

POLICY AND PROCEDURE:

BEHAVIOUR, REWARDS AND SANCTIONS

Junior School - Stable Court (Years 3-6) and Fan Court (pre-nursery to Year 2)

1. INTRODUCTION

Goodness underpins this school. Teachers, staff, pupils and their families are expected to support and extend the atmosphere of respect, courtesy, the love of learning and the value of friendship that is held dear at Claremont Fan Court School. The heads of school at Claremont Fan Court believe that to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. The heads of school seek to create a caring and learning environment in the school.

Claremont Fan Court School recognises that good behaviour happens within a context, and in particular seek to understand why there might be a pattern of poor behaviour relating to one or more pupils

Whilst we accept that as children, our pupils will make mistakes, the premise behind this policy and our behaviour management procedures is that we all learn from our mistakes and with appropriate intervention we move forward positively together

1.1 Expectations with regard to pupils

Pupils will be expected to:

- conduct themselves around the site in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow reasonable instructions given by the teacher
- behave in a reasonable and polite manner to all staff and pupils
- show respect for the opinions and beliefs of others
- report any incidents of disruption, bullying or any form of harassment
- understand and adhere to the culture of zero tolerance, including by standing, to any form of discriminatory behaviour
- complete all class work in the manner required
- hand in homework at the time requested
- show respect for the working environment and follow the school rules.
- to refrain from taking part in online messaging groups of 3 or more

1.2 Expectations with regard to staff

Staff will be expected to:

- communicate in a calm, constructive and polite way at all times
- to arrive on time to their lessons
- reinforce clear expectations of behaviour
- deliver a structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the school's procedures
- promote and reinforce positive behaviour in the classroom
- actively encourage pupils to fulfil their potential.
- uphold and model the professional teaching standards and expectations of this policy at all times

It is essential that all staff accept their responsibility for the maintenance of good order and discipline both in their lessons and in and around the school. Pupils will inevitably interpret non-intervention by a member of staff as tacit approval of a misdemeanour and it is therefore very important that a member of staff should challenge inappropriate behaviour whenever they see it.

1.3 Expectations with regard to parents/guardians

Parents and guardians are expected to:

- work in partnership with staff to ensure pupils understand and strive to uphold the expectations of this policy
- ensure that children arrive on time
- accept and understand that behaviour, like academic learning, is a journey and that any child may make mistakes.
- inform staff of any concerns
- respond constructively to concerns raised by members of staff
- ensure pupils come to school correctly equipped and prepared to work
- avoid discussing matters relating to pupils or sharing photos on social media platforms, or similar.
- Adhere to the expectations of parental conduct as set out in the parent contract.

The heads of schools decide the standard of behaviour expected of pupils at Claremont Fan Court School. They also determine the school rules and any disciplinary penalties for breaking the rules. The heads and the senior leadership team are responsible for the implementation and day-to-day management of this policy and procedure.

The heads and staff will ensure there is no differential application of the policy on the grounds of; ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed. When applying rules, there is an expectation that the application will reflect the given needs of a child and their unique context, particularly to reflect the Equality Act 2010, which seeks to understand the needs of a child.

Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff. In accordance with ISSR regulations (School Standards and Framework Act 1998), the use of corporal punishment is not permitted at this school.

The standard of behaviour expected of all pupils is included in the school's admissions contract which parents sign following their child's admission to this school.

The governing body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of this policy.

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

2. REWARDS AND PRIZES

The Junior School Golden Rules are:

- **I am Kind (this includes and promotes respectful interactions)**
- **I work Hard (this encourages and academic effort and attainment)**
- **I take Care of my environment. (this encourages an understanding of the responsibilities of being a good citizen)**

These rules underpin the rewards systems and this language will be explicitly used when praising a behaviour.

A school ethos of encouragement is central to the promotion of good behaviour. It is important that achievement and good behaviour are recognised and rewarded. All members of staff are encouraged to lead by example in promoting good behaviour by fostering positive interaction between colleagues, pupils and parents based on mutual respect, self-discipline, courtesy and good humour. Excellence is recognised most commonly with positive verbal comments to a pupil from the teachers and pastoral staff who work closely with them in the form of personal conversations, progress reviews, and public recognition in front of other pupils.

Other forms of reward may include:

- Written comments on pupils' work
- Displays of exceptional work
- House points
- Public recognition in assembly and the newsletter
- Character Quality certificates
- Recognition of desired learning behaviours linked to the Claremont Learning Attributes
- Signing the book of excellence (Stable Court)
- Informing parents of a pupil's excellence by individual letter or postcard
- Achievements published on the school website or newsletter
- Awarding of sports colours
- Promotion of pupils to positions of responsibility
- Fan Court – House of the week, term and year are celebrated, with a trophy presented
- Fan Court – recognition of positive use of golden rules

2.1 Fan Court (Pre-nursery – Year 2)

Fan Court will use their golden rules to frame discussions around behaviour whether it be to celebrate or challenge a child's choices and actions.

Following these rules will be rewarded and recognised by all staff who use explicit language to reinforce how a choice displayed the golden rules and the positive impact this had for the child and others.

Rewards are received through house points, head teacher awards, celebration assembly, house certificates, and *star of the week* board. Children receive a certificate during celebration assembly which is displayed on the *star of the week* board. Pupils in EYFS and Years 1 and 2 are awarded house points for positive behaviours that meet any of the golden rules.

Year 2 house captains count house points each half term and the cup is awarded to the winning house and displayed on the house board.

2.2 Stable Court (Years 3-6)

In Stable Court, the following reward and sanction systems support the acquisition of moral standards and of developing awareness of our individual responsibility to each other and our world.

Class level reward system

Class recognition for good work, kind choices and good behaviour are given by class teachers in the form of stickers, house points and weekly recognition in assemblies. Class teachers may also establish with their classes a reward system, personalised within the class when discussing class rules, at the beginning of the academic year. Children throughout the school are elected to varying positions of responsibility, such as form captain, classroom monitor and school council. Year 6 children can apply for, and be chosen to serve as, school and house captain as well as school council or library leaders

School level reward system

House points are awarded to children for any positive behaviour deemed to be meeting the golden rules. House points should be awarded generously to children for good work showing the development of such qualities as thoroughness, perseverance, concentration, application of thought and accuracy. They should also be given for consistent effort and improvement. House points are awarded for kind behaviour expressing qualities of unselfishness, awareness of others' needs, thoughtfulness and willingness. These are to be awarded on 'Trackit' which will be monitored by the pastoral assistant head

Character quality awards are presented to two children from each class by each class teacher at the end of every period of character quality study. These are for pupils who have been seen to particularly represent the character quality of the month.

Excellent examples of children's work are displayed on the celebration boards in the corridors and time is made in each weekly assembly to recognise and celebrate endeavour and achievement in all areas, explicitly aligned with the Claremont Learner Attributes. When a pupil produces a piece of outstanding work or achieves well beyond expectation, he or she can be nominated for the book of excellence.

All Year 6 pupils receive a prize to celebrate their talents and contributions during their time at the junior school. Qualities recognised include academic excellence, progress and citizenship; the Barker, Fraser and Scott awards which recognise children who have best demonstrated commitment to the school's special ethos during their time in the junior school and outstanding achievements within the different junior school Portfolio sections. The positions of school captains are filled by children who act as excellent role models for their younger peers; these pupils speak on behalf of the junior school community at special events throughout the year.

3. PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

3.1 -Fan Court (Pre-nursery – Year 2)

When working with younger children, it is essential to remain child-centred when acknowledging and dealing with poor behaviour. At this age, children need adults to listen to and understand their behaviour and what it is trying to communicate.

Addressing negative behaviour is important and the behaviour that is undesirable is described as so, but is separate from the child. A child is not naughty or bad, but has made a poor choice. The choices and behaviour need to be addressed. (If this is a one-off mistake, or a repeated piece of behaviour, then the resulting actions of the adult will differ accordingly, as well as considering the context and needs of the given child.)

Staff use descriptive language when addressing behaviours, to help to explain and reinforce expectations clearly. More serious behaviour will result in a visit to the head's office and parents may be contacted. This must always be recorded on CPOMS as a record of the incident and the actions taken.

Incidents of poor behaviour are, whenever possible, treated immediately with children at this age group. Time is made to discuss incidents, and regular feedback is given to parents, in almost every case this is done on the day of a given incident. (Any process for children of this age is intended to be constructive and an opportunity to learn from mistakes. Often behaviours occur within groups of children and circle time, or assemblies are used to discuss ways to improve choices and learn from mistakes.

In KS1, teachers will use Trackit to record instances of poor behaviour. This will not be publicly visible for children in the classroom, but will allow the pastoral team to observe patterns of behaviour and support children in addressing this. If a Tackit has been recorded, a teacher is expected to reflect on this with a child.

For individuals that repeatedly show poor behaviour, a personalised plan will be agreed upon by the class teacher, the pastoral leadership team and the parents. Relevant and constructive interventions are applied and reviewed regularly. Staff are informed through regular meetings of personal targets for children, so support is consistent through the school. In the rare event of extreme and or dangerous behaviour, a child will be asked to spend some time away from peers to calm down and reflect on their behaviour. If deemed necessary by the head or assistant head pastoral, the child may be asked to go home for the rest of the day to achieve this. A parent or guardian will be informed immediately and asked to collect their child as soon as possible. In this rare occurrence, a meeting will be held with either the head or assistant head before returning to school to review the behaviour. This may also result in a risk assessment for that child that will need to be agreed upon by parents and the school.

The staff in Fan Court are all regularly involved in the behaviour management of all children, and we strive for consistency in our approach. The following chart indicates the typical responses taken to deal with our most common behaviour challenges. Although this is used for guidance and therefore applied in the majority of cases, there is careful consideration given to individual circumstances and needs

Severity	Action	Consequence	Staff
STEP 1 (Low)	<ul style="list-style-type: none"> fiddling with resources silly noises/actions out of their seat unnecessarily pushing in line disturbing others interrupting other pupils rough play <p>With all of these behaviours, this is low level if it is not happening regularly or directed towards or between certain other children disproportionately.</p>	<ul style="list-style-type: none"> praising others close by, articulating why you are praising them eye contact – stern stare, raised eyebrow assertive body language/gesture physical proximity and/or whispering a firm reminder of expectations rule reminder direct back to chair/back of line (playtime) time out bench. Think and reflect with an adult before rejoining play 	Staff present
STEP 2 (Medium)	<ul style="list-style-type: none"> repeated low level behaviours disrespectful behaviour (ignoring direct instructions) rude language including swearing continued interrupting of the lesson/teacher Overly rough physical or controlling play that impacts the well-being of peers 	<ul style="list-style-type: none"> time out (thinking time - supervised) spend time completing work in the other classroom in the year or stay in for a few minutes to finish. class teacher has informal meeting with parents. Adults work together to reinforce the expectations and model / teach these skills. (Social stories / small social skills group, ELSA) <p>Discuss in pupil concerns and seek support from HV, JP, or LMc to investigate any other potential needs.</p>	Class teacher Pastoral lead (KS1/ HV) Potential support from IN
STEP 3 (High)	<ul style="list-style-type: none"> deliberate hurting of others (unprovoked and or disproportionate reaction) damaging school property/property/another student's property refusal to follow instructions, wilful defiance bullying (deliberate, persistent and unbalanced) antisocial behaviour including: / theft / undermining of any protected characteristic Repeated level 2 behaviours that do not improve after interventions. 	<ul style="list-style-type: none"> immediate recording on CPOMS send to PE or HV letter and/or formal meeting with parents potential behaviour plan or target card lunch/playtime exclusion with PE/HV 	, PE HV Potential support from IN Possible involvement of the head for more serious cases
STEP 4 (Severe)	<ul style="list-style-type: none"> unsafe behaviour that is likely to cause significant harm leaving the class/school without permission threatening and or violent behaviour abusive behaviour 	<ul style="list-style-type: none"> send to the Head or Assistant Head Parents asked to collect child and meet with Head or Assistant Head Risk assessment in place and reintegration plan if deemed necessary. 	MJ HV Potential support from IN

3.2 Stable Court (Years 3-6)

It is intended that children do not feel like they are bad or naughty, but it may well be the case that they have made mistakes that they need to learn from and that this is a normal part of developing an understanding of one's own moral compass. Addressing negative behaviour is important and the behaviour that is undesirable is described as so. The choices and behaviour need to be addressed, and children deserve the opportunity for this to be a constructive experience in which they learn and improve their understanding of how their actions impact others. If this is a one-off mistake or a repeated piece of behaviour then the resulting actions of the adult will differ accordingly, as well as taking into account the context and needs of the given child.

It is the responsibility of all staff to approach challenging behaviour with this approach in mind. Staff need to be; calm, controlled, patient and model, polite and constructive communication. In the vast majority of cases, children deserve the chance to quickly move on from a mistake and not have it held against them.

The Junior School will use the 'Girls on Board' approach to friendship issues with years 5 and 6. Although this approach was set up for girls, the messaging and approach is appropriate for boys. Increasingly, online behaviours outside of school are impacting the behaviour and well-being of children in school. Children are now not permitted to be in online group chats of 3 or more. This is communicated with parents and will need the support of parents to enforce this.

The majority of behaviour should be managed in class or by the first member of staff available. The following tools are used to support children to recognise, understand and correct choices. They escalate in seriousness and professional judgement may be used when reviewing by the pastoral leaders, including the time scale.

1. Verbal warnings and reminders
2. Recording on 'Trackit'
3. Reflection time - verbal (once a track it has been issued)
4. Form teacher reflection - (form teacher to address repeating behaviours with a child - 3+ of a given behaviour)
5. Pastoral leadership break time reflection - 6+ of negative behaviour
6. Reflection target card or lunchtime detention - (9+ negative behaviours)

7. Formal target card / parent meeting (12 +
8. Formal targeted behaviour plan

In class: 'Trackit' is used to notify children of desirable and undesirable behaviour choices. This is either to be used publicly as a visual reminder on the board or logged more discretely following a lesson depending on the circumstance. In either situation, it is the responsibility of the member of staff to take time to ensure that the poor behaviour is understood by the child. Usually with a short conversation to reinforce either during or after the lesson. This will be monitored by the pastoral leadership team and weekly reflection times will be held for children who are repeatedly being recorded as displaying undesirable behaviour.

More serious behaviours, Level 3 and 4 will result in a red Trackit and will result in an appropriate sanction, likely to be a lunchtime detention and parents will be informed.

Trackit monitors different types of behaviour and reflects the golden rules of the school. Behaviours tracked as orange are linked to 'respect'. These include unkind, disruptive behaviours that impact others and display a lower-than-expected level of thought and consideration. Yellow behaviours are those that display a lack of organisation and responsibility therefore not being ready to learn. This

would include not completing work, being late or not having correct equipment. These behaviours require a different type of support and intervention and are therefore recorded and reviewed so that the most effective intervention is enacted.

Trackit data will build up a picture of a child's behaviour. There are guidelines for escalated intervention and support that are visible in each classroom and children are aware of the escalation of consequences.

Target Report cards

If a number of incidents are issued in a short time, then support may be given to help the child recover from the undesirable behaviour. Each child will be seen as an individual and the response will be judged through conversation with teachers, the child and the parents to ensure that the process is understood and agreed to be purposeful and constructive by all. Often this will result in a personalised report card with specific, individual targets with evidence collected from Trackit. They will report daily to their class teacher and weekly to the assistant head, pastoral, for a period of one to two weeks. If this is not successful, the assistant head pastoral will then meet with the parents to discuss the next steps.

Serious and repeated poor behaviour:

All behaviour in this category is to be recorded formally on CPOMS, with the class teacher, assistant head pastoral and head alerted. In these instances, the management will be primarily the responsibility of the assistant head pastoral with the support of the head.

In the rare instance of the above behaviour strategies not being effective over the decided period of time required to see necessary improvement, the assistant head pastoral and head of the junior school will meet with the parents. The school will indicate a clear expectation of the progress needed to be achieved by the child concerned. This will need to be achieved for us to remain confident that we can recommend them to progress into the Senior School. It is important that we are honest about the necessary skills and expectations of behaviour required to be successful at the Senior School.

For more serious and immediate incidents including (but not exclusively) putting the well-being and physical safety of others at risk, repeated bullying or any behaviour that is seen as a level 4 in the chart below, a child may be asked to be collected from school and serve a short suspension. This is intended to serve as a serious reminder of the need to follow rules that ensure the safety of others.

Ultimately, where the behaviour policy has not been successful in helping a child modify their behaviour, or in the event of a serious single incident, the school reserves the right to permanently exclude a child.

Overview

In all circumstances there is a need for professional judgement. The following chart gives guidance for typically considered proportionate responses.

Severity	Action	Consequence	Staff
STEP 1 (Low)	<ul style="list-style-type: none"> fiddling with resources silly noises/actions out of their seat unnecessarily pushing in line disturbing others interrupting other pupils <p>With all of these behaviours, this is low level if it is not happening regularly or directed towards or between certain other children disproportionately.</p>	<ul style="list-style-type: none"> praising others close by, articulating why you are praising them eye contact – stern stare, raised eyebrow physical proximity and/or whispering a firm reminder of expectations rule reminder Use of trackit - following at least one warning 	<p>Staff present</p> <p>Inform form teacher to keep an oversight</p>
STEP 2 (Medium)	<ul style="list-style-type: none"> repeated low level behaviours disrespectful behaviour (ignoring direct instructions) rude language including swearing Overly rough physical play 	<ul style="list-style-type: none"> Immediate use of ‘Trackit’ Reflection time at break to review and reflect on behaviour spend time completing work outside of classroom under appropriate supervision. Sitting out for a period of playtime to calm down Pass onto class teacher who is primarily responsible for the oversight and resulting actions, including informal meeting with parents and recording on CPOMs <p>include on ‘watchlist’ and inform HV or LMc to investigate any other potential needs.</p>	<p>All staff present</p> <p>Class teacher</p> <p>Inform class teacher to keep an oversight</p> <p>Pastoral lead /HV, RC,</p> <p>Potential support from IN</p>
STEP 3 (High)	<ul style="list-style-type: none"> deliberate hurting of others damaging school property/another student’s property refusal to follow instructions bullying (deliberate, persistent and unbalanced) antisocial behaviour including: racism / theft. Failure to respond to step 2 interventions: Continued disruptive behaviour whilst on report card. No improvement even with interventions in place. 	<ul style="list-style-type: none"> immediate recording on CPOMs communication with parent potential behaviour plan or target card lunch/playtime meeting with HV / MJ 	<p>Pastoral lead – HV</p> <p>RC / HV Possible involvement of the head for more serious cases</p>
STEP 4 (Severe)	<ul style="list-style-type: none"> unsafe behaviour – running away or out of control threatening and or violent behaviour abusive behaviour Failure to respond to step 3 interventions, repeated misbehaviour – where warnings and action plans have already been implemented. 	<ul style="list-style-type: none"> send to the head or assistant head (single incidents) Parents asked to collect child and meet with head or assistant head Formal behaviour plan with targeted behavioural steps in place. To be reviewed weekly with HV/MJ and parents Risk assessment in place 	<p>MJ</p> <p>HV</p>

4. OTHER RELEVANT POLICIES/DOCUMENTS

- Safeguarding policy
- Anti-bullying policy and procedure
- Technology usage policy and procedure for pupils and parents
- Exclusions policy and procedure
- Parent information booklet

APPENDIX 1

Searching and Confiscation of Banned Items Policy

In the junior school, it is rare that there is any need to search a child or their property. If there is a need to do so, we would follow the searching and confiscation of banned items policy.

See appendix 1 of the senior school behaviour, rewards and sanctions policy.

APPENDIX 2

Use of Force to Control or Restrain Pupils

A new provision of the Education and Inspection Act 2006 came into force on the 1 April 2007. This restated the powers of teachers and other members of staff to use reasonable force to prevent pupils committing a crime, causing injury or damage, or causing disruption. Such powers already existed under the Education Act 1996 (now no longer in force) and common law but they have often been misunderstood.

Neither the Act nor this new provision authorise the use of corporal punishment. Nor are they intended to encourage the use of inappropriate force.

1. The illegality of corporal punishment in schools was extended to include the independent sector under the School Standards and Framework Act 1998, s.131.
5. There is a common misconception that, since the Children Act 1989 and the Children Act 2004, any physical contact with a child is in some way unlawful. That is not true. Where necessary, reasonable force can be used to control or restrain pupils. Physical contact with pupils may also be appropriate or necessary in other circumstances.
6. Such force as is reasonable may be used to prevent a pupil from doing, or continuing to do, any of the following:
 - Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
 - Injuring themselves or others;
 - Causing damage to property (including the pupil's own property);
 - Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.
4. The above applies when a teacher, or other authorised person is on the school premises, and when he or she has lawful control or charge of the pupil concerned elsewhere e.g. on a field trip or other authorised out of school activity.
5. Everyone, whether authorised by the head or not, has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a pupil was at immediate risk of injury or on the point of inflicting injury on someone else, any person would be entitled to intervene. The purpose of this provision is to make it clear that teachers and other authorised persons are also entitled to intervene in other less extreme situations.
6. There is no statutory definition of "reasonable force". The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore, physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force. Any force used should always be the minimum needed to achieve the desired result.

7. Before intervening physically, a teacher should, wherever practical, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The teacher should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper or are acting out of anger or frustration or to punish the pupil.

Physical intervention can take several forms. It might involve:

- Physically interposing between pupils;
 - Blocking a pupil's path;
 - Holding;
 - Pushing;
 - Pulling;
 - Leading a pupil by the hand or arm;
 - Shepherding a pupil away by placing a hand in the centre of the back; or
 - In extreme circumstances only, using more restrictive holds.
8. Every member of staff will inform the head and DSL immediately after they have needed to restrain a pupil physically, they will need to make a formal record of the incident as soon as possible.

ALWAYS AVOID TOUCHING OR HOLDING A PUPIL IN A WAY THAT MIGHT BE CONSIDERED INDECENT

NOTES

Corporal Punishment

Under Section 131 of the School Standards and Framework Act 1998 corporal punishment is prohibited for all pupils in independent and maintained schools. The guidance provided by DfE on Notes on Sections 1998 makes it clear that the prohibitions include the administration of corporal punishment during any activity, whether or not within the school premises. The prohibition applies to all members of staff. These include all those acting in loco parentis such as unpaid, volunteer supervisors.

Reasonable adjustments

Staff should be mindful at all times of the school's obligation to make reasonable adjustments where provisions, criteria or practices (including the use of force) put disabled children at a particular disadvantage.