



KING
EDWARD'S
SCHOOL
BATH

KING EDWARD'S JUNIOR SCHOOL POLICY DOCUMENT

Title:	BEHAVIOUR SUPPORT POLICY
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Staff Responsibility	JMT

This policy should be read in conjunction with the Anti-Bullying Policy, the Emotional Health and Wellbeing Policy and Whole School ICT Network Use Policy.

PRINCIPLES

The School aims

- To provide a welcoming environment that nurtures everyone.
- To promote the highest standards of achievement, effort and behaviour in all aspects of school life.
- To stimulate and challenge in and out of the classroom.
- To encourage imagination and initiative.
- To recognise and celebrate the achievements of all.

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 with regard to 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 rules 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. (see Appendix 1) 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 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 serve others and the community not for extrinsic reward but because they value the task or activity for its own sake. Having said that, we all 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 learning journals or books. 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 following the school rules. 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 half termly 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 in to the final class decision

Tudor Rose Badge

Tudor Rose Badges are awarded during the course of Year 6 to any pupil whose behaviour, consideration of others and all-round example is consistently deserving of recognition. To earn such a badge they must demonstrate that they follow the KEJS core values of **charity; appreciation; responsibility; ethics; resilience and self awareness** and apply in writing to the Pastoral Deputy Head. Staff approval of the request is discussed in briefing meetings.

Colours

These badges are presented at the end of each term for consistency of achievement, effort, sportsmanship, attendance and approach, on and off the field of play.

These are decided by the staff in charge of those activities and are presented at the final assembly of each term. Half colours are also awarded at the same time. Full colours (red badge, a maximum of 5) are usually given to Year 6 children, while half colours (green badge, unlimited) may also be awarded to Year 5 children.

House Competitions

There are a number of House events throughout the year, and a shield is presented in assembly to the winning House in each competition. This House's name is then engraved on that shield. The results of these competitions are then put together to determine the House champions.

Shields and Certificates

In the final assembly of each term, a shield is presented to one child in each year for consistent, outstanding effort over that term in four separate categories. They are academic studies, the arts, citizenship and sport. Other children in each year, in each category, have their efforts recognised with certificates.

Individual School Awards

During the Presentation Evening at the end of the summer term or during Final Assembly at the end of each term, a range of individual prizes are given.

In addition every Year 6 pupil will receive a Leaver's Book, signed by staff, as a celebration of their time at KEJS.

Achievements Outside School

Children and parents are encouraged to inform us of efforts and achievements outside of KEJS. These are recognised in assemblies, the messenger, the individual achievements cabinet, and through Year 6 'KEJS has Talent' exhibition.

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, firmness and fairness in the way staff treat children.

Academic Sanctions

The children are expected to follow our core value at all times: **'Always do our best.'** Where standards of work and behaviour in lessons 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 follow the internal SiMS referral system, 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 pupils and older children, who act as role models.

Behaviour Sanctions

The children are expected to follow our core value at all times: **'Treat others as we would want to be treated.'**

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.

In the case of anti-social behaviour, pupils will be given a break-time reflection.

More extreme cases of anti-social behaviour such as theft, foul language, abuse of the network, fighting and bullying ([anti-bullying policy](#)), should be referred directly to the Head. This behaviour will not be tolerated and, where deemed a serious misdemeanour or breach of the school rules, 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 teacher (or Pastoral / Academic Deputy Heads in his 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 Pastoral Deputy or the Lower School Coordinator as required.

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 Pastoral Deputy, Head or Lower School Coordinator 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'. The 'My Concern' 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.

APPENDIX I

Indoor rules:

- Walk on the left-hand side whilst inside the building
- Open doors for each other and look behind us before we let go of a door
- Line up outside our classroom without talking
- Use people's names when communicating
- Look after our belongings
- Keep our classrooms and cloakrooms tidy
- We show respect for every member of our school community and do not interrupt other people's learning

Outdoor rules:

- Play in the areas we are allowed in
- Look after the play equipment and each other

- Talk to each other with respect and include others in our games
- Take care of our environment
- Wear the correct clothing
- Play games that are safe for everyone

Plus, the appropriate manners expected by a King Edward's Junior School child.

