowly.
2. “What were you thinking at the time?” This helps the child to reconsider their actions. Do not accept a shrug of the shoulders; give them time to fully reflect.
3. “Who has been affected?”
4. “How have they been affected?” It is important that the child considers others and the impact of their behaviour.
5. “What do you think about what happened now?”
6. “What should we do to put things right?” This may not always be an apology as a forced apology is worthless.
7. “How can we do things differently in the future?”

APPENDIX 4

Recognition Boards

We are ready, respectful and safe.

Each classroom has a Recognition Board. The adult will write on the board the behaviour they are focusing on which links to our school motto. When the adult sees children demonstrating the behaviour well, they will move their name on the board in recognition of that behaviour. The recognition board is another positive behaviour tool used at BCJS. At the end of the lesson/session/day (depending on context) the aim is for everyone to have their name on the board. Recognition Boards are reset daily or weekly.

BCJS values

Aim: Our values-based approach towards behaviour and attitudes creates an ethos and culture that extends beyond the classroom to the corridors, the dining hall, the playground, and the wider community.

At BCJS we value:

- Respect
- Resilience
- Adventure
- Kindness
- Confidence
- Fairness
- Loyalty
- Courage
- Responsibility
- Honesty
- Creativity

Each month has a specific value focus, which is embedded through bi-weekly class assemblies.

The values underpin all the teaching and learning aspects of school life. Educators use these values to refer to across subjects and make links to the recognition board.

APPENDIX 5

Support for staff

- Regular check-ins with other members of staff
- Year group/peer support
- Parent meetings
- Shared practice in year group meetings
- Opportunities for CPD and additional staff training
- Employee Assistance Programme
- Referral to Surrey Teachers for Inclusive Practice