

Crosshall Junior School

Behaviour Policy

A Home and School Partnership



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A. AIMS

- To promote behaviour that allows all children to achieve their potential through high quality learning and teaching
- To promote the personal, social, moral and emotional development of each child

B. OBJECTIVES

- To develop children's self-discipline and self-control
- To enhance children's self-esteem
- To encourage accountability for behaviour
- To encourage individuals to recognise and respect the rights of others
- To affirm both co-operation and responsible independence in learning
- To promote values such as consideration, courtesy, honesty, fairness and respect for others
- To enable the children to resolve conflict

C. INTRODUCTION - ENTITLEMENTS AND RESPONSIBILITIES

We recognise that everyone has the right to feel valued and respected whilst at school and, in return, that everyone has a responsibility to respect and value others.

Children:

Have a right

1. to learn in a friendly, encouraging, secure and supportive school environment;
2. to have appropriate access to the teacher's time;
3. to be heard and be able to express opinions.

Have a responsibility

1. to show respect to people and the property of others;
2. to be co-operative and considerate;
3. to act in a safe and responsible manner for themselves and others;
4. to speak out but also to listen.

Staff

Have a right

1. to work in a pleasant and safe environment and to be able to achieve job satisfaction;
2. to be treated with courtesy and respect;
3. to create 'time-out' situations for children when they are disrupting other people's rights to learn/teach;
4. to support from colleagues and parents.

Have a responsibility

1. to ensure that they are encouraging, positive and consistent, and that they manage poor behaviour fairly;
2. to recognise and respond positively to good behaviour;
3. to consult with and support colleagues and parents;
4. to work within the framework of agreed whole school policies.

Parents:

Have a right

1. to expect consistent approaches to codes of behaviour used by teachers throughout the school;
2. to receive and offer information about their child's education and behaviour.

Have a responsibility

1. to let the school know of any concerns;
2. to support the school in promoting good behaviour;
3. to be willing to listen and work with the school, in developing workable solutions to problems.

D. SCHOOL RULES, SHARED VALUES

(Rules, Rewards, Consequences, Rights and Responsibilities, Routines)

Our positive school ethos comes from successful classroom practice. Most children accept the need for a common guiding framework, and most will accept readily the sort of values we seek to promote. At the beginning of the academic year, the class teacher and the children discuss the agreed school rules. These are displayed in every classroom and are referred to as appropriate. They are based on the notion of rewards and consequences, as well as rights and responsibilities.

Rules

1. Listen to the person who is meant to be speaking
2. Follow instructions first time
3. Be ready for the beginning of every lesson
4. Look after all the equipment
5. Keep hands, feet and unkind words to yourself

Rewards

1. Praise
2. Stamps and stickers
3. Look after class mascot / entry in Star Diary
- 4/5 Involvement of headteacher / commendation
- 4/5 Positive contact with parents

Consequences

1. Reminder / warning
2. Ten minutes away from seat or after lesson
3. Go into lunch on a different sitting from class
- 4/5 Involvement of the headteacher / formal report / challenge card
- 4/5 Teacher contacts parents

In the Upper School, the children are introduced to Amber Alert Exclusion. When a child has reached consequence three, he/she has reached Amber Alert. Another warning will mean that the child is excluded from the year group for one day.

Rights

The three fundamental rights at our school are:

- the right to LEARN
- the right to be treated with DIGNITY and RESPECT
- the right to feel SAFE (physically and emotionally)

Responsibilities

Rights have corresponding responsibilities, and these often need to be explicitly taught. These are just a few examples.

- Manners e.g. please, thank you, may I borrow...
- Using people's names
- Caring for property
- Moving appropriately around the classroom and school
- Entering and leaving the room appropriately

These responsibilities are explicitly taught and reinforced.

Routines

The classroom management plan is clear and has known consequences for significant infringement of rights. The plan is clearly displayed in each classroom. We recognise that some children are visual rather than auditory learners, so rules may be illustrated with visual reminders, posters, diagrams and photographs. The plan forms the basis on which the class and school operates and are referred to, and incorporated into, daily activities. In this way, each classroom encourages children to:

- take ownership of their behaviour;
- respect the rights of others;
- develop a positive self esteem;
- build workable relationships;
- be independent.

Bullying

Bullying is repeated behaviour over time, which makes other people feel uncomfortable or threatened.

There are different sorts of bullying, but the main types are:

1. Physical
2. Verbal
3. Emotional
4. Exclusion
5. Damage to property or theft
6. Cyber

Bullying is never tolerated.

We teach our children to recognise the similarities and respect the differences between themselves and others. Racism is the mistaken belief that one race is better than another. All incidents are reported directly to the headteacher, who is required to report them to the local authority. Discrimination regarding race,

culture, religion, homophobia and sexism is unacceptable and all incidents are dealt with by the headteacher.

School Discipline and Pupil Behaviour Education and Inspection Act - April 2007

Teachers and other certain members of staff have the power to enforce consequences when misbehaviour occurs outside school premises, (e.g. walking to and from school). This act also gives staff the authority to seize, retain and dispose of a pupil's property.

It is now lawful for schools to detain pupils without parental consent after school, lunchtimes, weekends and on training days. Twenty-four hours notice is required.

E. CLASSROOM MANAGEMENT

Classroom management and, in particular, the quality of learning and teaching is the key to managing children's behaviour effectively. Classroom management skills include planning and preparation to ensure that children are engaged in relevant and appropriate tasks; involving children in stimulating, active learning; grouping children in ways that minimise disruption; anticipating problems and dealing appropriately with incidents before they escalate.

Teachers employ skills of assertive communication. It is balanced with preventative management, built around the framework of rules, rewards and consequences.

Teachers use assertive communication by:

- using positive language, such as 'Luke, I like the way you spoke quietly to Francesca.'
- selecting the best preventative strategy
- managing the poor behaviour in the least intrusive way

Assertive communication is directional and positive. It involves:

- ensuring appropriate tone and gesture;
- pausing to ensure that attention is gained before giving directions;
- using understood signals;
- tactical ignoring of secondary behaviour to keep the focus on the primary behaviour;
- distraction and diversion;
- partial agreement - 'That maybe so, and ...';
- use of 'I need you to ...';
- 'when...then...' direction;
- question and feedback - avoiding use of the open interrogative 'Why?' about the behaviour, but focusing on 'What?' 'Where?' 'How?' and 'When?' e.g. What should you be doing? Where should you be doing it?;
- giving only one or two instructions at a time;
- rule reminders (through a direct reminder or through a question);
- 'take-up-time', which allows children enough time to do what has been asked and 'save face', avoiding unnecessary confrontation;
- choice direction: 'if...then...' which conveys that if the child continues to behave in an unacceptable way then there will be consequence of some kind - immediate or deferred.

F. PLAYGROUND MANAGEMENT PLAN

(drawn up after discussion with all our children)

- Please play on the playground and grass, and away from the hedges, walls, toilets and sheds.
- Always use polite language.
- Make sure everyone knows the rules of a game before it starts. Let other children join in. Play sensible games fairly, and accept it if you lose
- Play safely and make sure your words and actions do not hurt other people.
- Own up if something is your fault.
- Look after our school's equipment, such as the Adventure Playground. Only use it when it is your turn.
- Please be friendly to other children, and give them space if they need it.
- Make sure you always put your rubbish in the bins.
- Before school begins is 'talking time' - no running or ball games. The Adventure Playground is also out of use. There are no ball games on Fridays.
- Treat the Sanctuary and Rainbow Garden with respect.

MENDING PROBLEMS (drawn up after discussion with all of our children)

- Beginning a game with "Ip Dip", flip of a coin, stone-in-hand, Rock /Paper /Scissors etc can prevent problems before they happen.
- Be prepared to say sorry and make a fresh start.
- Listen to each other's point of view and be prepared to agree or disagree.

For difficult friendship problems

- Take it in turns to talk to each other.
- Choose another child to listen to both sides and find a solution that everyone can agree on.
- Only get involved in problems that concern you. Let your friends work out their own problems.

We might like to make it up with a person we've upset by:

- making them a card, bookmark or picture;
- writing them a letter of apology.

Student Playleaders also help children to solve problems at lunchtime.

Student Playleaders are Year Six children who have shown empathy, have good listening skills, are understanding and caring, give good advice and put others first. They are trained by the headteacher and the senior playleader.

G. PROMOTING GOOD BEHAVIOUR

It is all too easy to notice bad behaviour and take good behaviour for granted. If we want to promote positive attitudes to learning and a harmonious working atmosphere, we need to recognise those children who work hard, who are friendly and co-operative, courteous and kind. For example, if the noise level in the classroom is too loud, it can often be reduced just as effectively by praising those children who are working well, as admonishing those who are not.

Whenever appropriate, we recognise and value good behaviour by giving verbal praise, by awarding marbles, table points, class points, Headteacher/ Deputy Headteacher's Awards and Star File recommendations.

H. DEALING WITH UNACCEPTABLE BEHAVIOUR

Even in the most well-managed classes and schools, incidents will occur that give cause for concern. We believe that undue leniency can in the long term be as damaging as undue severity.

As a staff we have agreed the consequences outlined in Section D. The consequences that we apply are derived from the values that we hold. We aim to keep the child's self-esteem intact.

Consequences must be:

- consistent;
- reasonable;
- related;
- applied with certainty rather than severity.

Time Away From Your Seat

A child may be required to leave the class area for any behaviour which is repeated and is significantly affecting the right of:

- the teacher to teach;
- the children to learn;
- the children to feel safe;
- the children to be treated with respect.

Further unacceptable behaviour

Initially, the child may need 'cool-off' time, to try and regain control, preferably in a set place. No attempt should be made to question, counsel or discuss the behaviour with the child initially.

Once the child has regained control, the discussion should focus on:

- a. What did I do?
- b. What rule did I choose to break (or right did I affect)?
- c. What can I do to fix it?

Reparation ('fixing-it')

It is important to help children develop a sense of accountability and justice. They need to understand that behaviour is related to outcome, and that desirable/undesirable consequences are an outcome of their choice. We attempt to foster some connection in children's thinking and their future actions.

This is done by applying wherever possible, logical consequences which are linked to the behaviour. There should be a connection between behaviour and outcome that is as fair and sensible as possible. Logical consequences emphasise self-control, responsibility, accountability and choice.

If a child persists in hurting others, examples of logical consequences might include:

- having a solitary break time, whereby he/she walks with an adult to reflect on behaviour;
- writing a letter of apology.

Frequent Offenders

There are very few children whose behaviour is cause for deeper concern. In these cases, a child may not respond to all the efforts made by the school, including:

- prevention;
- assertive communication;
- repairing and rebuilding;
- reasonable use of consequences;
- enlisting parental support;
- involvement of outside agencies.

Such children cannot be simply described as ‘lively’ or ‘a bit of a handful’ and their behaviour can cause considerable stress in an otherwise well-managed classroom. Early identification is essential in order to plan a programme of action. Under the terms of the 1993 Education Act children with emotional and behavioural difficulties are deemed to have ‘special educational needs’ because they are facing barriers which hamper their normal educational progress.

We keep detailed record of incidents of behaviour that cause concern. In these serious and recurring cases a child is likely to be at School Action or School Action Plus. Where appropriate, referral may also be made to external support agencies. We keep parents informed of the steps that the school is taking, involving the child at a level appropriate to their age and understanding.

If the frequency, intensity and severity of the behaviour show no response to all of these strategies, the school may need to use tools such as exclusion.

Whilst we make every effort to support each individual child, the key support must be for the teacher and majority of children. We also believe that explanation for disruptive behaviour cannot be an excuse for it.

I. EXCLUSIONS

Only a headteacher (or the acting headteacher) has the power to exclude a child from school.

A child may be excluded permanently, or for a fixed period or periods of up to 45 days in any school year. Fixed period exclusions should normally be of short duration, unless time is needed for support to be put in place for the child, perhaps with assistance from the LA.

A decision to exclude a child is taken only:

- in response to serious breaches of a school’s behaviour policy;
- if allowing the child to stay in school would seriously harm the education or welfare of the child, or of another in the School.

In most cases a range of alternative strategies will be tried before excluding a child. This is not meant to prevent immediate action to protect children and staff. A permanent exclusion can be given for a first offence, for example involving violence, but only when the headteacher has had further opportunity to consider the incident in question.

Headteachers are not legally bound to consult the parent before excluding a child, but the parents and child should be warned in advance if exclusion becomes a likely

prospect. Once a child is excluded, the headteacher must notify the parent immediately, ideally by telephone. This should be followed up at once by a letter, setting out:

- the exclusion period and the date and time when the child should return (for fixed period exclusions);
- for permanent exclusions, the date from when the exclusion is effective
- the reasons for the exclusion and the circumstances, including steps taken to avoid it;
- for permanent exclusions, any relevant previous warning or disciplinary measures;
- arrangements for setting and marking work;
- the parent's right to make representations to the discipline committee, with details of how to make such representations;
- the parent's right of access to the child's school record.

Headteachers must also inform the governing body and the LA immediately of:

- all permanent exclusions;
- exclusions that will mean a child misses more than five school days in a term, or misses the chance to take any public examination.

The headteacher may be required to give evidence to the discipline committee which reviews exclusions, and in the case of permanent exclusions, to an independent appeal panel.

