



# Overchurch Junior School

## Behaviour Policy

*Review Date: September 2021*

*Signed by: A.Sheridan-Headteacher*

*J.Mc Gettrick- Chair of Governors*

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## Statement of intent

At Overchurch Junior School we are proud of the way our children behave. They care for others and know that they are expected to **‘Make the Right Choices’** in order that school is a calm and happy place to be. This policy also applies to home learning during remote learning due to Covid-19.

The purpose of this policy is to outline the strategies we use for managing behaviour and discipline. The implementation of this policy is the responsibility of all teaching and support staff. It is important that all staff, children and parents work together in order to support the Positive Ethos of our school. Exceptions to the use of this policy will apply for any instances of bullying or dangerous behaviour when parents will be immediately informed (Anti-bullying policy/ positive handling procedures/ exclusions).

Overchurch Junior School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. Our policy compliments that of Overchurch Infant School.

It is really important that you understand our philosophy and the way we work with the children to help them develop personal responsibility for their behaviour.

We use the language of choice and make it clear that they are expected to do the right thing and if they choose to do the wrong thing then there are consequences.

**If you have any concerns about your own child’s behaviour or our policy then please speak to the class teacher in the first instance.**

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.

- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

**“Our school is a family where everyone works together and every child is encouraged to realise their potential”**

### **RATIONALE**

- a. This policy has been created to encourage and support the children in managing themselves and taking responsibility for their own behaviour and learning.
- b. It is a framework of agreed rewards and sanctions which will clarify, establish, promote, develop and maintain expected standards of behaviour as agreed, for both staff and children. Children will be expected to adhere to the Behaviour and Discipline Policy in any situation and with any responsible adult.
- c. It is also designed to develop and promote a whole school positive attitude to discipline and behaviour to ensure a safe, happy and fair learning environment for everyone.
- d. The consistency of approach by all adults is crucial to the success of the policy. All adults are expected to be role models using positive language and actions.
- e. Central to our school ethos is '**Respect, Believe, Achieve**' and the implementation of this policy reinforces the importance of this ethos.
- f. There is a strong link with our on-going programme of PSHE and RSE which encourages pupils to take responsibility for all aspects of their personal, social, health and safety decisions/actions.
- g. We aim to promote the development of this personal responsibility by incorporating a range of learning strategies into the pupils' daily lessons. This is intended to instil a sense of independent thinking, co-operation and collaboration, alongside a 'Positive Mindset' in support of our whole school aims.

## 1. Key roles and responsibilities

- 1.1. The governing body has overall responsibility for the implementation of this policy and the procedures of Overchurch Junior School.
- 1.2. The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 1.4. The headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.
- 1.5. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.6. Staff, including teachers, support staff and volunteers, will create a supportive and high-quality learning environment, teaching positive behaviour for learning and implementing this policy.
- 1.7. Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- 1.8. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- 1.9. Pupils are responsible for their own behaviour both inside school and out in the wider community.
- 1.10. Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to their class teacher.

## 2. Definitions

- 2.1. For the purpose of this policy, the school defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:
  - Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
  - Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
  - Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

2.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules
- Disruption on public transport
- Use of mobile phones
- Graffiti

2.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

### **3. Training of staff**

- 3.1. At the school we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.
- 3.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 3.3. Teachers and support staff will receive regular and ongoing training as part of their development.

## **4. Pupil expectations**

4.1. Pupils and parents/carers will be expected to follow our school's Code of Conduct which requires pupils to:

- Conduct themselves around the premises in a safe, sensible and respectful manner.
- Arrive to lessons and school on time and fully prepared.
- Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

4.2. The school will ensure that pupils follow our Code of Conduct by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises, as appropriate.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or assemblies. □  
Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

## **5. Smoking and drug policy**

5.1. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

5.2. Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

5.3. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

5.4. In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.

## **6. Rewarding good behaviour**

6.1. The school recognises that pupils should be rewarded for their display of good behaviour.

We explicitly teach THE **GOLDEN RULES** from the time children start school. We also frame our expectations OF 'Respect, Believe, Achieve.

**All these things underpin our school mission statement to:**

“Our school is a family where everyone works together and every child is encouraged to realise their potential. We believe that children should love and respect each other and the world around them. Children who leave Overchurch Junior School will be confident, considerate, independent learners with a thirst for knowledge and a passion for life-long learning.”

**Character values central to our Ethos are:**

**‘Respect’    ‘Believe’    ‘Achieve’**

These should be referred to every day as a natural ‘choice’ question for all children whose behaviour is called into question.

**Superheroes identify key character traits that support our Ethos:**

<b>Resilient Rose</b>	determined, self-controlled, persistent, courageous, diligent
<b>Empathy Erin</b>	Fair, compassionate, kind, courteous, unselfish
<b>Self-Awareness Susan</b>	Self-confident, self-disciplined, honest, humorous, adaptable
<b>Positive Paul</b>	Motivates, inspirational, optimistic
<b>Excellence Elsie</b>	Creative, curious, inspiring, proud, critical thinker
<b>Captain Communication</b>	Listens, reflects, evaluates, influences
<b>Teamwork Tom</b>	Co-operative, responsible, caring, makes decisions, helpful, patient

**Golden Rules**

- |                         |  |
|-------------------------|--|
| We are gentle           | We don't hurt others                         |
| We are kind and helpful | We don't hurt anybody's feelings             |
| We listen               | We don't interrupt                           |
| We are honest           | We don't cover up the truth                  |
| We work hard            | We don't waste our own or other's time       |
| We look after property  | We don't waste or damage things              |
| We behave safely        | We don't cause danger to ourselves or others |

The Golden Rules need to be learnt and understood by everyone at Overchurch Junior school as they are central to our whole school ethos.

Parents can usefully refer to these at home as they underpin social / life values.

The Golden Rules are operated inside and outside of the classroom environment and referred to regularly as the language of behaviour management.

## Outdoor Rules

We listen and keep to the playground safety rules. We look after the playground. We are gentle when we play. We respect everyone's games. We are honest with everyone. We are kind and helpful towards others.

- ✦ These rules are based upon and support the Golden Rules.
- ✦ Active playground games help to engage children in purposeful physical activities and provide a positive play environment, reducing the opportunities for disruptive behaviour.
- ✦ Play leaders are trained up to work with younger pupils and offer positive role models.
  - ✦ School councillors check out the buddy benches to see if anyone is on their own.
- ✦ Adults are expected to be vigilant at playtimes, looking out for children who may be isolated, upset, or otherwise unable to manage this time.

6.2. All pupils have a **RIGHT TO GOLDEN TIME** at the end of each week. This is a special time each Friday afternoon which children earn as a right for their good behaviour. This right cannot be removed unless there have been breaches of the rules, warnings given and opportunities to earn warnings back have not been achieved. Golden time must be a special time used as the fundamental reward for keeping the golden rules and behaving well. We have a **clear system of rewards and sanctions** so the children are aware of the boundaries and expectations for behaviour.

6.3. The school will use the following rewards for good behaviour:

- ✦ **Golden time**

This is a special time each Friday afternoon which children earn as a right for their good behaviour children should be given choice and have 'different' activities provided
- ✦ **Excellence Badges**

Staff can recommend pupils for the weekly Excellence Award. This is announced in weekly assembly.
- ✦ **Respect points**

These are awarded daily for adhering to our **RESPECT** values. Certificates are awarded for points:  
Bronze Award  
Silver Award  
Gold Award  
Children work as a team in houses to collect points for a termly reward.

## 7. Unacceptable behaviour

- 7.1. Unacceptable behaviour will not be tolerated at the school.
- 7.2. Breaking any of the rules laid out in our Code of Conduct will lead to sanctions and disciplinary action.

## 8. Sanctions

- 8.1. There is no corporal punishment at the school.
- 8.2. Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.
- 8.3. At Overchurch Junior School, teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil.
- 8.4. Sanctions will be dependent on the seriousness of the misdemeanour.
- 8.5. The school will use a number of different sanctions, which will be used depending on the behaviour displayed by the pupil, including the following:
  - **Loss of golden time** - Pupils lose 5 minutes for each warning. The maximum time lost is 15 minutes. If a child has lost the maximum time they must go to see the deputy headteacher or headteacher. All warnings are cleared at the end of the week and everyone starts fresh on a Monday.
  - Reporting the behaviour to the **headteacher**
  - Phoning or sending a letter home to parents/carers
  - Speaking to parents/carers at the end of the school day
  - Contacting external agencies such as social services
  - Excluding the pupil
- 8.6. At Overchurch Junior School, we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.
- 8.7. Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.
- 8.8. At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.
- 8.9. Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must report this to the headteacher using an incident reporting form and record the incident on CPOMS.
- 8.10. The headteacher will keep a record of all reported incidents.

- 8.11. The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.
- 8.12. Following an allegation of serious unacceptable behaviour, the pupil may be placed in isolation in another classroom or Headteacher's office whilst an investigation by the **headteacher, deputy headteacher or Pastoral Leader** takes place.
- 8.13. If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.

## **9. Items banned from school premises**

### 9.1. Fire lighting equipment:

- Matches, lighters, etc.

### 9.2. Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

### 9.3. Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

### 9.4. Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Mobile phones
- Any other toys which are deemed hazardous.

## **10. Searching**

- 10.1. Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.
- 10.2. Under part 2, section 2 of the Education Act 2011, teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.
- 10.3. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 10.4. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- 10.5. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 10.6. Any staff member may refuse to conduct a search.
- 10.7. Following a search, the headteacher will contact the parents/carers to advise them of the procedures which were undertaken.

## **11. Confiscation**

- 11.1. A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.
- 11.2. If the pupil has possession of illegal items, the police may be called for the removal of the item(s).
- 11.3. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

## **12. Outside school and the wider community**

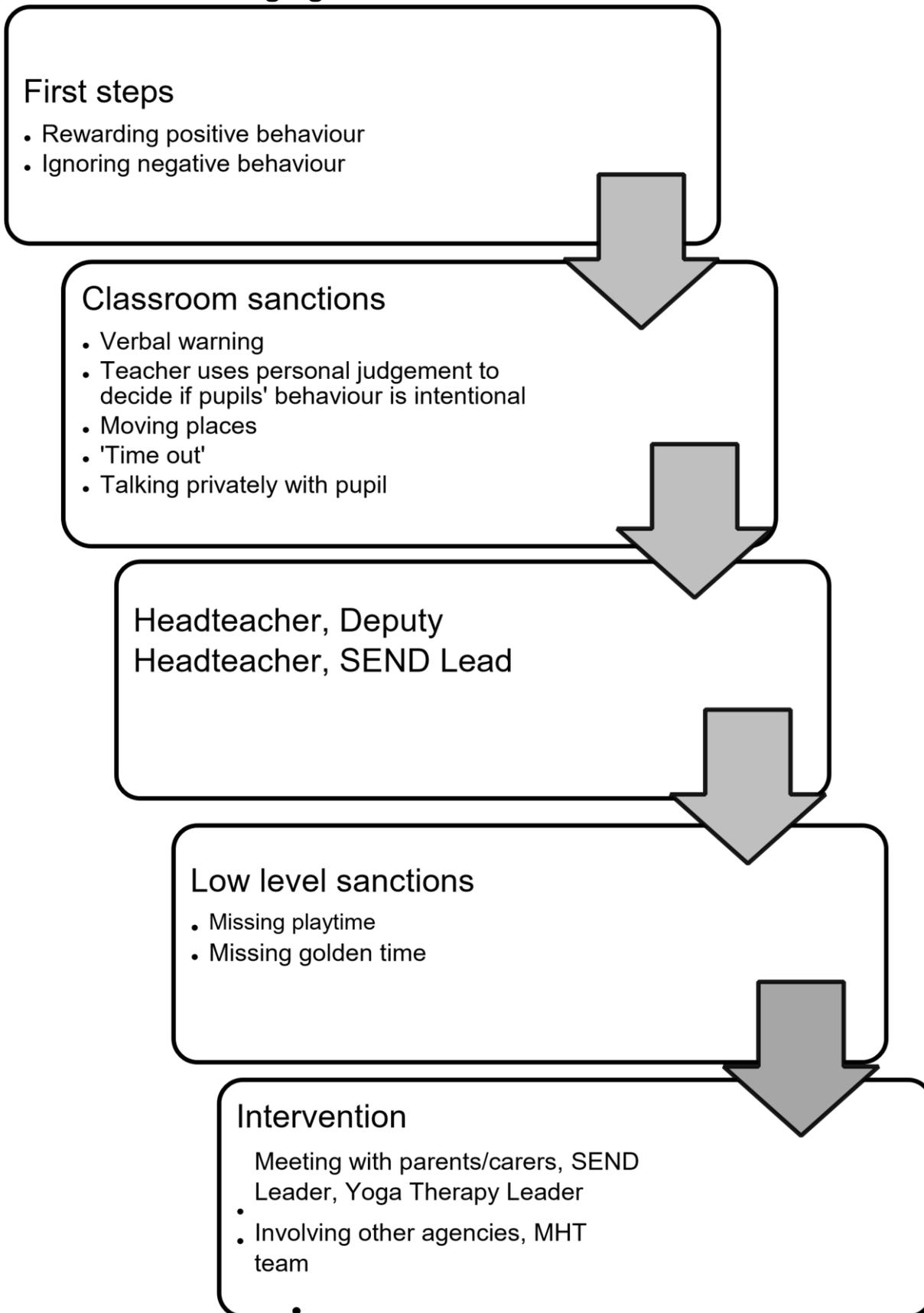
- 12.1. Pupils at the school must agree to represent the school in a positive manner.
- 12.2. The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- 12.3. Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

### **13. Monitoring and review**

- 13.1. This policy will be reviewed by the headteacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.
- 13.2. This policy will be made available for inspection and review by the chief inspector, upon request.

## Appendix 1

### Managing in-class incidents flowchart



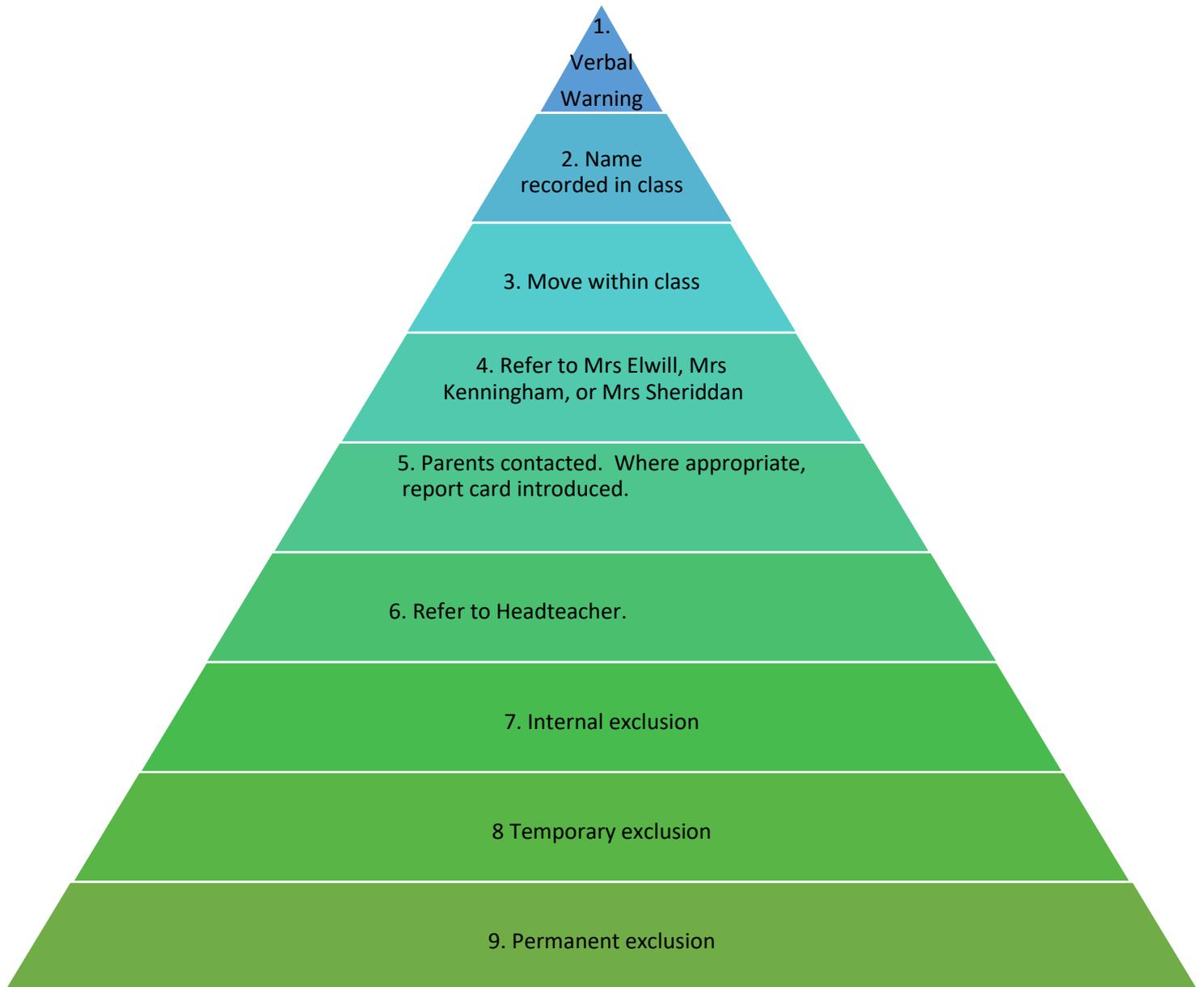
**Agreed sanctions for serious and continuous unacceptable**

## Appendix 2

—  
behaviour

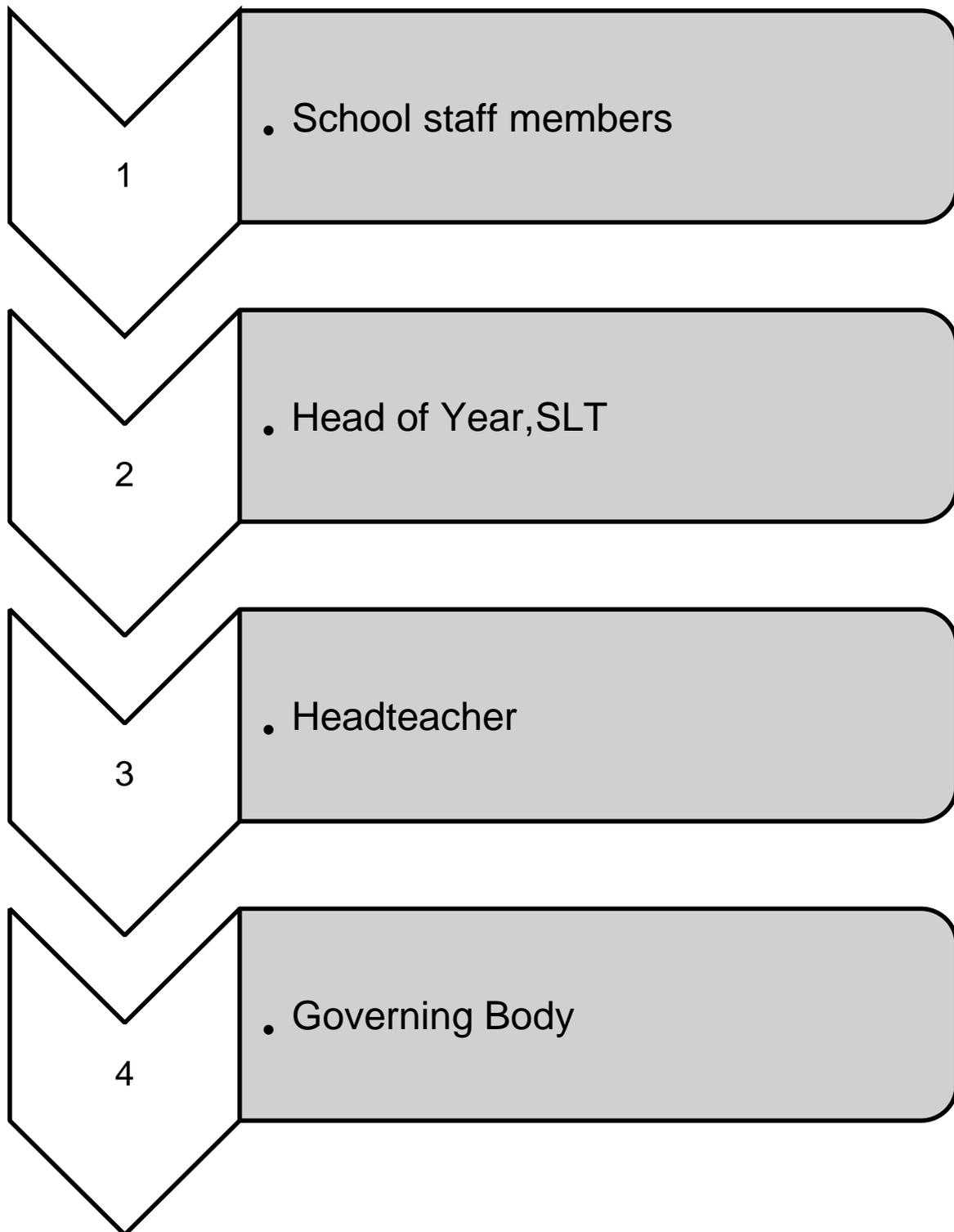


### What happens if I don't show Respect?

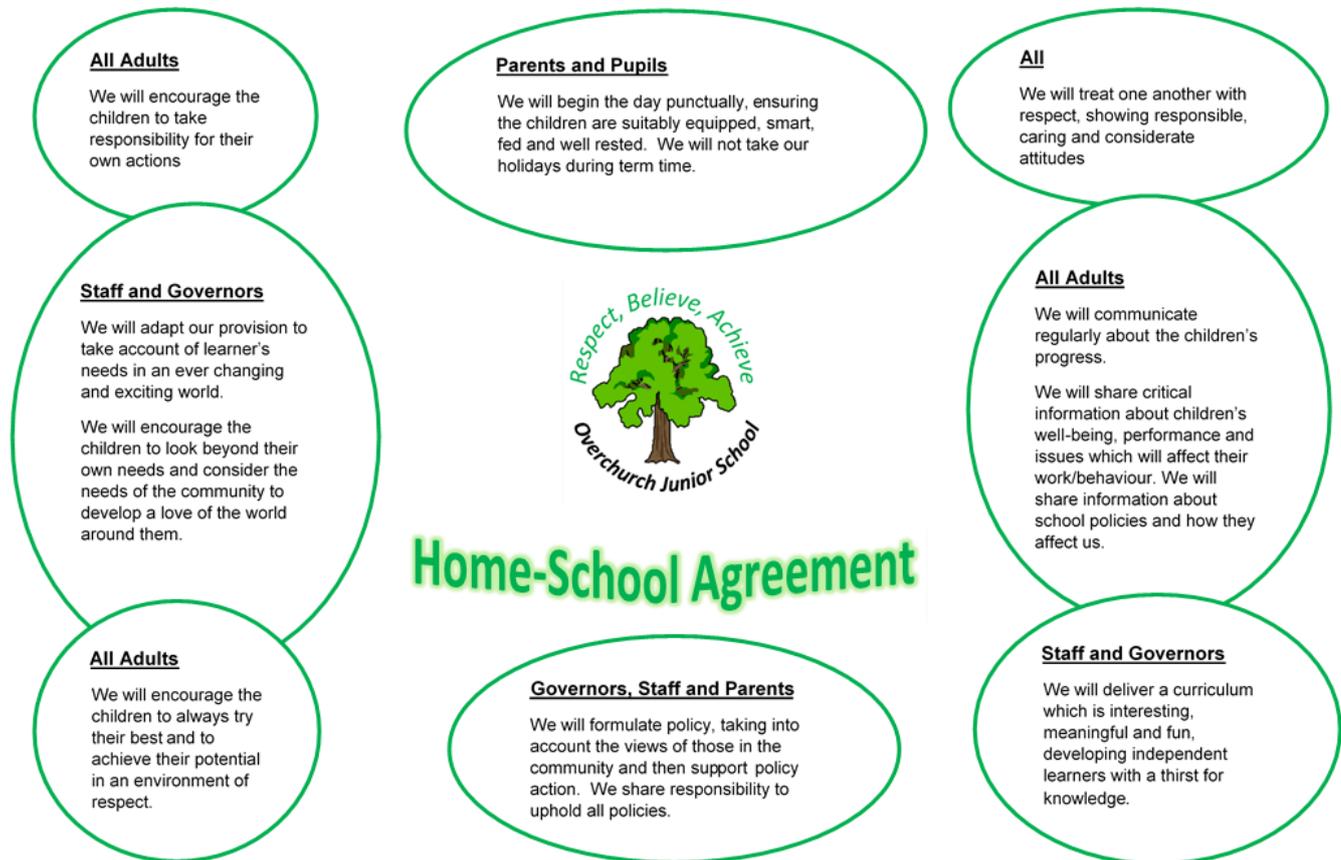


## Appendix 3

### Behavioural reporting structure



## Appendix 4



## Appendix 5 – Incident reporting forms

### INCIDENT REPORT FORM 1 (INCIDENTS REPORTED IN SCHOOL)

Date:	Person completing the report:
Child's Name:	Class:

Report of the incident:
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Actions taken:
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Parents Informed?	Recorded on SIMS?
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Further action needed?

**INCIDENT REPORT FORM 2 (Incidents/concerns reported by a parent)**

Date: Reported by:

Child's name: Class:

R  
e  
p  
o  
r  
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:

Actions agreed by the class teacher:

Review meeting required?

## **Appendix 6 – Behaviour management observations review form**



Child's name: \_\_\_\_\_ Date: \_\_\_\_\_ Key worker: \_\_\_\_\_

Does there appear to be any patterns or triggers to the child's inappropriate behaviour?

Do our existing management strategies seem to be effective?

What achievable targets could we put in place for the child to work towards?

What are the child's strengths/positives?

What effective strategies could we adopt to help the child achieve a target?

Additional comments:

