



Jessop Stockwell Federation

Behaviour Policy

Principle

At the Jessop Stockwell Federation, we believe that there needs to be consistency across the schools in the way behaviour of children is managed and that provision is put in place to promote a positive learning environment. Within our federation we believe that positive behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour and our practice is guided by the following principles:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times, as set out in the working together guidelines.
- Visitors, including parents and carers, are encouraged to be role models of behaviour.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Parents, Pupils and Community Committee every year.

Aims:

- To ensure that the schools in the Jessop Stockwell Federation provide a safe and secure environment with clear school rules.
- To set high expectations of children's behaviour and conduct and apply these expectations consistently and fairly, encouraging high standards of work and behaviour.
- To create a culture that enables children to develop a positive attitude to their learning and supports them to build resilience to setbacks and to take pride in their achievements.

- To ensure that all children can become successful learners by developing self-respect, self-control, respect for others and accountability for their own behaviour and encouraging a shared understanding of values.
- To identify and challenge inappropriate behaviour and provide alternative strategies to manage this.
- To ensure relationships among staff and children reflect a positive and respectful culture. Staff and children create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If incidents occur, they are dealt with immediately and effectively.
- To develop a partnership between school and home to encourage high standards of behaviour.

Rights and Responsibilities

The federation recognises that the responsibility of the management of behaviour is shared between the following:

- Senior leadership team
- Class teacher
- Support staff
- Children
- Parents/carers

Responsibilities of staff

- To create a safe and stimulating environment in which children can learn.
- To provide a curriculum that is ambitious and designed to give all children, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
- To ensure quality first teaching (inclusive, fun and inspiring) is supported by a curriculum that enables children to develop and discover their interests and talents.
- To take a positive and consistent approach when dealing with behaviour management.
- To actively notice good behaviour.
- To ensure that all children, including new arrivals, children with Special Education Needs and Disabilities (SEND) and children with English as an additional language (EAL) understand the federation's behaviour systems.
- To record and monitor behaviour incidents.
- To develop good relationships with parents and carers, in order to enable a good line of communication.

Responsibilities of children

- To listen and follow instructions from all members of staff.
- To respect the feelings of others and learn to sort out difficulties without using physical or emotional violence.
- To strive to learn to the best of their ability and allow others to learn.
- To display a positive attitude to their learning and build resilience to setbacks and take pride in their achievements.

- To seek help from staff, peer mediators and prefects in order to resolve a conflict using a restorative practice approach and the zones of regulation.
- To follow our 5 school rules.
- To respect other children's and the school's property.

Responsibilities of the parents/carers

- To treat all members of the school community with respect and politeness.
- To behave as appropriate role models in school at all times.
- To inform the appropriate member of staff, at an appropriate time, if they have any concerns.
- To support the school in their child's behaviour management.
- To ensure that their children come prepared for learning.
- To ensure that their children are punctual.
- To respond promptly to correspondence received from school.

We also recognise the rights of each of the stakeholders:

Rights of the children

- To have the right to learn.
- To be treated fairly regardless of race, language, gender, SEND, religion, culture or ability.
- To be treated with respect and consideration.
- To be listened to by adults and children in school.
- To be provided with a safe and secure environment to learn.
- To be taught an understanding of the behavioural systems and the reasons for these.
- To express their views, feelings and wishes appropriately and to have them listened to and considered.

Rights of the staff

- To be treated with respect.
- To receive support from line managers and other members of staff.
- To work in a safe and secure environment.
- To receive support from parents/carers.

Rights of parents/carers

- To be sure that their child is treated fairly and with respect.
- To be sure that their child is in a safe and secure environment.
- To be informed about expectations of behavioural systems.
- To have communication with school with regards to the behaviour of their child.

Rules

There are mutually agreed rules for all members of our school community.

Whole School Rules:

- Be respectful
- Be responsible
- Be kind
- Be hardworking
- Be a good listener

Expectations

We encourage appropriate behaviour by:

- Ensuring that adults are positive role models.
- Setting boundaries and rules through a shared understanding.
- Sharing clear expectations and setting and maintaining clear boundaries.
- Celebrating the School Values.
- Celebrating outstanding behaviour and learning.
- Encouraging children to discuss their concerns, either individually or with staff.
- Ensuring fair treatment regardless of race, language, gender, SEND, religion, culture or ability.
- Using appropriate sanctions where necessary.
- Informing parents and carers about their children's progress in regards to their behaviour.

Values

At the Jessop Stockwell Federation, we share values that are agreed and promoted by the whole school community linked to the British Values. Some of these are:

- Respect
- Fairness
- Peace
- Unity
- Caring
- Friendship
- Freedom
- Commitment

We promote the value of the month through assemblies, PSHE lessons and displays throughout the school. Some class assemblies will focus on the value of the month, which ensures children's perspective.

Positive behaviour management

We ensure that children understand the expectations of the school rules and continually reinforce them through both our teaching and management of behaviour. The federation uses positive behaviour management to reinforce the rules through 'Going for Gold' and other

strategies outlined below. Pupils are rewarded for outstanding behaviour, effort in learning, general decorum and politeness. These rules and strategies apply to all children equally, under the Equalities Act 2010.

Restorative Practice

All members of staff are trained in using Restorative Practice approaches when dealing with conflicts in school. The 5 step process ensures that the children have the opportunity to discuss what happened, consider the feelings of others involved and discuss how to move forward.

The 5 step process:

1. What happened?
2. What were you thinking? How were you feeling?
3. Who has been affected? How?
4. What do you need to feel better?
5. What needs to happen to move forward? How do we put things right?

Rewards

School rewards:

- Celebration/Achievement – class teachers identify children for good/outstanding behaviour and work.
- Methods for individual children requiring extra support to improve their behaviour, for example personal sticker charts.

Whole school strategies to support staff and children:

- Consistency of approach and organisation throughout the school.
- Use of PSHE focus, story groups and school values.
- Use of 'Circle Time' within the classroom.
- Parental involvement in their child's learning.

Stages of behaviour, sanctions and steps (amendments in line with COVID -19 guidance)

	Behaviour	Appropriate sanctions	Steps
Stage 1	<p><u>Low level behaviour</u></p> <ul style="list-style-type: none"> • Calling out. • Interrupting other pupils. • Ignoring minor instructions. • Silly noises/minor annoyances. • Sulking. • Constant talking during silent work. 	<ul style="list-style-type: none"> • Eye contact. • Reminders. • Reiterate 5 school rules. • Statement of inappropriate behaviour and consequences for repeating it. • Name written on board. • Tactically ignore. 	<ul style="list-style-type: none"> • Not recorded. • No other staff members involved. • Class teacher will deal with incident. • After 3 repetitions within the same day then move to stage 2.

Stage 2	<p><u>Less serious behaviour</u></p> <ul style="list-style-type: none"> • Repeated stage 1 behaviour. • Eating sweets in school. • Refusal to work/unacceptable quality of work. • Deliberate disruption. • Accidental damage through carelessness. • Repeatedly annoying other children. • Wearing non-school uniform. • Wearing jewellery. 	<ul style="list-style-type: none"> • Reflection time within the classroom. • Writing a letter of apology. • 5 - 10 minutes cool down period within the classroom • Repair/clean-up of damage. • Sweets or foodstuffs will be confiscated and disposed of. • Jewellery, toys, cards etc. will be confiscated and returned to parent/carer at the end of the day. • Completion of work within the classroom. 	<ul style="list-style-type: none"> • Adult to report playground incident to SLT. • Behaviour chart – according to the child's needs. • After 3 repetitions within the same day then move to stage 3.
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<p style="text-align: center;">Stage 3</p>	<p><u>More serious behaviour</u></p> <ul style="list-style-type: none"> • Repeated Stage 2 Behaviour. • Challenge to authority. • Wandering about classroom. • Running in the school building. • Incidents within the classroom. • Pushing in the line. • Being in the building unauthorised. • Bringing in inappropriate toys, trading cards etc. • Deliberately throwing small objects with intention of harming or breaking them. • Damage to school/pupil property. • Repeated refusal to complete set tasks. • Deliberate rudeness to adults. • Harmful/offensive name calling/directed swearing at another child or adult. 	<ul style="list-style-type: none"> • Informal contact with parents by class teacher. • Writing a letter of apology. • Completion of work within the classroom. • Confiscation of mobile phone or other electronic devices. • Reflection time (10 mins KS1 and 15 mins KS2) in the same year group bubble. • Possible early collection. 	<ul style="list-style-type: none"> • Incidents recorded on Incident Report Form and filed in behaviour file. • Reported to SLT. • Item that has been confiscated to be kept locked in the office and returned to the parent only, unless we have stated it will be disposed of. • The severity of each incident will determine the next step.
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<p style="text-align: center;">Stage 4</p>	<p><u>Very serious behaviour</u></p> <ul style="list-style-type: none"> • Repeated Stage 3 Behaviour. • Deliberate spitting on another person. • Harming someone. • Fighting. • Deliberate leaving the classroom without permission. • Throwing dangerous objects. • Serious challenge to authority. • Bringing the school into disrepute e.g. on public transport, road. • Vandalism/graffiti. • Stealing. • Truancy. • Malicious or inappropriate use of new technologies. • Bullying. • Homophobic language used towards other children or adults. • Racist incidents. 	<ul style="list-style-type: none"> • Possible recompense for damaged/stolen property from parent. • A behaviour report card monitored by appropriate senior member of staff on site and copy sent home at end of week to parent / carer. • Possible early collection. • Possible decision for off-site education (home learning, using virtual school facilities). • Possible decision for fixed period exclusion. 	<ul style="list-style-type: none"> • Daily communication between SLT and parent/carer. • Incidents recorded on Incident Report Form and filed in behaviour file. • Requires immediate involvement of Head of School/Assistant Head and may involve positive handling techniques. • If persistent, liaison with school SENCo and Family Link Worker to identify whether behaviour being displayed reflects an underlying emotional, social or mental need for which a child needs additional support. • CAF may be completed to access additional services e.g. CAMHS. • Persistent stage 4 behaviour will determine the involvement of the Head of School and the Inclusion Team.
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<p style="text-align: center;">Stage 5</p>	<p><u>Extremely serious behaviour</u></p> <ul style="list-style-type: none"> • Repeated Stage 4 Behaviour. • Extreme danger or violence. • Very serious challenge to authority. • Verbal or physical abuse to anyone. • Running out of school. • Possession of a weapon considered to be dangerous by an adult. • Possession of illegal drugs. • Bullying. • Homophobic language used towards other children or adults. • Racist incidents. • Deliberate spitting on another person. 	<ul style="list-style-type: none"> • Possible early collection. • Immediate exclusion: fixed period or permanent. 	<ul style="list-style-type: none"> • Requires immediate involvement of Head of School and may involve positive handling techniques.
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Serious Misbehaviour:

If a serious behaviour incident occurs within the classroom, the classroom assistant will immediately seek support from the SLT member on site. In the event of extreme behaviour being displayed, both the class teacher and the assistant within the classroom, will need to use positive handling techniques, following the federation Positive Handling Policy. A positive handling report form must be completed and filed. No positive handling techniques will be used until all other avenues have been explored to calm the child.

Exclusion

Following a period of intervention and support, fixed period exclusion may be considered if the child's behaviour does not improve. In some extreme circumstances of serious misbehaviour issues, the Head of School will use their professional judgement to decide if an immediate fixed period exclusion is appropriate.

Permanent exclusion maybe considered following a series of fixed period exclusions or a significant single incident, however, this will be considered on a case-by-case basis and will be decided by the Head of School in line with the Lambeth Exclusion procedures.

Following each fixed period exclusion, children will be set a Pastoral Support Plan (PSP) to support their progress and development to avoid any further behavioural issues. Parents or carers will be expected to liaise with the Assistant Headteacher for Inclusion regularly, depending on the level or severity of the incident. Strategies will be reviewed in partnership with the family to ensure pupils make substantial progress in improving their behaviour.

Bullying

Bullying is systematic verbal or physical abuse over a period of time. It is an emotive term and it is essential that children, parents/carers and staff use it appropriately. It is important that pupils are aware of the need to inform the class teacher and know that the matter will be dealt with sympathetically.

Bullying is not tolerated at the Jessop Stockwell Federation and will be treated as a serious incident. The incident must be recorded on a serious incident form. The form will be passed on to the Assistant Headteacher for Inclusion in order to investigate and complete the 'Investigation of Bullying Allegation' form. Pupils who are bullying are given support to positively rectify the situation. Persistent bullying might result in fixed or permanent exclusion.

Please refer to the Anti- bullying policy for more information.

Racism

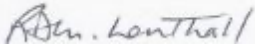

A racist incident is any incident that is prejudice, discrimination or antagonism directed against someone in regards to their race. Racial harassment will not be tolerated. Racist incidents are recorded on a serious incident form. The form will be passed on to the Assistant Headteacher for Inclusion, in order to investigate and decide on next steps.

Equal Opportunities

At the Jessop Stockwell Federation, we believe that the management of pupil's behaviour should be the same regardless of gender, race, socio-economic background or academic ability (see Equalities Policy).

Role of the Governing Board

- Ensure that the schools in the federation review the behaviour policy in line with the most recent guidance.
- Monitor the implementation of the behaviour policy through regular reports from the Head of School.
- Deal with individual incidents as set out in the school's complaints policy.

Policy compiled by:	Inclusion Team	Date:	Autumn 2020
Policy to be reviewed by: Autumn 2021			
Signed Chair of Governors:		Date:	19/11/ 2020
Signed Lead Headteacher:		Date:	19/11/ 2020