

CROSSHALL JUNIOR SCHOOL

BEHAVIOUR POLICY



PUBLISHED: SUMMER 2018
REVIEW DATE: SUMMER 2019

Aim

At Crosshall Junior School, we aim to create an environment which enables each child to participate purposefully and transfer peacefully through each stage of school by developing:

- a moral code;
- self-discipline and self-control;
- independence;
- accountability;
- conflict resolution
- self-esteem;

and encouraging:

- co-operation;
- honesty;
- courtesy;
- fairness;
- respect for all members of our school, buildings and resources;
- recognition of rights and responsibilities.

Overview

All staff deal with behaviour issues in a calm and consistent manner, treating all children fairly and following school policy. The school follows the Raise Responsibility method for behaviour management.

Achievement, effort and being a good citizen are acknowledged during weekly assemblies.

A positive, praise-based culture is engendered through verbal praise, stickers, certificates and House Points which allows the school to encourage positive attitudes, good manners, high quality outcomes and a team spirit.

Children are not rewarded for behaving in the way that is expected – Level C/D behaviour.

For all children, external support and advice will be accessed where necessary.

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, governors 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 staff 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.

Records

Files containing the Stage Forms (forms to support reflective conversations taking place after an incident) and an overview are held by the class teacher. These records are not evidence of blame, merely a log of what happened during the incident; however, they can be a useful tool enabling students to reflect on the events and his/her response. Learning, regarding more appropriate actions, is promoted and advocacy of 'putting things right' are highlighted. This is also in line with the Restorative Approach to sorting out problems.

More serious behaviour incidents will be given a consequence following a discussion between the adult and child. The purpose of this consequence will be to 'put things right' and deter the child from engaging in that behaviour in the future. In order for this to be most effective, these consequences will vary dependent on the child, previous incidents and other factors.

Examples:

- supervised play;
- internal exclusion – children work away from the class;
- behaviour card.

In some cases, and in discussion with parents, the school may adopt individual consequences in order to support the child in modifying their behaviour. This may

include the use of Challenge Cards with personalised targets or, in rare cases, detention.

See:

- Appendix A - the four levels and a brief description (for display)
- Appendix B - explanation of process
- Appendix C - Stage One/Two/Three Forms

Parents are informed of poor behaviour at Stage Two or Stage Three (with some professional discretion).

The school provides many additional opportunities beyond the normal curriculum such as sporting teams, discos and residential trips. It is an expectation that these opportunities are for children whose behaviour is in line with the high expectations of the school so may not be offered to some children until their behaviour improves.

Bullying

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

Bullying is never tolerated.

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*

All incidents (founded or not) are dealt with by the class teacher and then Head of Year. Assistants/Head Teacher will deal with situations that are not adequately resolved. Records of these will be evident within the Stage Forms file.

The school follows the local anti-bullying protocols for St Neots.

Prejudicial Language

We teach our children to recognise the similarities and respect the differences between themselves and others. All incidents of the use of prejudicial language (founded or not) are dealt with by the Assistants/Head Teacher, who is required to report them to the local authority. Records of these are kept on 'Prejudice Related Incident' form, copies of which are kept in the office.

Discrimination in any form, including but not exclusive to race, culture, religion, homophobia and sexism is unacceptable.

Considerable Damage to Property

All incidents (founded or not) are dealt with by the Assistant/Head Teacher.

Swearing

All incidents (founded or not) are dealt with by the class teacher.

DfE Behaviour and Discipline in Schools: Advice for Head Teachers & School Staff

January 2016

Teachers and other paid members of staff have the power to enforce consequences when misbehaviour occurs outside school premises.

Staff may discipline students for:

1. *misbehaviour when the student is:*

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a student at the school;

2. *or misbehaviour at any time, whether or not the conditions above apply, that:*

- could have repercussions for the orderly running of the school;
- poses a threat to another student or member of the public;
- could adversely affect the reputation of the school.

Consequences will be in line with this policy.

Malicious accusations against school staff will be dealt with in a similar way.

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

Members of staff also have a legal power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head Teachers and authorised school staff may also use such force as is reasonable, given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm – personal injury or damage to property.

Any item that is banned by the school can also be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Behaviour of Staff, Governors and Parents

Behaviour of Staff

The behaviour of staff must always be of the highest standard, setting a good example by all that they do, always being mindful of the public face of the school and maintaining confidentiality at all times, particularly when using social networking sites.

When using social networking sites, staff must never accept as 'friends' students at the school and should be very mindful of being 'friends' with parents or ex-students where it may lead to a breach of confidentiality or bringing the school into disrepute.

Behaviour of Governors

Governors must always be mindful of the position of trust they hold and behave accordingly. They should maintain confidentiality for all families and should not be drawn into specific issues relating to the school and must pass-on parental concerns about the day-to-day running of the school to the Head Teacher. Any policy concerns must be reported to the Chair of the appropriate committee or full board of governors.

Governors can also advise parents about how to access complaints procedures and/or policies.

When using social networking sites, governors should never accept as 'friends' students at the school and should be very mindful of any comments they post or discussions they enter into involving school issues. They should also be very careful that comments do not lead to a breach of confidentiality, criticism of staff members or act against the agreed policies of the school.

Behaviour of Parents

The school aims to maintain positive relationships with parents at all times, so that children perceive a strong and supportive approach by both home and school.

Where there are any concerns that this relationship is not working, a child's class teacher will seek ways of improving this in the first instance. Should this be unsuccessful, it will be raised with the parents by the Head of Year, Assistant Head or Head Teacher. This may also involve discussions about unhelpful or distressing comments made on social networking sites.

In relation to behaviour of parents towards any member of staff, governors or volunteers, the school will not tolerate any instances of:

- bad language
- bullying
- threatening behaviour
- verbal abuse
- physical abuse
- malicious gossip
- using social networking sites to single out individuals or to distribute untruthful or malicious information or comments

Any of the above could result in a legally approved warning letter by the school and, should they persist, would result in the offender having their licence to enter the school premises withdrawn. In the case of social networking sites, this would result in a request for comments to be withdrawn and could result in prosecution by the board of governors.

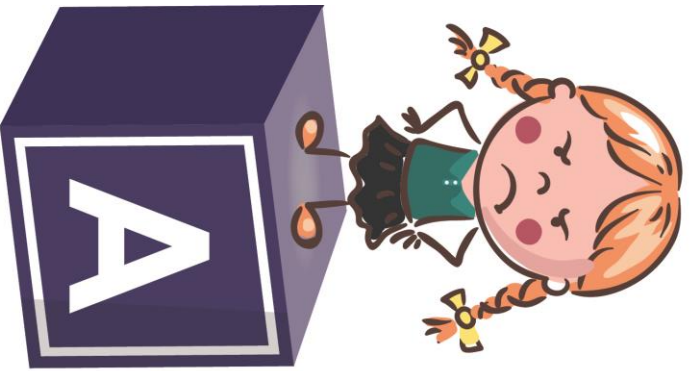
Wider Application

This policy will apply to students, staff, governors and parents during social events at the school or held in the name of the school, school/class visits and sporting events. Health and Safety rules, such as not going on the Adventure Playground at restricted times must be adhered to.

Appropriate relationships and the good name of the school must be maintained.

Other Related Policies/Statements

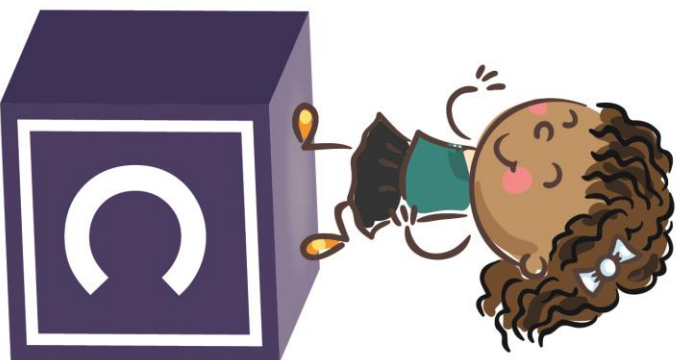
Equality and Community Cohesion, Complaints Policy, Grievance Policy, Staff Code of Conduct, Computer Use Policy, Home-school Agreement, Parent Code of Conduct, Safer-Handling Policy



Anarchy
Does not care about others.



Bothering
Makes things unsafe / unfair.
Must be bossed to behave.



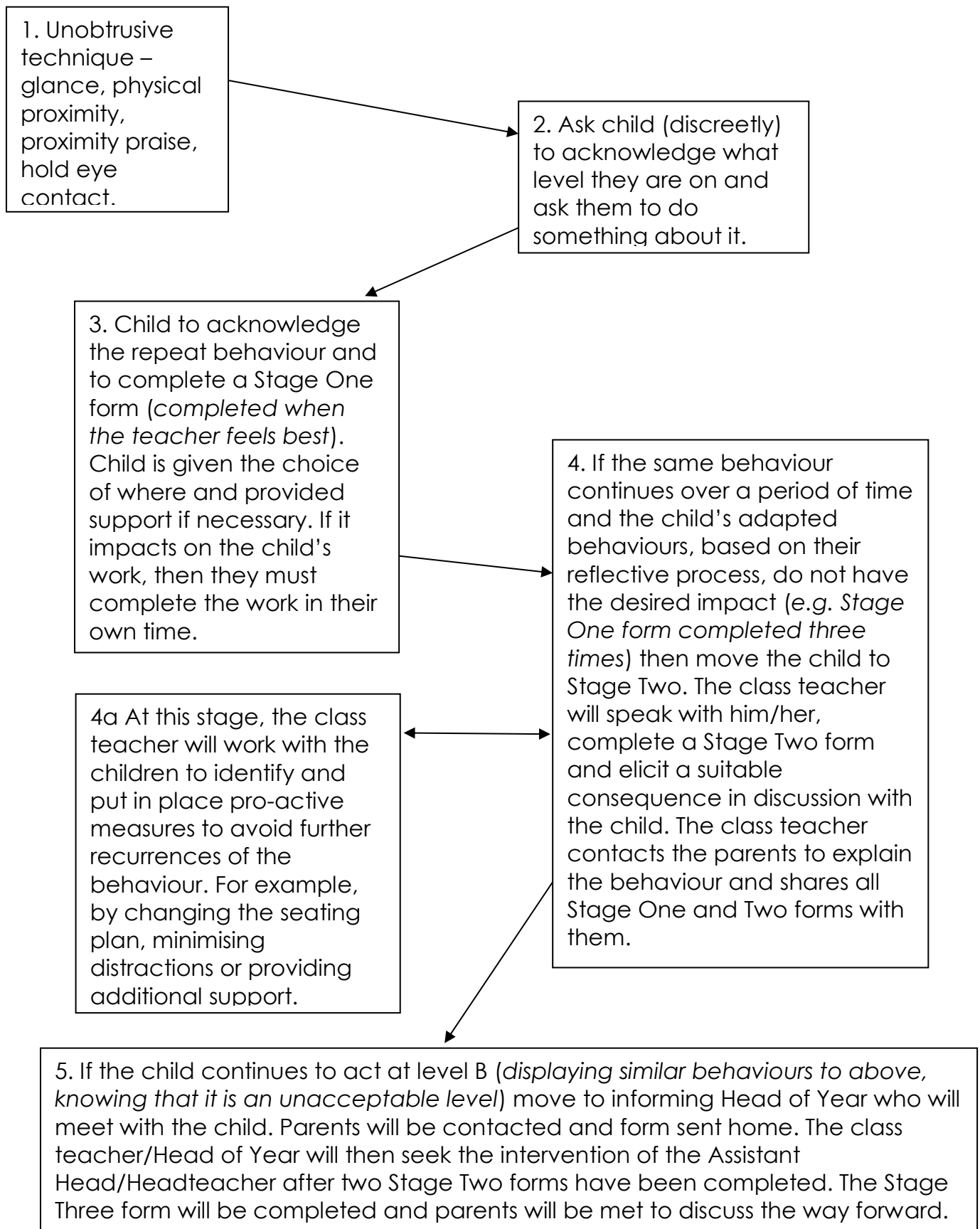
Co-operation
Behaves to look good, please
the teacher or to avoid trouble.



Democracy
Does the right thing even
when no one is watching.

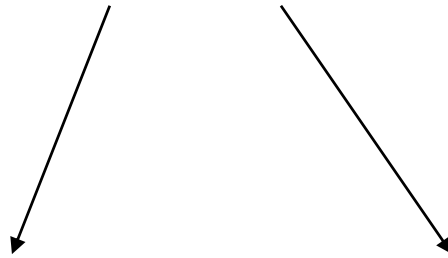
Raise Responsibility System

When a child is acting at level B (Bothering)



When a child acts at level A (Anarchy)

1. Move straight to Stage Two. Class teacher talks with them, completed a Stage Two form and elicits a suitable consequence from the child. The class teacher must use professional judgement to decide whether to involve the Head of Year. Class teacher contacts the parents to explain the behaviour and hands a copy of Stage Two form to them.



2. If there are three similar incidents over a half term the Assistant Head or Headteacher are informed and it moves to Stage Three. Assistant Head/Headteacher completed Stage Three form with the child and meets with class teacher and parents to discuss ways to move forward.

2. If a similar incident happens in the same day or week then Assistant Head or Headteacher are informed and it moves to Stage Three. The Stage Three form is completed and the parents are met to discuss ways to move forward.

When a child acts at level A towards an adult or acts in an unusually aggressive and dangerous manner.

1. Straight to Stage Three. Assistant Head or Headteacher deal with the incident. Could lead to an internal or external exclusion. Parents are met and given a copy of the Stage Three form.

Swearing – Zero tolerance.

Child fills in Stage Two form to create a learning opportunity with the class teacher. The reflective conversation focuses on impulse management and strategies to avoid using inappropriate language. Parents are contacted and given the form. A Stage One form would be completed if the teacher is unsure whether it was said.





Prejudicial Language – Zero tolerance.

Assistant Head or Headteacher to deal with the situation. Stage Three form and Prejudicial Incident form to be completed if founded. Parents are contacted and given only the Stage Three form.





Considerable damage to school property - Zero tolerance.

Assistant Head or Headteacher to deal with the situation.
Stage Three form completed. Suitable consequence elicited from the child (fixing, replacing, paying for) Parents informed.

Child's Name: _____ Date: _____ Class: _____





The Raise Responsibility System – Stage One					
At what level did you act? (circle)					
	D	Democracy Do the right thing even when no one is watching		B	Bothering Make unfair / unsafe, bother others Must be bossed to behave
	C	Co-operation Co-operate to look good, to please the teacher, avoid trouble		A	Anarchy Absence of order Do not care about others
What did you do? (What choice/s did you make which led to level B or level A behaviour?)					
What were you thinking when you acted this way? (e.g. how did your feelings impact on your choice?)					
What was the impact of your choice on others? (Understanding – How did your choice/s affect other people?)					
How do you think your actions made the other people involved feel?					
What will you do differently in future? (Commitment – what do you need to change so that the effects of your choice do not happen again?)					

The Raise Responsibility System – Stage Two

Describe what happened.	At what level did you act? (circle)		
		Democracy Do the right thing even when no one is watching	D
		Co-operation Co-operate to look good, to please the teacher, avoid trouble	C
		Bothering Make unfair / unsafe, bother others Must be bossed to behave	B
		Anarchy Absence of order Do not care about others	A
	What about your behaviour makes you think it was Level ____?		
What were you thinking when you acted this way? (e.g. how did your feelings impact on your choice?)	What was the impact of your choice on others? (Understanding – How did your choice/s affect other people?)		
If I had acted at Level D, I could have made these choices...			
As a result of the choices I made, I am going to do the following things to help everyone feel better about what happened (Focus on the what positive change you are going to make. Avoid 'I will not...'):			
The consequence that has been agreed to help me to remember to make choices at Level D are...			

Shared with parent:		By:	
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Child's Name: _____ Date: _____ Class: _____

The Raise Responsibility System – Stage Three			
Describe the choices you made which meant you had to see Mr Murphy / Mr Ainscow / Ms Eardley.	At what level did you act? (circle)		
	 <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;">Democracy Do the right thing even when no one is watching</td> <td style="text-align: center; font-size: 2em; color: #008080; font-weight: bold;">D</td> </tr> </table>	Democracy Do the right thing even when no one is watching	D
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	 <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;">Co-operation Co-operate to look good, please the teacher, avoid trouble</td> <td style="text-align: center; font-size: 2em; color: #4169E1; font-weight: bold;">C</td> </tr> </table>	Co-operation Co-operate to look good, please the teacher, avoid trouble	C
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What were you thinking when you acted this way? (e.g. how did your feelings impact on your choice?)	What was the impact of your choice on others? (Understanding – How did your choice/s affect other people?)		
If I had acted at Level D, I could have made these choices...	The consequence that has been agreed to help me to remember to make choices at Level D are...		
As a result of the choices I made, I am going to do the following things to help everyone feel better about what happened (Focus on the what positive change you are going to make. Avoid 'I will not...'):			

Shared with parent: _____ By: _____

Signed: _____