

JUNIOR SCHOOL BEHAVIOUR POLICY

1 Background

'Pupil interactions with teachers are important as a strong, positive relationship between the student and teacher is critical for increasing and maintaining student behavioural engagement. Students who believe teachers care about them tend to have higher engagement, and better behaviour for learning, than those who do not.'

The Journal of Educational Research (2016)

2 Principles

BHSA Juniors promotes a learning culture where working hard, trying your best and demonstrating our three core values is important: this impacts on the pupils' behaviour in the classroom and in the wider school community.

Future leaders are being nurtured and encouraged, and the difference one person can make is learnt about and celebrated – being courageous; having a voice; communicating effectively and being an ambassador for your school, family and yourself is promoted. This culture ensures that the pupils at BHSA Juniors are respectful, forgiving and kind and try to represent themselves in a way befitting of someone who values the opportunities they have at this educational establishment.

Staff and pupil relationships are positive, open and honest which enables pupils to feel protected, cared for and are more likely to take a learning risk. This mutual respect facilitates engaging and stimulating learning opportunities and encourages outstanding behaviour and conduct.

In BHSA Junior School, the national PSHE Association resources and 'You, Me, PSHE' scheme of work play an integral part in the development of our good behaviour culture. Values-based education and Positive Project initiatives also support assemblies and collective worship, promoting good choices and good learning alongside our three core values of respect, forgiveness and kindness.

100% attendance is expected at BHSA Juniors and a target for all students to reach at least 96% or above has been set and is monitored closely. Fortnightly meetings with the area Educational Social Worker sustains these high expectations and addresses attendance issues quickly and firmly.

3 Aims

The aims of this policy are:

- To create an environment which encourages and reinforces the highest standards of behaviour
- To promote self-discipline and positive relationships
- To ensure that the expectations and strategies of the school are widely known and understood

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- To ensure all responses to positive and negative behaviour are fair, consistent and proportionate
- To ensure early intervention and remove barriers to learning
- To encourage the involvement of both the home and the school in the implementation of this policy
- To encourage reflection when poor decisions have been made by a pupil
- To ensure that classroom management techniques and the use of sanctions and rewards are monitored well and used effectively
- To provide a safe environment free from disruption, violence, bullying and any form of harassment or intimidation in order that *all* pupils can access an outstanding education

Our 'house' system with collaborative awards of house-points, led by Year 6 House Captains is effective in demonstrating how one person in any team can make a difference.

Every class from Year 3 to Year 6 have a representing Form Captain and Vice-Captain, and, from Year 2 upwards, a student councillor and an Eco Warrior represent each class. This promotes student leadership, responsibility and aspirations to lead. These pupils represent and model impeccable behaviour and demonstrate explicitly how all pupils should behave. There are plans for wellbeing peer to help promote a positive experience of school.

4 Behaviour Practice

The practice and procedures that manage student behaviour at the Academy are underpinned by the following:

- BHSA Juniors recognises and rewards good behaviour and responsible citizenship
- BHSA Juniors promotes good behaviour, manners, courtesy and respect from all members of the community alongside the 'values' needed to be outstanding citizens in the wider world
- Staff act in loco parentis and are role models for appropriate behaviour
- BHSA Juniors encourages positive relationships between all members of the school family and the school community, with many visitors and guests enriching the learning experiences in the school
- All members of the school community have the right to be free from harassment, abuse or bullying, however underhand or subtle that may be; work is carried out at BHSA Juniors on body language, body expressions and understanding the effects of negative non-verbal clues on other pupils and colleagues
- All members of the community have the right to be shown respect
- All pupils have the right to learn, free from the disruption of others
- All teachers and teaching assistants have the right to facilitate learning, free from the disruption of others
- All pupils are given appropriate advice and support to help them change their underlying behaviour or develop strategies to deal with specific problems
- Student Councillors take an active role in maintaining good behaviour and positive relationships



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5 Creating our Environment: Expectations

BHSA Juniors maintains discipline in accordance with the Department for Education (DfE) (2016) guidelines:

- Good behaviour is the expected standard and there are 'Behaviour for Learning' grade descriptors to help support behaviour assessment and monitoring
- Self-discipline, respect and behaving well because it is *the right thing to do* is promoted and valued
- Bullying is not tolerated and all pupils know the severity of using this terminology when describing poor decisions by other pupils. As soon as this term is used by pupils, staff or parents then a thorough investigation is launched and outcomes logged (soon to be document on CPOMS digital system)
- Incomplete assigned work is unacceptable (including homework tasks and 'hub jobs') and will elicit an amber consequence

Behaviour and Discipline in Schools:
Advice for headteachers and school staff
DfE (January 2016)

The whole all-through Academy aims to maintain discipline in accordance with DfE (2016) guidelines:

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants
- Headteachers, proprietors and governing bodies have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils

I Section 89 (1) of the Education and Inspections Act

6 BHSA also expects that:

- Teachers insist on simple routines such as punctual arrival, entry to and movement within the classroom, seating arrangements, basic equipment, listening to others and so on, that are clearly understood by pupils



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- Teachers display high expectations for pupil effort and behaviour, attendance and punctuality and appearance
- Lessons have clear objectives and the work expected from students is well suited to their skills and abilities but also challenges them in well-planned and engaging sessions
- Pupils understand what they are expected to do and want to do their best
- Emerging misbehaviour is dealt with swiftly, calmly and confidently to minimise class disruption, and pupils (and parents) understand why sanctions are being applied

7 Roles and responsibilities

To note: In BHSA Junior School most class teachers are also Form Tutors, but not exclusively

Classroom Teacher

- To develop good relationships with pupils to foster a caring, reciprocally respected and honest rapport which promotes excellent behaviour, care and consideration for all members of the school community
- To ensure high standards of student behaviour and appearance in lessons and within the wider school community are maintained
- To provide a role model for pupils to encourage respect and consideration for other people and pride in their appearance
- To encourage behaviour for learning in the classroom and beyond
- To encourage 100% attendance
- To intervene promptly to challenge unexplained absence and misbehaviour
- To liaise with Form Tutors regarding student behaviour in lesson time
- To raise behaviour concerns directly and promptly with Form Tutor or follow Behaviour system if an immediate consequence for poor choices is needed *
- To reward effort, personal achievement and good behaviour via reward stickers, house points and the rewards system including allocation of *merits*
- To be consistent in their expectations and responses to misbehaviour
- To monitor the attendance, work and behaviour of pupils and pass comments to parents/carers and Form Tutor
- To take responsibility for developing their skills in managing behaviour so as to deal with incidents with increasing confidence and success (alert line manager if more support is needed with this immediately)
- To demonstrate ownership of this policy and apply it consistently, feeding back ideas for improvement to their line managers, when appropriate

In addition, Form Tutors

- To monitor all pupils' attendance and punctuality to registration through SIMS daily/weekly
- To monitor and challenge where necessary standards of dress as per BHSA Junior's Uniform Policy

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- To ensure the removal of nail varnish and banned jewellery
- To attend meetings with Key Stage Leads and parents/carers where necessary
- To praise and encourage effort and achievement across all subjects and enrichment activities through the rewards system.

Assistant Heads (Key Stage Leads)

- To meet regularly with the Head of Junior School to discuss pupil behaviour, attendance, punctuality, appearance and health and well-being matters
- To liaise regularly with Form Tutor to ensure an overview of the key stage and drive forward form time activities/assembly themes
- To liaise with the Inclusion Team SENDCO to ensure swift support for students as necessary
- To deal with “one off” incidents as they arise or refer to Head of Juniors for swift attention
- To liaise with parents/carers to ensure swift improvements in behaviour, attendance, punctuality and appearance
- To develop good relationships with pupils to provide a role model and encourage excellent behaviour and consideration for other members of the school community
- To praise and encourage individual effort and achievement through the rewards system, year assemblies, merit award ceremonies
- To ensure an overview of the progress of each key stage, advising on pastoral support or intervention as necessary

Head of Junior School

- To liaise with Assistant Heads (Key Stage Leads) to gain an overview of each year group
- To liaise with all staff and parents/carers to ensure excellent pupil behaviour, attendance, punctuality and appearance
- To liaise with outside agencies for support and intervention as necessary
- To praise and encourage individual effort and achievement

Parents/Carers must:

- Ensure their daughter/ward attends regularly, punctually and in accordance with BHSA Junior's dress code
- Offer support to BHSA Juniors in dealing with misbehaviour and preventing repetition
- Monitor their daughter/ward's work and behaviour, passing comments to their daughter/ward's Form Tutor
- Reward personal achievement and good behaviour
- Try to use good behaviour vocabulary of 'making the right decision'

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- Take responsibility for overseeing their daughter/ward's personal development and attend consultation meetings arranged by school members

Pupils must:

- Put in maximum effort and push themselves to achieve their best in their learning
- Behave well and treat others well, by following The Golden Rules and demonstrating our three core values
- Follow staff instructions, without challenge or rudeness
- Arrive in school and at lessons on time
- Wear the full uniform in accordance with BHSA Junior's uniform expectations, including when travelling to and from the school and on school trips and educational visits

8 Support and Intervention

BHSA Juniors will utilise a wide range of appropriate support and intervention plans to support the needs of the individual. These may be linked to behaviour or attendance. This support is offered through our pastoral system, curriculum areas and through specific intervention strategies. Parents/carers will be kept fully informed of any additional support provided to their children.

Examples of such interventions are:

- Support from the Assistant Heads (Key Stage Leads)
- Support from the Inclusion Team including SENDCO, Welfare Lead Professional and Learning Mentors
- General Comments on reports – Form Tutor/Classroom teacher, Progress Leader/Key Stage Leads, Junior Leadership Team, Senior Leadership Team
- Personalised timetable
- Curriculum changes promoting values and reflection
- Work with Health Services in Schools
- Pupil Centred Plans and Educational Healthcare Plans
- Use of the Integrated Front Door services
- External provision (e.g. Barnardo's, NSPCC, Adoption Team, Hospitals' School, home tutoring)

This list provides examples of interventions used to support the progress of identified students. It is not exhaustive and all interventions will be designed to support the individual.

In addition, external support will be sourced from a range of sources, again dependent on the need of the individual. Examples of external support are:

- CAMHS – Child and Adolescent Mental Health Services
- Careers Connect
- Police



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- Social Care
- Pupil Referral Service
- Pressure Point
- Counselling Services
- GP

9 Rewards and Recognition

Rewards provide public recognition of student achievement and progress, and help to raise students' motivation and expectations. At BHSA Junior School we use the following rewards (also shown in Appendix 1):

- verbal praise
- written comment e.g. on work or in student planner
- reward stickers or praise points
- merits
- house points
- display of work
- public commendation e.g. in assembly or at the annual merit ceremony
- awarding of weekly values badges (with a digital values certificate emailed home)
- Bugle newsletter article/photograph

10 Bullying

We believe that all students at BHSA are entitled to receive their education free from humiliation, intimidation, oppression and abuse. It is the responsibility of all adults in BHSA Juniors to ensure that this takes place.

Bullying can include:

• Verbal	name-calling, sarcasm, spreading rumours, teasing
• Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
• Physical	pushing, kicking, hitting, punching or any use of violence
• Racist	racial taunts, graffiti, gestures
• Sexual	unwanted physical contact or sexually abusive comments
• Homophobic	directed or undirected homophobic taunts or references

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<ul style="list-style-type: none">• Online	All areas of internet such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities
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Pupil who are found to be bullying others will be dealt with in accordance with the severity of each individual case. All bullying incidents will be centrally recorded. Students who persistently bully others will be dealt with as outlined within this policy (serious offences).

I1 Sanctions and Consequences

The traffic light system is used in BHSA Junior School. To ensure students meet our expectations in classrooms staff use our consequences ladder which provides a consistent approach to dealing with unacceptable behaviour. This is shown as Appendix 1.

Sanctions provide public recognition that certain behaviour is unacceptable and help students to develop a sense of right and wrong. They should be applied consistently to reinforce our high expectations. Below are examples of sanctions used by BHSA Juniors:

- temporary reseating to a different location within the classroom
- repeating work of an unacceptable standard
- temporary removal from the classroom (be it for part, a whole or a number of lessons)
- loss of break time when on the amber traffic light and reflection form completed (Appendix 2)
- loss of further break when on the red traffic light and spoken to by HoJ
- meeting between Form Tutor, member of JLT/SLT and parents/carers
- engaging parental sanctions through parental contact or meeting
- potential removal from school for a calming period

I2 Behaviour Outside School

The Academy also has high expectations of student behaviour in other spaces outside the classroom for example: corridors, dining areas, PE areas and play areas. These expectations include the behaviour of students travelling to and from school. Staff have a statutory power to discipline students for misbehaving outside of the school premises.

We define outside of school as:

- Taking part in any school organised or school related activity
- Travelling to or from school
- When wearing school uniform
- In some other way identifiable as a student at the school
- Misbehaviour that could have repercussions for the orderly running of the school
- Misbehaviour that poses a threat to another pupil or member of the public
- Behaviour that could adversely affect the reputation of the school



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13 Searching and Confiscation

Female staff, authorised by the Principal, have the power to search a student with a witness present, where there are reasonable grounds for suspecting that a student is in possession of a prohibited item. If any item above is confiscated, then parents/carers will be contacted. In serious circumstances, the Police and/or Social Care will be informed.

Teachers have the right to confiscate a student's property if it is a prohibited item. Items which are prohibited in school and can be searched for and confiscated are:

- knives or weapons (including items brought in to school to act as a weapon), alcohol, illegal drugs and/or associated paraphernalia and stolen items; and
- tobacco and cigarette papers, cigarettes, lighters and matches, fireworks and pornographic images; and
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to another person, or damage property.

Mobile phones are not allowed to be used in school unless with the express permission of a member of staff as part of a learning experience (see also BHSA Online Safety Policy). Students should give their phones to their form teachers each morning for safe-keeping until the end of the school day. It is strongly recommended that students do not bring a phone to school unless they travel to/from school on their own.

If a student is found using one (or charging it) without permission, it will be confiscated, and the following will apply:

- The first time an item is confiscated the name and year group of the student will be logged and the item returned to them at the end of the day by a member of the SLT.
- The second time an item is confiscated, the name and year group of the student will be logged, their parent/carer will be contacted and asked to personally collect the item. Until the parent/carer collects the item, it will be held by a member of the SLT.
- The third time an item is confiscated the name and year group of the student will be logged. The item will be held until their parent/carer can collect it and an after-school detention will be issued to the student to be conducted by a member of the SLT.

14 Use of Reasonable Force

All Academy staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

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15 Serious Offences

BHSA Juniors acknowledges that young children do make mistakes. However, the actions of the pupil can have a major impact on the learning of others and have an impact on the staff's commitment to maintaining good order within the school. Pupils may, therefore, face consequences in line with the nature of the offence.

Serious offences include:

- Theft
- Vandalism
- Premeditated or disproportionate violence towards another
- Behaviour that endangers the safety of others
- Persistent bullying
- Foul and abusive language directed at staff or fellow students
- Persistent repetition of minor misbehaviour over a concerted period of time and failure to respond to interventions
- Smoking on the school site, or to and from school
- Persistently disrupting the learning of others
- Challenging the authority of the school
- Acting in a manner which causes damage to the Academy and its students' reputation
- Possession of a weapon (permanent exclusion)
- Possession, supply or use of a banned substance (permanent exclusion) or possession of drugs paraphernalia (permanent exclusion)

The process following the reporting of a serious offence:

- Gathering of evidence: statements taken from those involved (staff, students and others as relevant. Statements are also collected from witnesses as appropriate)
- Evidence collected reviewed by head of Junior School or another member of SLT
- A course of action is recommended and discussed with the Principal.
- Final decision made by the Principal.

The penalties for committing a serious offence

Internal exclusion from lessons for a temporary period:

- Meet with Head of Juniors/Deputy Head of Juniors at 8.30am
- Students will work away from other students in the Deputy Head of Junior's classroom or next to the Head of Junior School's office for the agreed period of time.
- Students are expected to work in silence, completing all work set
- Students will be escorted to break/lunch and brought back to eat in isolation
- Inappropriate behaviour whilst on internal exclusion may result in further time on internal exclusion or external fixed-term or permanent exclusion

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- The length of time the student spends internally excluded will depend on the severity of the behaviour and their behavioural history.

16 Fixed Term Exclusions

- The decision to exclude a student for a fixed period of time is taken by the Principal/Head of Junior School following a serious offence or persistent misbehaviour
- The length of the exclusion will depend on the severity of the offence and the student's behavioural history
- The Academy will provide appropriate work for the student during the period of exclusion. The work should be returned and will be marked by the relevant staff.
- All students excluded for a fixed term will be re-admitted only following a meeting between the parent/carer and a member of the SLT. The process for this is shown in the table below:

Exclusion Number	Member of Staff	Possible Interventions
1	Asst Head of Junior School/Head of Junior School	Mentoring/Reports/Curriculum or out-of-lesson changes/Restorative Justice procedures
2	Head of Junior School/Principal	As above plus Behaviour contract/Curriculum changes/Restorative Justice procedures
3	Head of Junior School/Principal/Governor	As above plus alternative provision consideration/Governor mentoring/Behaviour contract/Restorative Justice procedures
4	Board of Governors	As above plus Behaviour Contract/Managed Move

17 Permanent Exclusion

Permanent Exclusion may be necessary as a means of maintaining high standards of behaviour and discipline within the Academy. We feel that it is important to uphold the principles of natural justice:

- i) the right to present a case (the defence)
- ii) the right to be represented
- iii) the right of appeal

- Parents/carers are phoned and informed of the decision
- Information provided to LA to enable early intervention with family
- Letter home within 24 hours giving parents/carers the opportunity to discuss



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- Permanent Exclusion Report compiled. Copies to parents/carers, Chair of Disciplinary Hearing Committee, Local Authority (to support potential re-provision of education) and Governor representatives.
- Permanent exclusion hearing within 15 school days of decision with notification to Chair of Disciplinary Hearing Committee, Local Authority and Governor representatives, student, Parents/carers (and parent representative if requested), and relevant Academy staff.
- Governing Body make decision to uphold or reinstate the permanent exclusion.
- Parents/carers given 15 school days from the date of the Disciplinary Hearing Committee meeting in which to lodge an Independent Appeal
- The Hearing outcome and any appeal outcome must be copied to the Chair of Governors, the parents/carers and the Local Authority.

18 Complaints and Appeals

If a parent/carer is unhappy with the way a behaviour management or disciplinary situation has been dealt with they may address their concerns to the Principal.

Parents/carers whose concerns are unresolved have recourse to the Academy's formal complaints procedure (see website). Parents/carers who wish to appeal a fixed term or permanent exclusion should do so in writing to the Chair of Governors.

19 Monitoring, Evaluation and Review

This policy will be promoted and published throughout the Academy. It will be reviewed annually to reflect student/staff/parental voice and to evaluate the effectiveness of the system by the Local Governing Body and the SLT.

Key Performance Indicators will be used to monitor the effectiveness of the policy. Example indicators are as follows; these will be published at relevant meetings of the Local Governing Body:

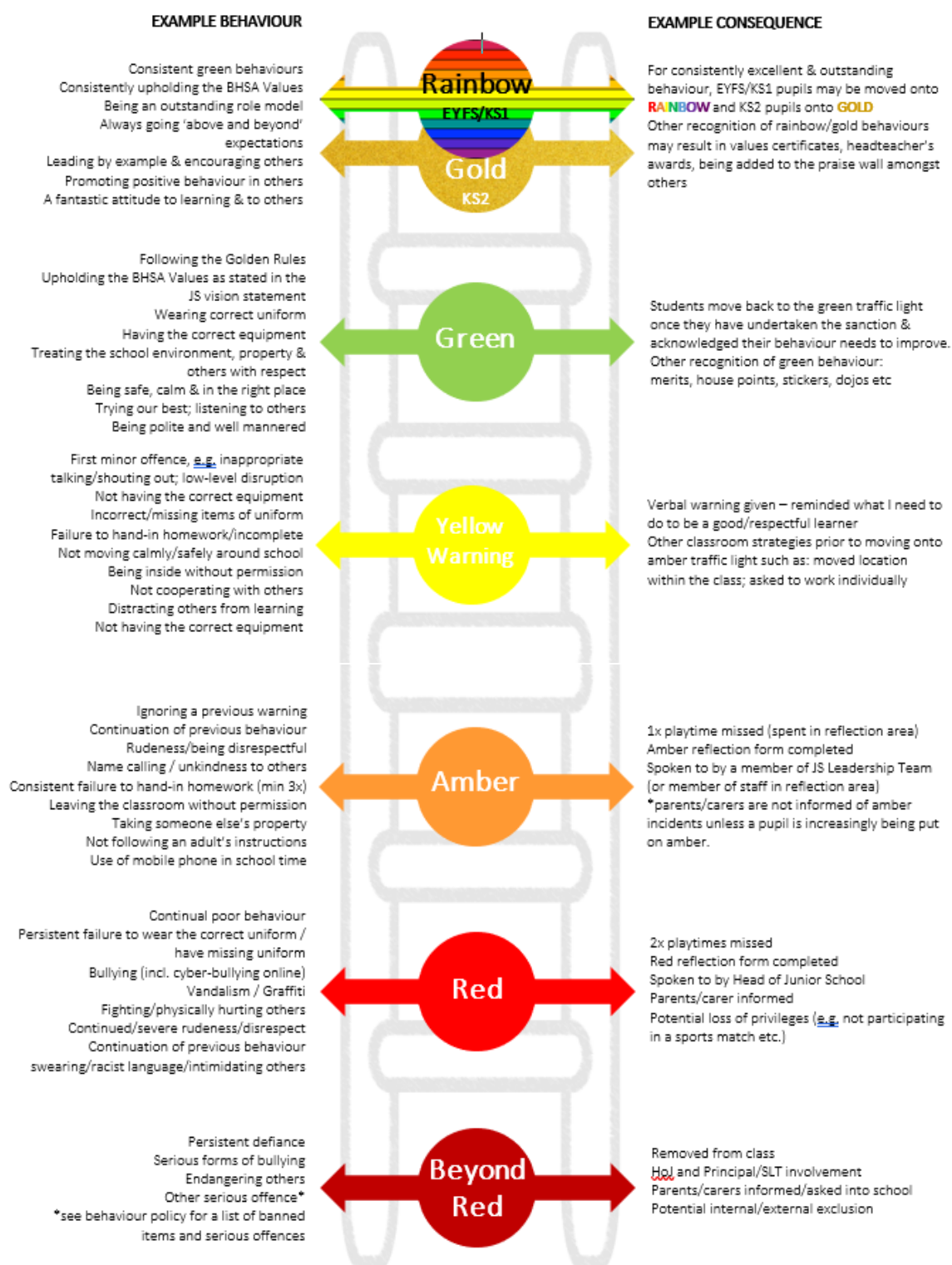
- Number of Permanent Exclusions
- Number of Fixed-Term Exclusions
- Number of Internal Exclusions
- Number of After School Detentions issued
- Number of removals from lessons
- Results of staff, parent and student questionnaires

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Appendix 1: Rewards and Sanctions Ladder

Junior School Behaviour System



This is not an exhaustive list. Staff at BHSA will use their professional judgement at all times in defining the severity of the offence.

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Appendix 2: Reflection Form

Behaviour Reflection Sheet

Name: _____ Class: _____ Date: _____

(Circle all that apply)

Beyond Red

Red

Amber

I was not: following rules being respectful being kind listening
 following instructions being cooperative being responsible being safe

Other:

What happened?	
What did I do?	
What did I do?	
What will I do next time?	
What will I do now?	

My signature: _____

Supervising teacher /class teacher: _____