

HERNE JUNIOR SCHOOL GOOD BEHAVIOUR POLICY

(INCORPORATING EXCLUSION &
USE OF REASONABLE FORCE POLICIES)



	Content	Page
	Good Behaviour Policy	2
ANNEX 1	Exclusion Policy	8
ANNEX 2	Use of Reasonable Force Policy (Restrictive Physical Intervention)	10
ANNEX 3	Serious Incident Flow Chart	13
ANNEX 4	Cards Used for Supporting & Monitoring Behaviour	14
ANNEX 5	Risk of Lunchtime Exclusion Letter	15
ANNEX 6	Letters for Behaviour Cards	16
ANNEX 7	COVID-19 Procedures	24

Rationale

In the main, this policy remains unchanged from last year, as we all hope to return to normality as soon as possible. However, due to the current COVID-19 situation, temporary changes to procedures are highlighted and we have added ANNEX 7 to further explain changes to our procedures.

At Herne

Junior School we promote an ethos based on our agreed core values (see 'Harmony' section below). All members of the school community have a part to play in the promotion of our ethos and in the implementation of this behaviour policy. How adults treat the children is a huge factor in how the children react to praise and admonishment. There is so often a requirement to have an 'exchange of trust' between adult and child.

'I've come to the frightening conclusion that I am the decisive element in the classroom. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.'

Haim Ginot 1972

A Culture for Learning at Herne

Working with children is a fundamentally human activity that requires four crucial elements:

- UNDERSTAND the human in front of you.
- Then you will improve their SELF-ESTEEM.
- If you do this, you will improve their SELF-CONFIDENCE.
- If you do that, they will feel emotionally ENGAGED with what you are doing... ...learning about our world, preparing them for the future.

If this is so for children, then we also have to model this for them, adult to adult. As human beings, we all have the need to feel **loveable and capable**, and so it is on this premise that we will help everyone at Herne to achieve to the very best of their abilities and demonstrate good behaviour.

All adults and children need a clear vision of the good behaviour to be expected within the school, together with a clear understanding of what kinds of behaviour are not acceptable. Whenever possible, good behaviour should be taught, modelled, discussed, praised and rewarded.

We aim to provide a curriculum and a learning environment which is interesting and stimulating so that our children are motivated to learn and to behave well. We believe that children learn best when they are emotionally secure and balance self-awareness with self-esteem. We will offer care and support where children need it, to avoid problems arising from frustration and the fear of failure.

However, we also believe that all children have the right to learn, work and play in an environment that is happy, safe, fair and secure. In our school we believe that everybody is responsible for upholding these rights. We acknowledge that children need to be made aware of the rights of others and to be encouraged at all times to respect those rights by working co-operatively and harmoniously. All those who work in our school community, or visit it, will be expected to act in accordance with this ethos.

Aims

- We value all children as individuals and help them to develop emotional security, self-awareness and positive self-esteem.
- We provide a learning environment that offers an appropriate balance of challenge and support for each child, in order to encourage the development of independence and self-discipline.

- We promote good manners and a caring and respectful attitude towards all members of the school community.
- We make it clear to the child that, if they misbehave, it is the behaviour that is unacceptable, not them.
- We investigate all incidents thoroughly before drawing conclusions or apportioning blame.
- We employ a consistent approach to the management of behaviour through the application of agreed strategies, incentives and sanctions.
- We involve all members of the school community in regular reviews of behaviour issues in order to ensure that all are aware of the expectations of behaviour at Herne Junior School.
- We share problems and good practice in order that we can all learn from each other.

Objectives

- We want our children to value themselves and develop a positive self-esteem.
- To value and appreciate one another, irrespective of age, gender, race, creed or ability, acknowledging that everyone has a part to play within our school community.
- To develop a reflective, caring and courteous approach in their behaviour and relationships with others.
- To listen to and respect the views of others.
- Be honest.
- Think independently.
- Share resources and work co-operatively and harmoniously with others.
- Accept responsibility for their choices and actions.
- Show a responsible attitude towards the environment, including the school grounds, buildings and everything in them.
- Adhere to the school's values (HARMONY) which are: Responsibility, Honesty, Enjoyment, Collaboration, Motivation and Respect.
- Uphold British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of other faiths and beliefs.

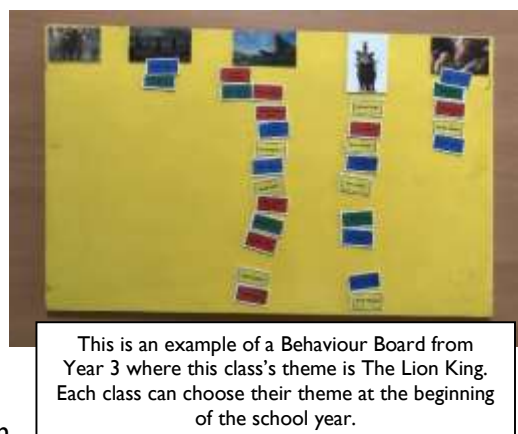
Methods

- A Home/School Learning Agreement for new pupils that sets out the expectations for effective learning at Herne Junior School has been drawn up in consultation with all members of the school community and is reviewed on an annual basis. Copies of the agreement will be signed by each child, their parents/carers, the Headteacher and the Chair of Governors. This is renewed as a shorter version each year (Years 4, 5 & 6).
- In addition, each teacher negotiates more specific rules for classroom behaviour with the children in their class, using a class charter based on UNCRC agreed protocols. These are reviewed on a regular basis.
- Children are encouraged to take responsibility for their own behaviour, both individually and collectively.
- Opportunities to raise issues relating to behaviour are provided as part of the PDL (Personal Development Learning) and SMSC scheme of work.
- The Young Governors (who make up the School Council), other children with specific responsibilities (e.g. Herne Guardians, Lunchtime Buddies, Green Team, House Captains, Vice-Captains, Digital Leaders, Sports Captains) and Year 6, as the oldest pupils, are expected to act as good role models for the rest of the school.
- Rewards are used for children whose behaviour is exemplary or who manage to achieve significant improvements in their behaviour over a specified period of time.
- Inappropriate behaviour is managed according to the procedures specified in the 'Behaviour Guidelines' below, which was drawn up in consultation with all members of the school community. These guidelines are reviewed on a regular basis.

- Under the Education & Inspections Act 2006, paid members of staff have the right to regulate behaviour by giving instructions and orders. They may also impose disciplinary penalties/sanctions for misbehaviour. Staff, with the appropriate training, are permitted to restrain pupils and use such force 'as is reasonable in the circumstances' to prevent a pupil causing injury/personal damage or committing an offence (see separate Physical Intervention Policy).
- Bullying in any form will not be tolerated (see separate Anti-Bullying Policy).
- Harmony Weeks, held annually, promote good behaviour.

Behaviour Guidelines

- Each classroom has a coloured board with five characters or symbols representing a scale, as seen on the right. All the children start the day in the middle then can move right or left according to good or poor behaviour.
- If a child makes it to the top (furthest right) they will be rewarded with a House Point. Furthermore, they will receive a Special Values Time ticket to have the chance of being selected by the class to join the Head, Deputy Head and Assistant Head for 'Special Values Time' on Tuesday mornings at 11.20am until 12.00 (usually starting in the Hall).



- During COVID-19, Special Values Time children now go to the Hall where social distancing can be maintained. They can choose from a range of prizes and treats as a reward for being their class' Special Values Time person.
- For excellent work pupils can also be rewarded with a House Point. This must be initialled on the child's House Point Card by the adult who gave the point. A maximum of three House Points can be awarded at one time.
- For poor behaviour, or a lack of effort, a child can be moved down the scale (furthest left), with a 3-minute cool off between each move. If a child hits the bottom of the board they lose 4 minutes off their 'Values Time'.
- A serious misdemeanour in class can result in being directly placed on the bottom of the board but will not mean being sent out at that stage. Being sent out will only happen if another issue has caused their name to be moved off the board.
- If poor behaviour persists then they take their name to their year leader (or pre-arranged other teacher) where their name is placed back in the middle of this new class's board. Lost Values Time can be regained with 1 minute of values time regained if they can move back up to the +1 and 2 minutes of value time can be regained if they can get up to the +2.
- In some cases, a 'Think Card' will be used to support pupils who require closer vigilance regarding their conduct in lessons and throughout other times of the school day. A pupil should only be kept on a Think Card for a maximum of two weeks and if their behaviour is not improving, will move onto a 'Report Card'. (See ANNEX 4)
- During COVID-19, the school is now operating a 'Virtual Report Card' which allows the teacher to monitor and record a pupil's behaviour if they have recently made a serious breach of this Good Behaviour Policy. This 'card' is kept electronically on the school's server and can be accessed by all school staff if necessary.
- In more serious cases, children who have had this closer monitoring, but have not responded positively by modifying their behaviour will have a Report Card. This excludes them from representing the school in events

- The Think Card and Report Card system is designed to keep track of those children who could be at risk of exclusion. A running record of pupils who have received these cards will be kept in the Think Card section of the Behaviour Folder in the head's office. There is a small chart in the Staffroom which shares who in the school is on a Report or Think Card.
- The maximum amount of time a child is on a Think Card is for two successive weeks, after which, if their behaviour is still causing concern, they will move onto a Report Card. A Think Card letter will be sent home by post (Behaviour File, ANNEX 6). The criteria for a good week is 85% 'good' or 'satisfactory' (34 sessions out of 40) for a Think Card. 50% of those sessions (20 sessions) must be 'good' 😊.
- If a pupil moves onto a Report Card, a letter about 'Risk of Exclusion' (Behaviour File, ANNEX 6) will be sent to the parents by post. If a child is on a Report Card for two successive weeks, then there will be a consideration for excluding them on the basis that they have been persistently disruptive. On a Report Card, we raise the bar so that 95% must be 'good' or 'satisfactory' (38 sessions) and 60% must be 'good' (24 sessions) 😊.
- Note that if a child comes off a Think Card but is then referred back to have another card within 2 weeks of coming off, then they will go onto a Report Card.
- There is also a 'Self-Regulation' orange card for those children who only struggle with breaktimes and lunchtimes – each card covers a two-week period. This operates in a similar way to the Think Card.
- It has been noted that some children really respond to these cards due to the extra attention given to them (catching them being good 😊). When requested by the teacher, children can have a yellow 'Motivation Card' which isn't recorded. This is an informal support for the child to keep up their good behaviour.
- 'Risk of Lunchtime Exclusion Letter' (see ANNEX 5) is used when children are at risk of a lunchtime exclusion. These are triggered when pupils are continuously getting lunchtime detentions but this is not having the desired effect of improving their behaviour. This letter warns parents if their child is at risk of being excluded from lunchtimes. It can sometimes be the case that the pupil could have received breaktime detentions as well. These letters are NOT sent 'out of the blue' because we will have already alerted parents to issues at lunchtimes previously.
- It is the school's aim to use exclusion of pupils in only the most extreme of instances (see ANNEX 1 for our *Exclusion Policy*).
- It is the school's aim to 'use reasonable force' against pupils in only the most extreme of instances (see ANNEX 2 for our *Use of Reasonable Force Policy*).
- See ANNEX 3 for our 'Serious Incident Flow Chart'.

Behaviour Management Responsibilities

Headteacher (Tony Markham) & Deputy Head (Peter Castle)

- Responsibility for decisions and paperwork regarding serious misbehaviour, including exclusions.
- To monitor school behaviour via:
 - Records of lunchtime incidents in the Lunchtime Detention Log Book.
 - Records of misbehaviour in class that leads to children being referred to a Year Leader or other senior teacher (usually an Upper Threshold teacher) in the Class Behaviour Log
 - Records of violent incidents, racial incidents and incidents of bullying in the Bullying & Racial Incident File (in Headteacher's office).
 - Exclusions records.
- This is all overseen by the school Governors and some data is reported anonymously to the Local Authority (e.g. Racist Incidents).

Assistant Head/SENCo (Erika Marshall)

- Support the Headteacher and Deputy Head with the above.
- Support all staff in encouraging good behaviour.
- Where necessary, help support children at lunchtimes (with Pupil Support & Guidance Manager) to make sure that *all* children have a positive experience.
- Liaise with outside agencies to help support children and their families, in consultation with the Pupil Support & Guidance Manager.
- Make sure all children, who need one, have an Individual Behaviour Plan (IBP).

Pupil Support Manager (Sonja Balmer)

- Support all staff in encouraging good behaviour.
- Where necessary, help support children at lunchtimes (with Assistant Head/SENCo) to make sure that *all* children have a positive experience.
- When needed, make behaviour charts and agreements with children and parents regarding their behaviour.
- Liaise with outside agencies to help support children and their families, in consultation with the Assistant Head/SENCo.
- Support children one-to-one and in groups through Emotional Literacy Support (ELSA) to improve their self-esteem and behaviour.

Year Leaders & Upper Threshold Teachers

- Help and support their team members with encouraging good behaviour in class
- Accept and deal with children referred to them where pupils have been sent to them by a class teacher
- Provide a mid-point of authority for pupils in their year groups
- Refer to Headteacher, Deputy Head or Assistant Head/SENCo in cases of extremely good or poor behaviour.

‘Harmony’ at Herne

At Herne Junior School we believe that children’s positive behaviour is influenced more by praise, rewards and encouragement, rather than by punishment and sanctions.

Our Harmony Values

- RESPECT - We have the right to be respected.
- COLLABORATION - We work together as a team to achieve more.
- ENJOYMENT - We enjoy our learning.
- HONESTY - We are open and honest.
- MOTIVATION - We are motivated to succeed.
- INDEPENDENCE - We take responsibility for our actions and try to think for ourselves.

Harmony Weeks

- Introduce our values.
- Introduce ‘Rights, Respects and Responsibilities’ and link to displays around school.
- Make clear our expectations of upholding British Values and challenging extremist views
- Promoting Spiritual, Moral, Social and Cultural (SMSC) qualities
- Overtly teach what our values mean through lessons and assembly.
- House Points given out for seeing good manners and excellent learning habits.
- Uphold our values, be polite and well mannered:
 - Opening doors.
 - Genuinely warm and welcoming.

- Thinking about other people's feelings.
- Being kind, thoughtful and generous.
- Making other people's lives better.
- Have celebration assemblies every Friday with awards for the person who has upheld the values most in class - voted by their class.
- All staff model Harmony around the school.
- Awards for pupils (one per class) and one staff member, voted by the staff, who is considered the best at upholding the elements of 'Harmony'.
- Our 'House Point' system is linked to our 'Harmony Values'.

Annual Review

Approved by the Headteacher, in accordance with delegated responsibility conferred by the Full Governing Body, September 2016.

This policy will be reviewed at least annually in line with relevant statutory guidance from Hampshire County Council.

Herne Junior School has adopted the guidance from the Department of Education publication 'Behaviour and discipline in schools':

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Ratified by the Headteacher, Tony Markham (to whom the Governors have delegated approval responsibility), on Tuesday October 16th 2019.

Review Date: Autumn 2021

ANNEX I

EXCLUSION POLICY

At Herne Junior School we recognise that the decision to exclude a child from school is a serious one. Exclusions should only be given in response to serious breaches of the school's behaviour policy and/or if allowing the pupil to remain in school would seriously harm the education/welfare of the pupil or others in the school.

Reasons for Exclusion

A child will only be excluded from Herne Junior School when **all other interventions have failed** and the child continues to behave in such a way that the safety and wellbeing of others in the school are seriously affected.

Serious misbehaviours include:

- Persistent disruptive behaviour and violation of school rules.
- Bullying, including racist and homophobic abuse.
- Verbal abuse or threatening behaviour against another pupil or adult.
- Violent behaviour, including the physical assault of another pupil or adult.
- Damage to school or personal property belonging to any member of the school community.
- Theft.
- The behaviour of a pupil outside school can be considered grounds for an exclusion if the behaviour is serious enough and if it is within the vicinity of the school (i.e. adjacent to the school grounds or paths leading to or from the school)

Lunchtime Exclusions

'Risk of Exclusion at Lunchtime' letters (see ANNEX 5) are used when children are at risk of a lunchtime exclusion. These are triggered when pupils are continuously getting lunchtime detentions but this is not having the desired effect of improving their behaviour. Self-Regulation and other behaviour cards will have been used to try to improve their behaviour.

This letter warns parents if their child is at risk of being excluded from lunchtimes and aims to encourage parents to discuss their child's behaviour with them and hopefully act as a deterrent to continued misbehaviour.

The Headteacher's Responsibilities

- Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.
- Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period.
- 'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

- Whenever the Headteacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it. They must also, without delay, provide parents with the following information in writing:
 - The reason(s) for the exclusion.
 - The period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent.
 - Parents' right to make representations about the exclusion to the governing board (in line with the requirements set out in paragraphs 52 to 60) and how the pupil may be involved in this.
 - How any representations should be made.
 - Where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.
- The Headteacher must, without delay, notify the governing body and the local authority of:
 - A permanent exclusion (including where a fixed period exclusion is made permanent).
 - Exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term.
 - Exclusions which would result in the pupil missing a public examination or national curriculum test.
- For all other exclusions the Headteacher must notify the local authority and governing body once a term.

This policy is written in line with the guidance from the Department of Education's publication 'Exclusion from maintained schools, Academies and pupil referral units in England':

<https://www.gov.uk/government/publications/school-exclusion>

ANNEX 2

HERNE JUNIOR SCHOOL USE OF REASONABLE FORCE POLICY (RESTRICTIVE PHYSICAL INTERVENTION)

This policy has been created using the latest government guidance:
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Key points

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes - to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment - it is always unlawful to use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items':

- Knives and weapon.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

Separate guidance is available on the power to search without consent - see 'Further sources of information' below for a link to this document. This is being reviewed by the government during 2018-2019.

SEN Pupils

- We acknowledge that it is our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Staff training

- The Headteacher will consider whether members of staff require any additional training to enable them to carry out their responsibilities and will consider the needs of the pupils when doing so.

Telling parents when force has been used on their child

- It is good practice to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 - Pupil's behaviour and level of risk presented at the time of the incident.
 - Degree of force used.
 - Effect on the pupil or member of staff.
 - The child's age.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she has acted reasonably.
- Suspension will not be an automatic response when a member of staff has been accused of using excessive force. We will refer to 'Keeping Children Safe in Education's section on 'Allegations of abuse made against teachers and other staff' (see 'Further sources of information' below), where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- We will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, we will ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. We will therefore provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Other physical contact with pupils

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
 - Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school.
 - When comforting a distressed pupil.
 - When a pupil is being congratulated or praised.
 - To demonstrate how to use a musical instrument.
 - To demonstrate exercises or techniques during PE lessons or sports coaching.
 - To give first aid.

COVID-19 – Social Distancing Implications

- In cases where staff intervention with a pupil is required, then additional consideration must be thought through so that adults are not exposing themselves unnecessarily to risks of infection. If appropriate PPE can be used to get closer to a pupil.

Further sources of information

- Screening, searching and confiscation - advice for Headteacher, staff and governing bodies. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- Dealing with allegations of abuse against teachers and other staff guidance is now included in Keeping Children Safe in Education: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

SERIOUS INCIDENT FLOW CHART

Serious Incident

- Isolate the child by removing the child **or** removing the other children.
- Send a reliable child to the school officer or to a senior member of staff to get help.



Child's Welfare

- Use a calm voice.
- Divert the child by changing the subject of conversation.
- Use strategies already in place for that child e.g. safe place; trusted adult.
- Humour can often be effective when all else fails!
- Only use physical restraint as a last resort to prevent the child from injuring themselves or another person and only by a trained members of staff.
- IF YOU ARE AT RISK, leave child isolated but watched and CALL POLICE.



Staff Welfare

- Remove the member of staff from the scene.
- Provide a recovery period away from other children.
- Offer informal counselling with a colleague of their choice.
- Record injuries.
- Within 3 working days:
- Set up formal counselling if necessary.
- Arrange time and support for staff/pupil relationship to be re-established.

Parents

- Contact parents and inform them of the seriousness of the incident and request them to come into school to discuss the incident with a senior member of staff.
- In the light of previous history, evaluate seriousness of incident and decide whether there is need for an exclusion.
- CHILD REMAINS IN ISOLATION UNTIL PARENTS HAVE ATTENDED MEETING.
- Complete all documentation.

ANNEX 4: Cards Used for Supporting & Monitoring Behaviour

THINK CARD

THINK - GET HELP - IMPROVE

How has my day gone? (40 sessions in total for the week)

Day	Into School first thing	1 st session	2 nd session	Break	3 rd session	Lunch time	4 th session	5 th session	Initial by HT or DHT	Initial by Parent/carer
Day 1										
Day 2										
Day 3										
Day 4										
Day 5										

☺ = Good ☹ = Satisfactory ☹☹ = Poor

You must have an adult record on this card for every session.

For a GOOD WEEK you must achieve 50% ☺ (20 sessions) AND 85% ☹☹ counted together (24 sessions)

SELF-REGULATION CARD

THINK FOR YOURSELF - DO YOU NEED HELP? - IMPROVE

How has my day gone? (40 sessions in total for the fortnight)

Day	Beginning of School Day	Break	Lunch	Initial by HT or DHT	Initial by parent or carer	Week 1		Week 2		Initial by HT or DHT	Initial by Parent/carer
						Beginning of School Day	Break	Lunch	Beginning of School Day		
Day 1											
Day 2											
Day 3											
Day 4											
Day 5											
Day 6											
Day 7											
Day 8											
Day 9											
Day 10											

☺ = Good ☹ = Satisfactory ☹☹ = Poor

You must have an adult record on this card for every session.

For a GOOD WEEK you must achieve 50% ☺ (20 sessions) AND 85% ☹☹ counted together (24 sessions)

REPORT CARD

THINK - GET HELP - IMPROVE

How has my day gone? (40 sessions in total for the week)

Day	Into School first thing	1 st session	2 nd session	Break	3 rd session	Lunch time	4 th session	5 th session	Initial by HT or DHT	Initial by Parent/carer
Day 1										
Day 2										
Day 3										
Day 4										
Day 5										

☺ = Good ☹ = Satisfactory ☹☹ = Poor

You must have an adult record on this card for every session.

For a GOOD WEEK you must achieve 60% ☺ (24 sessions) AND 95% ☹☹ counted together (20 sessions)

REPORT CARD: Your target is to improve your behaviour. You are not allowed privileges this week.

How has my day gone? (40 sessions in total for the week)

Day	Into School first thing	1 st session	2 nd session	Break	3 rd session	Lunch time	4 th session	5 th session	Initial by HT or DHT	Initial by Parent/carer
Day 1										
Day 2										
Day 3										
Day 4										
Day 5										

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For a GOOD WEEK you must achieve 60% ☺ (24 sessions) AND 95% ☹☹ counted together (20 sessions)

REPORT CARD

THINK - GET HELP - IMPROVE

How has my day gone? (40 sessions in total for the week)

Day	Into School first thing	1 st session	2 nd session	Break	3 rd session	Lunch time	4 th session	5 th session	Initial by HT or DHT	Initial by Parent/carer
Day 1										
Day 2										
Day 3										
Day 4										
Day 5										

☺ = Good ☹ = Satisfactory ☹☹ = Poor

You must have an adult record on this card for every session.

For a GOOD WEEK you must achieve 60% ☺ (24 sessions) AND 95% ☹☹ counted together (20 sessions)

REPORT CARD: Your target is to improve your behaviour. You are not allowed privileges this week.

How has my day gone? (40 sessions in total for the week)

Day	Into School first thing	1 st session	2 nd session	Break	3 rd session	Lunch time	4 th session	5 th session	Initial by HT or DHT	Initial by Parent/carer
Day 1										
Day 2										
Day 3										
Day 4										
Day 5										

☺ = Good ☹ = Satisfactory ☹☹ = Poor

You must have an adult record on this card for every session.

For a GOOD WEEK you must achieve 60% ☺ (24 sessions) AND 95% ☹☹ counted together (20 sessions)

ANNEX 5: Risk of Lunchtime Exclusion Letter



HERNE JUNIOR SCHOOL

Headteacher: Tony Markham
Telephone: 01730 263746
Fax: 01730 268448
Office Email: admin@hernejunior.com
Headteacher Email: headteacher@hernejunior.com
Website: www.hernejunior.com
Twitter: [@HerneJunior](https://twitter.com/HerneJunior)



Love Lane, Petersfield, GU31 4BP

RISK OF LUNCHTIME EXCLUSION

Date

Child's Name & Class:

Dear Parent/Guardian,

Unfortunately, I am writing to let you know that your child's behaviour at lunchtime is totally unacceptable and despite sanctions being put in place to discourage bad behaviour, your son/daughter continues to misbehave.

Your child has been involved in the following:

- Deliberately hurting another person. ☐
- Deliberately disobeying an adult. ☐
- Deliberately damaging property. ☐
- Leaving the school grounds without permission. ☐
- Swearing at another child or adult. ☐
- Stealing from the school or another person. ☐
- Bullying someone else verbally or physically. ☐

If your child continues to misbehave we will have no choice but to exclude them at lunchtimes for a fixed period of a week. This means you will have to make arrangements to collect your child from school and take them off the school premises between 12.15 and 1.15 pm, for five days following the incident. If your child has a free school lunch, this will be in the form of a picnic bag, which can be taken away.

We hope that you will talk to your child and remind them how serious this is and hope that you and your child understand that we don't want to exclude them but if they do not improve their behaviour, there will be no alternative.

If you have any questions about this please do not hesitate to contact us.

Yours sincerely,

Tony Markham
Headteacher

Peter Castle
Deputy Head

Erika Marshall
Assistant Head

ANNEX 6: Letters for Behaviour Cards

Letter re. Risk of Exclusion and alerting parents to the fact their child is on a Think Card/ Self-Regulation Card/ Report Card or there has been a Serious Breach of this Policy.

See letters on consequent pages in the following order:

- Think Card letter to parents.
- Self-Regulation Card letter to parents.
- Report Card letter to parents (Risk of Exclusion – used as a follow-up to two weeks on a Think Card or Self-Regulation Card).
- Report Card letter to parents (Serious Breach of Good Behaviour Policy).

HERNE JUNIOR SCHOOL

Headteacher: Tony Markham
Telephone: 01730 263746
Fax: 01730 268448
Office Email: admin@hernejunior.com
Headteacher Email: headteacher@hernejunior.com
Website: www.hernejunior.com



Love Lane, Petersfield, GU31 4BP

DATE:

Dear (Parent/Carer) Pupil's Name:

This letter is to inform you that your son or daughter has been put onto a **Think Card** because of their persistently poor behaviour over the last few weeks. The idea is that this will give them some support, as they know we want them to behave well in school and we have deemed it necessary to record how satisfied we are with them on a session by session basis. This includes recording how they behave at breaktimes, including before the beginning of the school day. **A copy of this card is shown overleaf on this letter.** We have sent this letter to you by post to ensure you have received it, but you should have had a copy passed to you by your child on the day the Think Card started ().

Alongside this monitoring, we will be supporting your child with strategies for how to improve their conduct in the class and/or on the playground. Our expectations for behaviour are set out in our Good Behaviour Policy which can be accessed from our website by clicking on:

www.hernejunior.com then 'About Us' then 'Policies' then finally click on 'Good Behaviour'.

The maximum amount of time a pupil is on a **Think Card** is for two successive weeks, after which, if their behaviour is still causing concern, they will move onto a **Report Card**. The criteria for a good week on a Think Card is 85% 'good' or 'satisfactory' (34 sessions out of 40). 50% of those sessions (20 sessions) must be 'good' ☺.

If a pupil moves onto a Report Card, a letter about '**Risk of Exclusion**' will be sent to the parents by post and via their child. If a child is on a Report Card for two successive weeks, then there will be a consideration by the senior leadership team of the school for excluding them on the basis that they have been persistently disruptive. On a Report Card, we raise the bar for a good week so that 95% must be 'good' or 'satisfactory' (38 sessions) and 60% must be 'good' (24 sessions) ☺.

The clear message is that we expect to see an improvement in a pupil's behaviour when they are being closely monitored and supported. Although we provide support, there is a huge onus on your child to make the right choices when faced with a situation which could impact on their behaviour. One of the best choices is that they seek the help or assistance of an adult and do not react or respond inappropriately to another pupil or adult.

If you wish to discuss this matter with your child's teacher, then please contact the school office to make a mutually convenient time. Your support is vital in order to secure an improvement in your son/daughter's behaviour. Could you please sign this card at the end of each day. Thank you in advance for your support.

Yours sincerely,

Name:

Role:

Signed:

DATE:

SELF-REGULATION CARD

Dear (Parent/Carer) Pupil's Name:

This letter is to inform you that your son or daughter has been put onto a **Self-Regulation Card** because of they have not been able to regulate their poor behaviour at breaktimes and lunchtimes over the last few weeks. The idea is that this will give them some support, as they know we want them to behave well in school and we have deemed it necessary to record how satisfied we are with them at key times of the school day when things are less structured. **A copy of this card is shown overleaf on this letter.** We have sent this letter to you by post to ensure you have received it, but you should have had a copy passed to you by your child on the day the Self-Regulation Card started ().

Alongside this monitoring, we will be supporting your child with strategies for how to improve their conduct on the playground. Our expectations for behaviour are set out in our Good Behaviour Policy which can be accessed from our website by clicking on:

www.hernejunior.com then 'About Us' then 'Policies' then finally click on 'Good Behaviour.

The maximum amount of time a pupil is on a Self-Regulation Card is for two successive weeks, after which, if their behaviour is still causing concern, they will move onto a **Report Card**. The criteria for a good week on a Self-Regulation Card is 85% 'good' or 'satisfactory' (34 sessions out of 40). 50% of those sessions (20 sessions) must be 'good' ☺.

If a pupil moves onto a Report Card, a letter about '**Risk of Exclusion**' will be sent to the parents by post and via their child. If a child is on a Report Card for two successive weeks, then there will be a consideration by the senior leadership team of the school for excluding them on the basis that they have been persistently disruptive. On a Report Card, we raise the bar for a good week so that 95% must be 'good' or 'satisfactory' (38 sessions) and 60% must be 'good' (24 sessions) ☺.

The clear message is that we expect to see an improvement in a pupil's behaviour when they are being closely monitored and supported. Although we provide support, there is a huge onus on your child to make the right choices when faced with a situation which could impact on their behaviour. One of the best choices is that they seek the help or assistance of an adult and do not react or respond inappropriately to another pupil or adult.

If you wish to discuss this matter with your child's teacher, then please contact the school office to make a mutually convenient time. Your support is vital in order to secure an improvement in your son/daughter's behaviour. Could you please sign this card at the end of each day. Thank you in advance for your support.

Yours sincerely,

Name:

Role:

Signed:

SELF-REGULATION CARD

THINK FOR YOURSELF - DO YOU NEED HELP? IMPROVE

How has my day gone? (40 sessions in total for the fortnight)

Day	Thinking Time 10m	Snack 10m	Lunch 10m	Time to get ready 10m	Thinking Time 10m	Snack 10m	Lunch 10m	Time to get ready 10m
	Week 1				Week 2			
Day 1								
Day 2								
Day 3								
Day 4								
Day 5								
Day 6								
Day 7								
Day 8								
Day 9								
Day 10								

☐ = Good
 ☐ = Satisfactory
 ☐ = Poor

You must have an adult record on this card for every session.

For a GOOD WEEK you must achieve 80% ☐ (20 sessions) AND 80% ☐ & ☐ combined together (20 sessions).

NOTES

Please record any explanations for W or B where appropriate

Day 1
Day 2
Day 3
Day 4
Day 5
Day 6
Day 7
Day 8
Day 9
Day 10

Other Comments:

SELF-REGULATION CARD

TARGET:

WEEK 1 + 2 (Please fill in)

Name: _____

Class: _____

Start Date: _____

The purple squares below show what we would expect from a child who can self-regulate in a junior school.

I can respect and accept my own and others emotions.	I am able to cope in any situation calmly.	I can carry out all instructions by adults.	I am always respectful to the environment.	I recognise physical feelings are linked to my emotions.	I can start and complete my work independently.
I can walk away and ask for help when needed.	I can accept the consequences of my actions.	I can do as I am asked even if I do not want to.	I can accept others points of view.	I can calmly think my way through a problem.	I can say good things about myself in a group situation.
I can respect other peoples feelings.	I can accept compliments and criticism.	I can remain on task independently.	I can use equipment safely and independently.	I can admit when I have made the wrong choice.	I can always be prepared to learn.
I can cope when things don't go my way.	I can cope when I make mistakes.	I can follow all instructions.	I can show empathy towards others.	I can patiently wait for my turn.	I can say good things about myself.
I can share appropriately with others.	I can use time out independently.	I can maintain focus during class instruction.	I can be where I am supposed to be.	I can respond appropriately to how I am feeling.	I can ask for things I need.
I can respect others personal space.	I can use time out with support.	I am able to repeat back my instructions.	I can prepare and tidy away independently.	I can express how I am feeling in a safe way.	I can accept responsibility for my actions.
I understand I can't always be first.	I can seek guidance when I need it.	I can ignore others behaviours and distractions.	I can treat others as I would like to be treated.	I can accept the decisions of adults.	I know when I need help.

DATE:

RISK OF EXCLUSION - REPORT CARD

Dear (Parent/Carer) Pupil's Name:

We will have written to you previously to inform you that your son or daughter had been put onto a Think Card so that we could closely monitor their behaviour in school and hopefully see an improvement with our support. Sadly, this follow-up letter is to inform you that your son or daughter has been put onto a **Report Card** because of their persistently poor behaviour over the last few weeks despite our close monitoring. This card is a similar format to the Think Card but, as you will see from the card when it comes home, they cannot now access a range of privileges, including attending events at the school that are seen to be treats (e.g. discos) or attend after-school clubs. In addition, if they represent the school in sports, music or other aspects, they will not be allowed to do this during their time on report.

As a reminder, our expectations for good behaviour, which parents signed to agree to as part of our Home-School Agreement, are set out in our Good Behaviour Policy which can be accessed from our website by clicking on:

www.hernejunior.com then 'About Us' then 'Policies' then finally click on 'Good Behaviour'.

When a pupil moves onto a Report Card, this letter about '**Risk of Exclusion**' is triggered to be sent to the parents by post and you should have a copy passed on to you by your child. This is a serious matter. If a child is on a Report Card for two successive weeks, then there will be a consideration by the senior leadership team of the school for excluding them on the basis that they have been persistently disruptive over a period of a month. On a Report Card, we raise the bar for a good week so that 95% must be 'good' or 'satisfactory' (38 sessions) and 60% must be 'good' (24 sessions) ☺.

The clear message is that we expect to see an improvement in a pupil's behaviour when they are being closely monitored and supported. Although we provide support, there is a huge onus on your child to make the right choices when faced with a situation which could impact on their behaviour. One of the best choices is that they seek the help or assistance of an adult and do not react or respond inappropriately to another pupil or adult.

PTO

If, over the next two weeks, things do not improve, then we will have no choice but to consider the sanction of exclusion from school which has legal ramifications for both the child and the parents. In the first instance, any exclusion from school will be entered onto a child's school record and will be logged on the system that schools use nationally. This means that any school your child attends will be able to see this history. It is not a measure that schools use lightly.

If your son or daughter is excluded, then parents must keep them at home to complete homework set for the child for that day and must not take them into public places, unless to attend a genuine health related appointment. Hampshire, Portsmouth and other police forces are at liberty to stop and query why a school-age child is not in school and if there has been a breach of the rules for exclusion, this will be referred to Children's Services for further action.

All of this paints a very gloomy picture, but any sort of exclusion is a very serious matter and it is our intention to avoid any such sanction.

If you wish to discuss this matter with your child's teacher or one of our senior leaders, then please contact the school office to make a mutually convenient time. As previously stated, your support is vital in order to secure an improvement in your son/daughter's behaviour.

Some final things about how the Report Card works:

- The child must get the card signed by an adult for every session (there is a reminder of this on the card)
- If the card is lost, we have no option but to start the card from the day it is lost which re-sets the card to the 5 day period – no ifs, no buts – so please emphasise to your son or daughter to look after the card
- The card must be signed at the end of the school day by one of the Leadership Team. This could be the Head, Deputy, Assistant Head or one of the Year Leaders
- Could you please sign this card at the end of each day so that we know you've seen it too.

Thank you in advance for your support.

Yours sincerely,

Signed:

Name:

Role:



Date:

RISK OF EXCLUSION - Serious Breach of Good Behaviour Policy

Dear (Parent/Carer) Pupil's Name:

Due to a serious breach of our Good Behaviour Policy, we are writing to you to inform you that your son or daughter has been put onto a **Report Card** for the following reasons:

school that are seen to be treats (e.g. discos) or attend after-school clubs. In addition, if they represent the school in sports, music or other aspects, they will not be allowed to do this during their time on report.

As a reminder, our expectations for good behaviour, which parents signed to agree to as part of our Home-School Agreement, are set out in our Good Behaviour Policy which can be accessed from our website by clicking on:

www.hernejunior.com then 'About Us' then 'Policies' then finally click on 'Good Behaviour.

When a pupil moves onto a Report Card, this letter about '**Risk of Exclusion**' is triggered to be sent to the parents by post and you should have a copy passed on to you by your child. This is a serious matter. If a child is on a Report Card for two successive weeks, then there will be a consideration by the senior leadership team of the school for excluding them on the basis that they have been persistently disruptive over a period of weeks. On a Report Card, a good week for your child is set at the high expectation so that 95% must be 'good' or 'satisfactory' (38 sessions) and 60% must be 'good' (24 sessions) 😊. We set this high expectation because, when closely monitored and when a pupil realises that they are at risk of exclusion, it usually significantly changes the way they behave in school. We all want your child to succeed at school and consistently good behaviour is vital for them to enjoy their education.

PTO

The clear message is that we expect to see an improvement in a pupil's behaviour when they are being closely monitored and supported. Although we provide support, there is a huge onus on your child to make the right choices when faced with a situation which could impact on their behaviour. One of the best choices is that they seek the help or assistance of an adult and do not react or respond inappropriately to another pupil or adult.

If, over the next two weeks, things do not improve, then we will have no choice but to consider the sanction of exclusion from school which has legal ramifications for both the child and the parents. In the first instance, any exclusion from school will be entered onto a child's school record and will be logged on the system that schools use nationally. This means that any school your child attends will be able to see this history. It is not a measure that schools use lightly.

If your son or daughter is excluded, then parents must keep them at home to complete homework set for the child for that day and must not take them into public places, unless to attend a genuine health related appointment. Hampshire, Portsmouth and other police forces are at liberty to stop and query why a school-age child is not in school and if there has been a breach of the rules for exclusion, this will be referred to Children's Services for further action.

All of this paints a very gloomy picture, but any sort of exclusion is a very serious matter and it is our intention to avoid any such sanction.

If you wish to discuss this matter with your child's teacher or one of our senior leaders, then please contact the school office to make a mutually convenient time. As previously stated, your support is vital in order to secure an improvement in your son or daughter's behaviour.

Some final things about how the Report Card works:

- The child must get the card signed by an adult for every session (there is a reminder of this on the card)
- If the card is lost, we have no option but to start the card from the day it is lost which re-sets the card to the 5 day period – no ifs, no buts – so please emphasise to your son or daughter to look after the card
- The card must be signed at the end of the school day by one of the Leadership Team. This could be the Head, Deputy, Assistant Head or one of the Year Leaders
- Could you please sign this card at the end of each day so that we know you've seen it too.

Thank you in advance for your support.

Yours sincerely,

Signed:

Name:

Role:

ANNEX 7

HERNE JUNIOR SCHOOL COVID-19 GOOD BEHAVIOUR PROCEDURES

For more information, please see the latest government guidance for schools:

<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>

Expectations

- Expectations for good behaviour are always high at Herne but during the pandemic, we expect children's behaviour to be exemplary to help to keep all our children and staff safe.

The Hall

- The hall will now be used as the place where children are sent for poor behaviour (rather than being sent to another class and breaking 'bubbles') with a member of staff overseeing them. Children may be sent to the hall as they have gone to the bottom of the board or it may be for a more complex behaviour incident where there is a serious breach.
- Children will usually bring a card with them which details why they have been sent to the hall and for how long they should remain until sent back.
- A record of children being sent to the hall is kept for our behaviour data analysis.

Behaviour Cards

- Behaviour cards are now on our system and filled out digitally (for hygiene reasons). These are called 'Virtual Think Cards or Report Cards'. A record of them being deployed is also recorded on CPOMS to help us track behaviour trends over time.

Lunchtime

- Lunchtimes are now staggered and children remain in their class bubbles (inside and outside).
- Lunches are eaten in class.
- Each class has a member of the lunchtime team to supervise them.

ELSA Support

- Due to the limitations of lower and upper school bubbles, social distancing and enhanced hygiene procedures, it is not possible to conduct ELSA sessions in the same way as normal. However, it is recognised that there is even more need currently to offer children emotional support.
- We have therefore come up with the idea of 'Wellbeing Time', which will be with Sonja Balmer (Pupil Support & Guidance Manager/ELSA) or one of two LSAs (who in the academic year 2020/21 will complete their ELSA training). This will be a weekly catch up or 'check in' with children, to make sure they feel supported and have a trusted adult they can turn to. These catch ups can be outside if the weather is favourable or in a room where we can socially distance.