

# Behaviour Policy



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**Responsibility:**

**Inclusions Committee**

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## Statement of Intent

The Governing Body of Ringwood Junior School is committed to equality for everyone across all aspects of school life. We aim to ensure that equality is incorporated into existing and future policies to eliminate unlawful discrimination, harassment and victimisation and to advance equality of opportunity between different groups with particular emphasis towards the “protected characteristics” now enshrined in the Equality Act 2010.

The School Access Action Plan has been incorporated into the Single Equality Policy to incorporate those duties provided in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). We aim to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Where specific duties come into force under the Equality Act 2010, these will be incorporated into the individual policies by the Governing Body’s sub-committees to ensure a cohesive framework for the benefit of our school, its staff and visitors to the school. Where appropriate, the committees will have responsibility for publishing equality information and objectives.

## Rationale

Ringwood Junior School aspires to ensure that all members of the school community feel safe, secure and valued at school. To make certain this happens, as well as teaching the National Curriculum; we feel that it is important to teach all members of the community to work, play and behave alongside each other. This will lead to a school community based on mutual respect and trust where we can live and work together in a supportive way. All members of the school community need to be aware of issues of right and wrong, fairness and justice and tolerance. This is to be achieved through restorative practices and conversations.

## Our School Vision and Values

### Limitless Learning

At Ringwood Junior School we are committed to achieving the best for all our learners within an ethos of support, care and high expectations.

Our vision drives the education and work of the school. It provides the ambition and sets the high expectations of both pupils and staff.

Our school values or TERRIFIC values create the ethos and culture necessary to achieve the vision.

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Underpinning our vision are 2 sets of core values:

1. Our TERRIFIC Values
2. Our Learning Values

## School Ethos

- Our core values underpin the life and the work of the school and the people in it. They set the culture and ethos for the way we behave and the expectations we have of ourselves and each other; the way we work together, learn and interact with each other.
- Our values unite us as a community through these shared beliefs. They set out how we work together and function as an organisation, how we will behave and what we will promote.
- As a school we believe first and foremost that children should be praised and rewarded for **Good Work, Endeavour and Kindness to Others**.
- Our approach to behaviour is built upon the foundation of our **TERRIFIC values, learning values** and **STAR approach to learning behaviours**.

## TERRIFIC Values

### TEAMWORK

Working together we can achieve more than on our own. We will work for shared goals by supporting one another, sharing our skills and listening to each other.

### EXCELLENCE

Striving for our best at all times and in everything we do, means we can achieve the highest standards of which we are capable in all aspects of school life. Excellence is our goal.

### RESPONSIBILITY

Taking our responsibilities seriously shows we are trustworthy and that we respect others enough not to let them down.

### RESPECT

Showing kindness, tolerance and consideration towards others and giving them our attention lets people know we value them.

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## **INVOLVEMENT**

Getting involved means, contributing our own ideas and being involved in the life and work of our school. We believe being actively involved promotes respect, success for all and a sense of belonging.

## **FAIRNESS**

Everyone is entitled to have equal opportunities and the right to be treated as an individual. We will try to treat everyone in a fair and consistent manner.

## **INTEGRITY**

Living up to our personal standards and staying true to our values means people believe in us. We keep our promises.

## **COMMITMENT**

Persevering and staying focused, helps us to see things through. We will work with determination and drive, giving our full commitment.

# **Learning Values**

## **Learning Values**

Positive learning behaviours are promoted through our 5 Learning Values:

- Independence
- Working with Others
- Creative Thinking
- Thinking
- Emotional Intelligence.

Each learning value has a learning character associated with it and the attributes are taught through these characters and the puppets that go with each: Percy the persevering penguin, Gilbert the goose, Carly the creative chameleon, Octavia the thinking owl and Elli the emotionally intelligent elephant. Each Learning Value is broken down into the learning habits or characteristics and pupils are recognised for demonstrating these in action. Learning points are awarded in class and a special certificate is given in assembly for demonstrating a particular Learning Value.

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## Learning Behaviours

In order for children to learn, they must demonstrate good learning behaviours. These will be explicitly taught to the children and referred to regularly. Posters are displayed in each classroom and throughout the school. They are

- Sit up and hands still
- Track the speaker or the text
- Always listen
- Respond appropriately

The poster is titled 'STAR' with a yellow star icon and the Ringwood Junior School crest. Below the title is the subtitle 'How to be a Ringwood Junior STAR!'. The main content is a table with four rows, each representing a letter of the acronym STAR. Each row contains an icon, the letter, and the corresponding behavior.

Icon	Letter	Behavior
	S	Sit up and hands still
	T	Track the speaker or the text
	A	Always listen
	R	Respond appropriately

## TERRIFIC ACTION PASSPORT– Character Development

Our aim is for children to develop into responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.

We want them to develop positive dispositions and virtues that informs their motivation and guides their conduct so that they:

- ▶ Reflect wisely
- ▶ Learn eagerly
- ▶ Behave with integrity
- ▶ Cooperate consistently well with others

The TERRIFIC Action Passport is a practical means of engaging pupils in their own **character development**. It creates ambition, helps support pupils to meet a challenge and contribute meaningfully to the life of the school. In doing so, they are supported in

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developing themselves, whilst also working with others and contributing to their community.

The TERRIFIC Action Passport provides a personal record of a child's journey across school, how they have exemplified a particular TERRIFIC value by contributing to an activity or event at either class, year group, whole school level or in the wider community. There are opportunities for pupils to develop their leadership skills by going beyond the ordinary.

British Values, particularly 'Rule of Law', are used to reinforce whole school expectations and help children understand the importance of having rules in our school. Class Charters are agreed at the beginning of the year and referred to in order to help pupils make adjustments to their behaviour, should it be negatively impacting on themselves or others.

- We believe that children develop best when they are secure, happy and confident.
- We are aware that all children expect adults to be fair and consistent.
- We are aware that all staff are responsible for the successful implementation of the Behaviour Policy.
- We know, that for the policy to succeed, all members of the school community must have a sense of ownership and take a responsibility for the implementation of it.
- The policy is based on the ethos of rewarding positive behaviour and excellence in work, but accepts that there will be consequences for inappropriate behaviour or unacceptable work.

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## Aims

- To develop self-discipline, the ability to learn independently and work co-operatively through work on our core values.
- To encourage a calm, purposeful and happy atmosphere within the school.
- To value and appreciate one another irrespective of age, gender, disability, religion or race, sex or sexual orientation.
- To foster a caring attitude for the environment, including school buildings, inside/outside areas, equipment and personal property.
- To develop each individual's own self-esteem.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To ensure boundaries of acceptable behaviour are clear so that everybody feels safe.
- To ensure/encourage all those that work in or visit our school will exhibit behaviour in keeping with these aims and ethos.



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## **Our responsibilities to each other.**

As a caring school community, we will foster an environment whereby children:

- Respect and have consideration for other adults and children
- Respect everyone's property
- Are helpful and considerate
- Are honest in their action and words
- Take pride in all they do
- Take responsibility for their learning and our school
- Are trustworthy
- Work to the best of their ability and use time constructively.

All children are valued and can expect all adults to:

- Treat all children fairly and with respect
- Raise children's self-esteem and develop their full potential
- Provide a challenging, interesting and relevant curriculum
- Create a safe environment, physically and emotionally in line with the school's Child Protection Policy
- Reward positive behaviour choices and apply rules and consequences clearly and consistently
- Be a good role model
- Form good relationships with parents/carers so that children can see that the key adults in their lives share a common aim
- Recognise that each child is an individual
- Be aware of children's individual needs
- Provide a framework for social education
- Work in line with the school's policy on confidentiality

Ringwood Junior School believes in creating a safe environment by working in partnership with parents/carers. We expect all parents/carers to:

- Show an interest in all that their child does at school
- Foster good relationships with the school
- Be aware of the school's expectations for behaviour
- Support the school in the implementation of the Behaviour policy
- Be aware of the school's rewards and consequence system

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## How staff encourage positive behaviour choices.

It is important that we make explicit the school's ethos and values through curriculum areas such as RE and PSHE. These subjects play an important role in reinforcing the school's Behaviour Policy, as do assemblies.

### Whole Class Reward System

Each class will have whole class reward system – this is to reward excellence as a group. Each class has a 'jar' and marbles to put into the jar. Each class will decide upon the reward that they are working towards. Marbles can be put into the jar for excellence demonstrated by the whole class (examples provided in table below). Once in the jar, marbles cannot be removed for poor behaviour. Any member of staff can reward a marble, providing they are following the guidelines. Classes should not be penalised for the poor behaviour of one child – rather this child should receive an individual consequence (using the Clockhouse consequences system). Once the jar is full, then the reward can be given. Rewards should last for one afternoon session and should not be awarded more than once per half term. Each reward can only be chosen once over the course of a year.

### Choice of rewards

- Movie afternoon - with popcorn.
- Sports afternoon – children can choose sports.
- Games afternoon – children can bring in a game of their choice to share with friends
- Art / crafts afternoon – children can choose activities
- Construction afternoon – using lego / other construction materials in school
- Gardening / wildlife afternoon – using pond and garden area
- Well-being afternoon – well-being colouring activities / calming music etc.
- Computer time – devices must be booked using booking system.
- Story afternoon – children to bring in books to share from home. Art/craft/writing etc linked to books.
- Music / dance / drama afternoon

For all of these rewards, an individual sized snack treat will be allowed which the children can bring in from home. Popcorn will be provided by the school for the movie afternoon only.

### Examples of excellence (where a marble can be awarded)

- Whole class lesson working silently and diligently when requested.
- Best class lining up at the end of break and lunch (within year group) for the week.
- Whole class demonstrating excellent listening and contributions in a whole class discussion.
- Excellent whole class sportsmanship during a PE lesson.
- Lessons where marking shows whole class excellent effort in their work.
- Exemplary behaviour in assemblies across the course of a week.
- High use of Reading Plus / TT Rockstars / Mathletics by whole class.
- Practical lessons where the children have worked hard, used resources correctly and tidied the classroom efficiently and sensibly.

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- Examples of where the whole class has represented the school well (with a visitor or on a school trip for example)
  - Respectful and polite behaviour in the dining hall / eating sandwiches in classroom.
  - Whole class effort during 'charity drives'.
  - Whole class excellence when moving around school.
  - Whole class well-presented and smart (including on PE days)

There will be others, but it should be to encourage excellent behaviour throughout the class. Although it is important not to let the actions of one child ruin it for the others (use the individual consequences to deal with that child's behaviour)

### Individual rewards:

- **Leaf award** – A leaf award is awarded by a member of staff to a child who is seen to demonstrate any one of the TERRIFIC Values or Learning Values in action. They are given a certificate in Celebration Assembly to remember the event and a special gold leaf detailing the citation which is added to the Achievement Tree. This will remain all year.



- **Housepoints**

Housepoints can be rewarded by any member of staff for demonstrating our TERRIFIC values:

- Good manners
- Holding doors open
- Respect or kindness to others
- Working well with learning partner or in group
- Good listening
- Demonstrating good learning behaviour
- Correct uniform and equipment e.g. school water bottle, hair ties and bands, correct jewellery, PE kit
- Getting changed for PE quickly and quietly
- Excellence when lining up e.g to and from assemblies, break and lunchtimes and end of day
- Excellence when moving around school

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- Completing homework diary correctly
  - Carrying out class roles responsibly
  - Demonstrating compromise in disagreements
  - Showing consideration to others' feelings or opinions
  - Offering to help
  - Showing support to others
  - Getting involved in discussions
  - Demonstrating fairness in games/sport
  - Showing honesty and integrity
  - Being resilient in work or activities

House Points will continue to be counted regularly by the House Captains. These will be totalled and a tally kept of each house over the course of the year. The totals will be shared regularly in celebration assembly.

- **Learning Points**

Learning Points can be rewarded when children demonstrate our learning habits. This can be in their work or during class discussions. They may be awarded for the following:

- Asking relevant and thoughtful questions
- Answering a question in a particularly thoughtful manner
- Evaluation of their own work in a critical way
- Achieving targets
- Demonstrating excellent organisation
- Showing resilience in a difficult task
- Managing distractions
- Demonstrating excellence in group work / partner work
- Creative ideas
- Making connections across learning
- Using imagination in work
- Demonstrating understanding of own strengths / weaknesses
- Showing empathy towards others' work

Points can be 'spent' at either 50, 75 or 100 and used to 'buy' a gift from the clockhouse gift shop.

Children will be aware of their running total of learning points and house points – this will be on the front page in their points yellow folder kept in each classroom. When a child chooses to 'spend' their points, teachers should issue them with a 'points ticket'. The teacher should write the child's name on the ticket and sign it. The teacher should strike out the points in the yellow folder ensuring any points remaining carry over. The child can then take the ticket to the clockhouse and give it to the member of staff in there. They can then choose a gift to the value of their ticket. The member of staff in the clockhouse should write

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down the chosen gift on the ticket and file it in the clockhouse folder in the relevant class.

## **How we respond to poor behaviour choices**

At Ringwood Junior School, we encourage positive behaviour choices throughout the day. If a child is not able to make the correct behaviour choice, then it is important they know that that adults will respond in a fair and consistent way and the consequences will be proportionate to the situation.

Schools and classrooms need rules primarily for the safety and well-being of the pupils. There are a clear set of consequences for children who may, on occasion, choose to not follow our TERRIFIC values, learning values or learning behaviours. The Headteacher, Staff and Governing Body agree to and support these consequences.

Consequences should be done in a considered way that is consistent with the school expectations of all people being treated with respect.

It should be clear from the adult's actions that it is the behaviour that is unacceptable and not the child. This enhances rather than reduces the likelihood that the pupil will want to co-operate with the adult in future.

Our consequences system (as detailed below) will ensure consistency in how poor behaviour choices are dealt with by any adult at our school.

Consequences should not be applied indiscriminately to whole groups of pupils.

## **What happens if a child makes poor behaviour choices?**

### **Low level behaviour (level 1):**

Low level behaviours are choices that may affect others' learning, disrupt the classroom environment or cause annoyance to others in the class (such as chatting at the wrong time, distractions, silly noises or silliness in class)

- The teacher will use a non-verbal signal e.g. shake of the head.
- A verbal reminder about the expectations will given to the child.
- A warning is given about the child's continued behaviour choices and their name is written on the warnings board.
- If the behaviour continues or escalates then the member of staff will refer that child to the Clockhouse.

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### **More serious behaviour (level 2):**

There are some low-level behaviours where an immediate Clockhouse referral may be required (such as throwing an object in class, refusing to follow an instruction or complete their work or deliberately damaging own or school equipment)

There are other behaviours that may happen outside of the classroom, where a Clockhouse referral would be completed. Such as:

- Unkind words
- Use of swear words or inappropriate language
- Lying or being dishonest
- Stealing
- Damage to school fixtures or fittings (including toilets)
- Graffiti
- Being involved in rough play or being physical with a child or adult

### **Physical level 3 behaviour**

Level 3 behaviour would be anything deemed to be deliberate physical behaviour hurting or attempting to hurt another child or adult.

### **Serious incidents (level 4)**

Some behaviours are classified as 'Serious incidents' (level 4) and would be logged using the school reporting system (CPOMs). Appropriate members of staff would be notified of all the following serious incidents:

- Deliberate and sustained physical assault (to a child or adult)
- Using an object to strike (or throw at) someone to deliberately injure them
- Child on child sexual abuse (following our Safeguarding policy and guidelines)
- Bringing a banned item into school, such as a weapon (or an item to use as a weapon), lighter, vape, cigarettes, electronic device, mobile phone (used during the school day or on the school premises – there is specific mobile phone guidance in this policy.
- Use of prejudicial language (language that could be judged as racist, homophobic, ableist or against any of the protected characteristics). These incidents are logged and reported to the LA annually.
- Climbing (or attempting to climb) over fences and gates around the school perimeter (to get off the school premises)

Each poor behaviour choice will have a consequence and to ensure consistency across the school, these are listed on the Clockhouse referral form. The main consequences are loss of playtime or lunchtime – spending some of this time in the Clockhouse. Time is allocated depending on the severity of the incident. Every incident is logged on the school Arbor system.

Staff members must ensure that any incident is fully investigated to ensure fairness (with the victim and the instigator(s)). Notes should be taken and any witnesses can be spoken with as part of the investigation. These will be kept in line with our GDPR policy.

At times, there may be some behaviour choices that are more serious and will involve a more serious consequence. These could include a temporary playground ban,

removal from classroom, report card, fixed term suspension or permanent exclusion. The decision to impose these consequences will be made by a member of SLT.

### **Clockhouse Referral form**

Any member of staff who referrals a child to the Clockhouse must complete a Clockhouse referral form (below):

#### **Clockhouse behaviour referral**

##### Clockhouse|behaviour referral

<b>Name:</b>	<b>Referred by:</b>	
<b>Class:</b>	<b>Date:</b>	<b>Time:</b>
<p><b>Level 1</b> (10-20mins) Low-level behaviour (following warning)</p>	<p><b>What TERRIFIC values do you need to improve?</b></p> <p>Teamwork   Excellence   Respect   Responsibility Integrity   Fairness   Involvement   Commitment</p> <p><b>How can I improve my behaviour?</b></p>	
<p><b>Level 2</b> (20 – 40mins) Incidents where a warning is not required</p>		
<p><b>Level 3</b> (Breaktimes/lunchtimes – max of 3) Deliberate physical incident</p>		
		<p>Signed _____</p> <p style="text-align: center;"><b>PLEASE BRING YOUR HOMEWORK DIARY</b></p>

## **The Clockhouse**

It is important that the member of staff referring a child to the Clockhouse has a conversation with the child to ensure they understand why they are being sent. This conversation will be an opportunity for the adult and child to explore the impact of the child’s behaviour so that they understand why they have received a consequence. It is also an important part of the restoration process and should be focused on how the child can make the correct behaviour choice in the future.

The child will attend the Clockhouse during their playtime or lunchtime. They will report to the member of staff on duty there. They will present their referral form and homework diary. The member of staff will put a write the reason for the clockhouse referral in their homework diary. This informs the parent/carer of the child that they have had a Clockhouse referral on this day.

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The member of staff will discuss the child's poor behaviour choices. This will be in the form of a conversation rather than a 'telling off'. As part of this, a discussion will be held about how they could improve their behaviour choices in the future and how this behaviour affects others. The child then completes the referral form thinking about who their behaviour affected and the TERRIFIC values they need to think about in the future.

The child will complete their allocated time and then can go to their breaktime as normal (if any time is left).

## **Repeated or persistent poor behaviour choices**

Every incident where a child is referred to the Clockhouse is logged on Arbor by a member of staff working in the Clockhouse. This helps us to identify where there is repeated or persistent poor behaviour choices. The process for dealing with those who make poor behaviour choices is detailed below;

Some children may be referred to the clockhouse on multiple occasions and it is important that this is followed up. This will be done by the Assistant Head. It may result in a behaviour plan (see section below)

### **Missing whole class reward**

If an individual child has had six or more referrals to the Clockhouse, then they will miss some of this whole class reward. They should miss 10 minutes per hour (approx.) spent in the Clockhouse since the last reward was given. During this time, the child could do some restorative work (this would be linked to their Clockhouse referral).

## **After-school consequences**

There may be rare occasions where our normal consequences system is not working to help a child to adjust their behaviour or the child is disruptive during in-school consequences. We may use a 'same day' after-school consequence on these occasions. Parents would always be informed on the day that this would happen.

## **Behaviour Plans**

The term neurodiversity refers to the natural variations in how people's brains work and process information differently, encompassing conditions like autism spectrum disorder, ADHD, and dyslexia.

The Behaviour and Discipline in Schools Guidance (2016) states that 'schools need to ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions'. For some neurodivergent children, that require additional support with recognising, responding and regulating their behaviour, Ringwood Junior School encourages positive behaviour by proactively and flexibly supporting pupils' individual strengths and needs, through the use of Individual



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Behaviour Plans. These plans are written in conjunction with the pupil, parents/carers, class teacher and Assistant Head.

Once a plan is in place for an individual, this is then monitored by school staff to identify positive impact on pupil behaviour. In addition to this, staff are trained, by Assistant Head/SENCo and other outside agencies such as the school's Educational Psychologist, to support our children consistently and fairly, developing positive, respectful relationships with them.

Behaviour plans may also be implemented for children who are receiving a large number of clockhouse referrals. This would be done by the Assistant Head in conjunction with the class teacher.

Within the plan, individual reward and consequences would be devised based upon the child's individual circumstances. The consequences could include an option to use an 'after school consequence' – keeping the child after school for a set period of time. This plan would be agreed in a meeting with the child's parents / guardians and communicated with the child. The plan would be circulated to all members of staff regularly working with that child to ensure consistency. The plans are monitored and updated by the Assistant Head once in place. If there are significant improvements in the child's behaviour, they may come off the plan in agreement with the class teacher and child's guardians.

## **Restrictive Physical Intervention**

There may be the need for restrictive physical intervention of a child by a trained member of staff if they are putting themselves or others in immediate danger. See **Policy for Restrictive Physical Intervention**.

## **Communication of the Rewards and Consequences system**

The school Rewards and Consequences system needs to be understood by all children and adults and discussed in each class. As part of our PHSE curriculum, this is done at the beginning of each new year as the class establishes its own Class Charter. The Class Charter directly links to the School TERRIFIC Values.

- Class rules should belong to the class and be adopted by any staff teaching that class.
- Class rules should be generally consistent between classes but could highlight particular concerns for that class.
- Class rules can change in response to behaviour trends/concerns.
- Each class should decide which reward they are working towards.

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## Specific guidance relating to mobile phones/devices

Mobile phones can only be kept in school if a pupil walks home alone. The child's parents/carers must complete a Mobile Phone Permit Application which will be signed by the Headteacher.

Mobile phones must be turned off and handed into the class teacher before registration. The class teacher will store them in a safe place during the day. Pupils will collect them at 3pm and can only turn them on when off the school premises. If the pupil attends an after-school club, the phone must be collected beforehand and is the pupil's responsibility whilst at the activity. It must remain switched off during this time

Pupils are not allowed mobile phones in any other area of the school premises.

If a pupil brings a mobile phone to school and does not hand it in to the school office, it is then deemed a prohibited item, and as such, can be searched for by school staff and a Clockhouse referral will be completed if it is found. Other electronic devices that are prohibited are tablets, laptops and smart watches that record/video/photograph.

## Child-on-child sexual abuse

Children and young people may be harmful to one another in several ways which would be classified as child on child abuse. **See child-on-child policy** for more details.

## Online behaviour

Children will be taught how to use the internet safely and how to behave while online as part of the Computing and PSHE curriculum. Regular assemblies will also draw attention to this. There may be times where poor behaviour online happens between child attending the school whilst they are out of school. On these occasions, we would ask that evidence be brought in by the child's parent/carer. The school will then speak to the child involved and the parents/carers of that child. If necessary, outside agencies would be informed.

## Lunchtime / playtime behaviour

Lunchtimes are potentially a source of poor behaviour in schools due to the less-structured nature of the time period and greater freedom of movement of children

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around the premises.

It is essential that pupils have a range of opportunities to occupy themselves during this period. A teacher is responsible for the management of pupil Play Leaders who offer a range of playtime activities for pupils to engage in, in wet or dry weather. It is the responsibility of the class teacher to ensure there are sufficient activities for children to engage in during wet playtimes. In addition, children have the opportunity to attend a range of extra-curricular clubs as well as make use of an LSA run Lunchtime Activity Club. Children can be referred to this club by teachers, LSAs, lunchtime staff or they can take themselves there for a quieter lunchtime.

The Assistant Head has an overview of the behaviour of the children at lunchtime, communicating with other lunchtime staff, LSAs, teachers and SLT as necessary.

The following information acts as guidance for all lunchtime staff, ensuring that behaviour is managed effectively and consistently throughout the lunch hall, classrooms, playgrounds and communal areas. Occasionally, behaviour will be difficult to unpick and judgements will need to be made in the best interests of all parties involved.

Poor behaviour must be addressed appropriately, following the guidelines provided and alongside the school behaviour policy. It is important that where poor behaviour is reported by another child and not witnessed first-hand by an adult, that it is investigated fully with children's points of view heard before a decision is reached.

All dining staff should be aware of the School's Behaviour Policy and Procedures.

The Senior Supervisor is in regular contact with the Assistant Head to review rotas and monitor behaviour, alongside the Child and Family Support Worker.

Twice a term the Assistant Head meets with the Senior Supervisor and Child and Family Support Worker as part of the school's lunchtime action group to ensure collective understanding with regards to pupil behaviour and possible sanctions.

The members of the lunchtime action group are as follows:

Midday supervisors

Head of Kitchen

LSAs who work over lunchtime as midday supervisors

Child and Family Support Worker

Deputy Head

Headteacher

If a child is choosing negative behaviours (as listed on the Clockhouse referral form – or any other difficult behaviour), they are referred to the Clockhouse. A referral form should be completed.

It is imperative that all lunchtime staff are consistent with their interactions with children. This enables children to understand the rules that are in place and the reasons for these rules. Lunchtime expectations are shared with children at least half-termly in whole school assemblies.

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The Assistant Head and Child and Family Support Worker meet regularly throughout the week to discuss the incidents that have taken place. The Assistant Head will meet with children to discuss incidents if this is appropriate. Review meetings are held with leaders to look at patterns of behaviour and information shared with staff and governors. Follow-up actions are taken to make improvements and build on successes.

## **Guidance on Prejudicial Incidents (against the protected characteristics)**

Children will be taught about the protected characteristics in lessons such as PSHE. In addition, there will be regular assemblies which refer to the protected characteristics. Incidents of prejudicial language or harassment will be dealt with promptly and recorded on the incident form (see appendix 2) and on CPOMs. The Assistant Head should be informed in the first instance.

Prejudicial incidents and complaints of racial / homophobic discrimination and racial harassment should be monitored by the Designated Safeguarding Leads and Headteacher as well as the effectiveness of the action taken to address the matter.

All reported incidents should be dealt with as soon as possible - if possible within 24 hours of the allegation.

Governors and parents should be informed of such incidents and their resolution.

The SLT should inform the LA annually of the pattern and frequency of any incidents.

It should also be remembered that the quality content of the curriculum and teaching and learning methods through which the curriculum is delivered are important influences on pupils' behaviour. Staff training is provided on a regular basis.

## **Policy on Suspension / Exclusion**

School staff will follow the procedures in **'Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England' - DFE 2022** and **'Exclusion Guidance for Hampshire Schools.'** – HCC 2024

The Governing Body of Ringwood Junior School are aware of the DFE Guidance on Suspension / Exclusion procedures and the over-riding principle of Inclusion and support the staff in their pursuit of these guidelines. All guidance will be followed by school staff and governors.

Only the head teacher can suspend / exclude a pupil and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A suspension does not have to be for a continuous period.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

## Behaviour severity summary chart

	Behaviour	Sanctions	Comments
<b>Stage 1</b>	<u>Low level</u> Wandering about, calling out, talking when the teacher is, silly noises, pushing in line, ignoring minor instructions.	Eye Contact Reminders Change of Seating Warning	Not recorded.  If the behaviour continues within a time period, e.g. 2 incidents in a morning it moves to Stage 2 and will be recorded as a Clockhouse referral.
<b>Stage 2</b>	<u>Low level 2</u> Deliberately creating a disturbance.  Accidental damage through carelessness.  Unkindness.  Annoying other children.  Refusal to work.  Refusal to follow instructions	Clockhouse referral       Work to be completed in the Clockhouse during playtime/lunchtime	Pupil reminded that incident is recorded.  Number of clockhouse referrals monitored by Assistant Head
<b>Stage 3</b>	<u>More Serious</u> Deliberately throwing small objects.	Clockhouse referral	Number of clockhouse referrals monitored by Assistant Head

	<p>Harming someone.</p> <p>Damaging school/pupils property.</p> <p>Challenge to authority.</p> <p>Offensive name calling / swearing.</p> <p>Vandalism.</p> <p>Stealing.</p>	<p>Year leader involvement</p> <p>Teacher contact with parents</p> <p>Possible Assistant Head involvement.</p>	<p>Possible behaviour plan and report card (see appendices)</p>
<p><b>Stage 4</b></p>	<p><u>Very serious</u></p> <p>Fighting and intentional harm to other children.</p> <p>Serious challenges to authority.</p> <p>Verbal abuse to any staff.</p> <p>Persistent Bullying.</p>	<p>Clockhouse referral</p> <p>Requires immediate involvement of Assistant Head and Headteacher.</p> <p>Possible restrictive physical intervention (see Policy for Restrictive Physical Intervention).</p> <p>Formal contact with parents/carers.</p> <p>Removal from classroom to learn</p> <p>Behaviour logged on CPOMs</p> <p>Bullying logged (See Anti-Bullying Policy)</p> <p>Possible suspension if behaviour continues</p>	<p>Possible referral to outside Agencies.</p> <p>Possible Behaviour Plan</p>

<b>Stage 5</b>	<u>Extremely Serious</u> Extreme danger or violence.  Verbal/Physical abuse to any staff.  Running out of school.	Logged as serious incident (CPOMs and incident folder)  Immediate Headteacher involvement.  Formal meeting with parents and member(s) of SLT  Possible suspension  Possible exclusion is behaviour continues	Follow County/DFE procedures for suspension / exclusion
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## Monitoring and Evaluation

The policy will be reviewed in line with the School Strategic Plan. The Assistant Head will meet on a regular basis with the Headteacher and Chair of Governors to monitor issues relating to this policy - including those pertaining to ethnic groupings.

Further guidance is taken from Hampshire's Primary Behaviour Service brochure (available online) and DFE and Hampshire guidance documents.

Data is collated by the Assistant Head on:-

- a. Number and level of clockhouse referrals
- b. Prejudicial language incidents
- c. Bullying allegations

The policy will be updated on an annual basis as necessary.

**T**eamwork

**E**xcellence

**R**espect

**R**esponsibility

**I**nvolveMent

**F**airness

**I**ntegrity

**C**ommitment

**RINGWOOD JUNIOR  
SCHOOL**



***SCHOOL ETHOS  
VALUES***

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# SCHOOL ETHOS VALUES

## TEAMWORK

I enjoy sharing my ideas and helping others.

Working together we can achieve more than on our own. We will work for shared goals by supporting one another, sharing our skills and listening to each other.

Simply the best!

## EXCELLENCE

Striving for our best at all times and in everything we do, means we can achieve the highest standards of which we are capable in all aspects of school life. Excellence is our goal.

## RESPONSIBILITY

I can be relied on and I am dependable

Taking our responsibilities seriously shows we are trustworthy and that we respect others enough not to let them down.

## RESPECT

Everybody matters.

Showing kindness, tolerance and consideration towards others and giving them our attention lets people know we value them.

Getting stuck in!

## INVOLVEMENT

Getting involved means contributing our own ideas and being involved in the life and work of our school. We believe being actively involved promotes respect, success for all and a sense of belonging.

## FAIRNESS

Being even handed.

Everyone is entitled to have equal opportunities and the right to be treated as an individual. We will try to treat everyone in a fair and consistent manner.

## INTEGRITY

Being true to ourselves and others.

Living up to our personal standards and staying true to our values means people believe in us. We keep our promises.

## COMMITMENT

Investing time and energy.

Persevering and staying focused helps us to see things through. We will work with determination and drive, giving our full commitment.

## Ringwood Junior School – Incident Record

Instigator: \_\_\_\_\_

Victim: \_\_\_\_\_

Location: \_\_\_\_\_

Date/Time: \_\_\_\_\_

### Behaviour

Physical assault

Derogatory name calling  Racism

Offensive graffiti

Verbal abuse

Offensive/derogatory comments in learning time

Ridicule of individual for differences

Refusal to cooperate

Other  (description):

### Instigator

Gives own version of events

Reprimand

Loss of privilege or reward

Parent informed

Time out

Physical guidance or restraint

### Victim

Immediate attention from adult

Gives own version of events

Express attitude of school to this behaviour

Action explained

Parents informed

Serious matter discussed with relevant staff

Other appropriate pupils informed

Whole school informed

Category

Race

Gender

Special Needs

Religion

Ethnic/national origins

Other

Other comments

Reported by: \_\_\_\_\_

Form completed by: \_\_\_\_\_

## Ringwood Junior School – Positive report card

The purpose of this report is to help you see how positive your behaviour can be across all of your lessons. Your teacher will write a short comment when you have tried really hard or behaved in a positive way.

**Name:**

**Date:**

**Class:**

<b>Monday</b>	Lesson 1	Break	Lesson 2	Lesson 3	Lunch	Afternoon
	Lesson	Lesson	Lesson	Lesson	Lesson	Lesson

Teacher comments:

<b>Tuesday</b>	Lesson 1	Break	Lesson 2	Lesson 3	Lunch	Afternoon
	Lesson	Lesson	Lesson	Lesson	Lesson	Lesson

Teacher comments:

<b>Wednesday</b>	Lesson 1	Break	Lesson 2	Lesson 3	Lunch	Afternoon
	Lesson	Lesson	Lesson	Lesson	Lesson	Lesson

Teacher comments:

<b>Thursday</b>	Lesson 1	Break	Lesson 2	Lesson 3	Lunch	Afternoon
	Lesson	Lesson	Lesson	Lesson	Lesson	Lesson

Teacher comments:

<b>Friday</b>	Lesson 1	Break	Lesson 2	Lesson 3	Lunch	Afternoon
	Lesson	Lesson	Lesson	Lesson	Lesson	Lesson

Teacher comments:

Parent/carer comments:

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