KING EDWARD'S JUNIOR SCHOOL POLICY DOCUMENT

Title:	**BEHAVIOUR POLICY**
Policy Category	PASTORAL
Statutory Policy	YES
Status	APPROVED
Approved by	JLT Author
JLT	
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Application	Junior School
Staff Responsibility	JLT

This policy should be read in conjunction with the Anti-Bullying Policy, the Emotional Health and Wellbeing Policy and the School's Acceptable Use policies.

The School's PURPOSE & VALUES

Our purpose:
Through an outstanding and all-round education, KES pupils acquire the tools and the confidence to flourish and be happy today and to be ready for whatever the future may hold.

Our values:

- Be the best version of yourself
- Learn together, grow together
- Always exploring
- Aim high but stay humble.

ROLES AND RESPONSIBILITIES

An environment that fosters a sense of belonging and security for all, is not created by chance, but is the result of the accumulation of thousands of individual contacts which take place on any given day. When that atmosphere is positive then those contacts are based on mutual respect, kindness and consideration for others between all members of the school community. Encouraging and nurturing those kinds of contacts is the single most important thing we can do as staff, pupils and parents to promote excellent behaviour within the School. We are beholden to respect every single person we come into contact with, expect the same respect in return and expect the same in others around us. This should be without exception.

- The Head, together with Junior Management Team, is responsible for the implementation and day-to-day management of the policy and procedures.
- All staff are responsible for ensuring that the policy and procedures are followed, and that they are consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential, and staff have a key role in advising the Head of the effectiveness of the policy and procedures.
- Parents are expected to work in partnership with and to assist the school in maintaining high standards of behaviour, supporting decisions taken by the School concerning the imposition of sanctions for unacceptable behaviour. Parents can contact the school if they have any concerns over matters of discipline, and a partnership between home and school is actively encouraged.
- Pupils are expected to take responsibility for their own behaviour. They are aware of the expectations of conduct in school and expected to adhere to them.

EXPECTATIONS

Detailed 'What behaviour do we expect at King Edward's Junior School?' statements are reviewed annually and are discussed with the pupils, through the Pupil Parliament. The key principle underlying these rules of conduct is that KEJS pupils are expected at all times and in all places to act in a tolerant, respectful, civilised, and sensitive manner. There is a structured system running throughout the school, celebrating high standards of behaviour and consideration of others. However, where an individual lets themselves down in doing less than their best, in failing to respect another, or in failing to live up to the expectations and values of the school, then sanctions may apply.

Of course, children will only follow our rules and respect the expectations if the adults around them also demonstrate this appropriate behaviour. We would expect all adults in KEJS, both staff and parents, to abide by the following rules:

- Parents and staff must endeavour to promote positive relationships by modelling appropriate communication, even in cases of disagreement.
- Adults must be prepared to act as role models for the children around them by respecting the rules of the school.

PROCEDURES

We recognise that our fundamental aim is to nurture the idea of intrinsic motivation. The idea that each individual is motivated to do each task to the best of their ability, to support others and the community not for extrinsic reward but because they value the task or activity for its own sake. However, we also recognise that all pupils need recognition and praise to greater or lesser extents, at one time or another.

Each member of staff will encourage each individual through verbal praise and hand-written comments in their books. If a child excels they will be recognised by the staff member, and an email could be sent home, or a postcard is mailed home. We should always try to recognise the positive in all that a child does, providing it is their best effort. Alongside that, we should all be seeking to guide that child by offering positive advice on the next steps they need to take.

House Points

These are awarded by staff for good manners, showing respect, collaborative teamwork and exemplifying the whole school values. House points can be awarded for positive attitudes and behaviour with EFFORT seen as the most rewarding attribute. Pupils are presented with an eco-friendly house point that they place in their preferred charity canister. The House Points are collated weekly by the House representatives and amalgamated into the annual House Totals, displayed for the whole school.

House points can also be gained through house activities and events, when the emphasis is on teamwork and collaboration.

Class Marbles

A marble is awarded to a whole group for consistent effort and positive attitude during the lesson. When class targets are reached, 'Golden Time' is awarded. 'Golden Time' is at the discretion of the Form Teacher as to when, what and for how long although the children have input into the final class decision.

SANCTIONS

Pupils are encouraged to think of others, including the wider community, and to be responsible, self-disciplined and free-thinking. We strive to have a relaxed, happy atmosphere within clear boundaries of acceptable behaviour. The children should all have pride in their school and in their own appearance. High standards of behaviour are a result of consistency and fairness in the way staff interact withchildren.

Where standards of work and behaviour are less than should be expected, the following system should be applied:

Monitoring and Support

The option of a supportive monitoring programme is considered for any child who regularly falls below our levels of expectation in terms of behaviour and organisation. There is an expectation on all at KEJS to do their very best in any environment.

All staff record 'incidents' onto CPOMS, which allows Form teachers and senior managers to track and support all children with their emotional, health, behavioural and academic progress. Staff gain training on this system on a yearly basis and/or when updates are required.

Support for these children may also be provided through:

- The Year 10 mentoring programme, which allows a positive partnership to form between Junior School pupils and older children, who act as role models.
- ELSA
- Thrive
- Play Therapy

Behaviour Sanctions

Our expectations are simple yet integral: respect, good manners, and kindness.

The 3 Rs

READY to learn
RESET
REFLECT

The children are to arrive at lessons '**ready** to learn' and be welcomed into the classroom individually by their teacher. If the child is not showing signs of readiness to learn during the lesson, the teacher, after one reminder, will ask them to reset. This can be done in a different space in the classroom or just outside. During this time, the teacher will have a conversation with them and the child can do what they need to **reset**, e.g. Read, draw, think. If the child re-enters the class and is continues to be disruptive, the child will be asked to go to the school office to **reflect** on their choices with a member of JLT. The child will then return to the teacher to go through their reflection. Each child's reflection is bespoke to them and is recorded on our 'Behavioural Log'

As well as all the above, the Head may also withdraw certain privileges such as participation in activities and fixtures when other measures and sanctions have not reaped the desired results.

More extreme cases of anti-social behaviour such as theft, foul language, abuse of the network, fighting and bullying should be referred directly to the Head. This behaviour will not be tolerated and, where deemed a serious misdemeanour, may result in fixed-term suspension from school. Parents will be

informed and asked to collect their child from school. On rare occasions, this may become an internal suspension where the school will work with the child, reflecting on their behaviour and supporting them in moving forward with their anti-social behaviour. In exceptional circumstances, behaviour of this type may lead to permanent exclusion. Only the Head (or Assistant Head Pastoral / Academic Deputy Head in their absence) can suspend or exclude a pupil.

At King Edward's Junior School there is a prohibition on the use of corporal punishment.

INVESTIGATIONS, MEDIATION AND REFERRALS

Staff will follow up minor offences and misdemeanours themselves. When a particular problem needs further discussion, staff should make clear to pupils what the offence is and allow the pupil to give an explanation of his/her behaviour.

Mediation is often preferable at this level, as it encourages children to learn from mistakes and to resolve their own problems. The form tutor is consulted and leads this stage of intervention, with support from the Assistant Head Pastoral.

If the investigation has been initiated by a parent, the teacher concerned will acknowledge the communication as soon as possible and then respond with details once the situation has been investigated.

When a member of staff feels the need for further action, (if the incident is serious or if there is a repeated pattern of misbehaviour), the process of referral is as follows:-

- The Assistant Head Pastoral, Head or Deputy Academic for more serious cases.
- If an investigation is necessary, interview notes should be taken. In serious cases involving major misdemeanours, parents will be informed that an investigation is taking place, and they will be invited to attend interviews.
- At each stage of referral or investigation, good communication is essential – all relevant colleagues should be consulted/informed. All relevant paperwork should be placed on pupil files.
- In the case of a Child Protection issue, the Designated Safeguarding Lead (DSL) is informed immediately. Please refer to the whole school 'Safeguarding Child Protection Policy'. CPOMS programme is used to monitor and support children at risk.

Communication

The School regularly communicates the standard of acceptable and unacceptable behaviour to pupils, through assemblies, PSHEE, messenger and informal discussions. There is an expectation that staff reinforce the accepted standards in all their dealings with pupils, both in academic and non- academic activities.