



Behaviour Policy

(Should be read in conjunction with the anti-bullying and racist incident policies)

Approved by Governing Body: Spring 2016

Review Date: Spring 2019

1. One Vision

'Enjoying our learning together'

2. One Mission

We all aim to enjoy our learning to create positive attitudes towards learning for life. The sense of 'our' creates a personal stake in a commitment and motivation for each individual involved. Learning is the key to our school's success. Success that is built on togetherness, with each individual playing their role in the team regardless of gender, ethnicity, disability, faith or religion. A role that is in pursuit of excellence, in which we all look to give the very best we can.

3. Six Aims, Six Key Values

'To achieve our vision we aim to:

*.....encourage the **achievement** of all pupils in every aspect of their education by providing opportunities for children to be confident, independent and capable which is recognised, encouraged and rewarded.*

*..... create and maintain a **caring community** by encouraging a supportive, safe, understanding and considerate environment that fosters kindness, trust and teamwork, along with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.*

*..... to provide **challenge** that encourages children of all abilities to achieve their full potential through a broad, balanced, progressive and creative curriculum.*

*..... give our children understanding of, and respect for **Christian values**, particularly 'Love', 'Friendship', 'Peace' and 'Creativity', and an appreciation of all creeds, cultures and races.*

*.....to provide **equal opportunities** for all to develop cognitive, physical, emotional, spiritual and moral development, regardless of gender, race, ability, age, faith or religion or socio-economic background so that an inclusive culture exists in the school.*

*..... to provide **stimulating experiences** by developing a rich and varied learning environment which meets the children's needs, teaching styles match a variety of learning styles and multiple intelligences, while quality resources motivate children to take their learning to the next level.'*

The staff at St Mary's Junior School are committed to maintaining high expectations of good behaviour as an essential contribution to supporting the school achieve its vision, values and aims;

We hope to work together to support our approach to behaviour which, we feel, will be of benefit to all. We believe:

- behaviour can change;
- everyday is a fresh start;
- celebrating and rewarding positive behaviour is essential;
- prevention, early intervention and partnership with parents is critical;
- it is important to "catch them being good";
- we should criticise the inappropriate behaviour, not the child.

Rights, Aims and Responsibilities

RIGHTS

All members of the school community have the right to develop their potential and be safe and happy within an environment that promotes teaching and learning.

AIMS

In line with our Christian Values we aim to ensure sure that:

The aims help to define codes of behaviour which are essential for maintaining the rights. In addition to the whole school aims (*see page 2*) teachers at the beginning of each academic year negotiate with the children classroom aims that relate to the school's vision, values and aims. The headteacher, as part of a series of assemblies, negotiates the aims for playtimes (*see appendix 2*). Classroom and playground aims are published in each respective classroom, with the latter also displayed in the main hall.

RESPONSIBILITIES

For their rights to be maintained children have to take on the responsibility of following the aims. If children purposefully behave against our aims they must understand that they have chosen to do this and therefore must accept the consequences of their actions.



The children and teachers have worked together to establish the **Charter of Rights** (Appendix 1) and draw up the Codes of Conduct for the whole school and within each classroom.

Acceptable Behaviour

At St Mary's Junior School the children are encouraged to:

- Try hard to do their best.
- Be kind and speak politely to everyone in the school community.
- Respect other people, their possessions and school property.
- Be helpful.
- Listen to each other.
- Encourage and support one another.
- Show tolerance and understanding.
- Be honest.
- Ask for help or tell an adult if they are unhappy.
- Accept responsibility for the things they do.

We believe that the most effective way of achieving our aims is to praise and encourage positive behaviour.



Examples of such behaviour will be recognised throughout the school.

1. Staff will praise good behaviour to act as a model for others.
2. Staff will aim to catch children being good.
3. In class teachers' should have the flexibility to use appropriate reward systems appropriate for their children e.g. table points, star of the week etc?
4. Children may also share their achievement with a member of the leadership team by mutual arrangement.
5. Certificates may be given during award assemblies for those that have shown exceptional behaviour, consistently good behaviour and/or improvements in behaviour. Certificates are also awarded to celebrate achievement and standards within the curriculum.
6. Where behaviour is associated to a learning outcome which is product based such as a piece of written work or an artefact made in Art and Design then this may be displayed on our 'Achievement Display Area'
7. Certificates achieved are recorded by the School Secretary into the School's Information Management System (SIMS.net) so that the information is shared electronically with teachers and parents via the school's learning platform (RM Kaleidos)

Acceptable behaviour is promoted and encouraged through day to day management in all aspects of school life including lessons and the wider curriculum.

Behaviour is both proactively and reactively developed through the school's PSHCE curriculum and acts of collective worship. Social groups, 'Circle of Friends', 'Buddy' systems, Play leaders, 'Circle time' and 'Bubble time' are all strategies that can be used as appropriate to help support children's behaviour development.

Unacceptable Behaviour

- Lack of respect.
- Deliberately disturbing and distracting others from learning.
- Violence.
- Threatening behaviour including bullying.
- Deliberate disobedience.
- Discrimination.
- Deliberate vandalism of school property.

Children are taught what unacceptable behaviour is and are made aware of the consequences. The school recognises that some children have social, emotional and behaviour difficulties that will be considered in light of their I.E.P. (See S.E.N. Policy). The key is a positive working relationship between the children and their teachers. A range of sanctions are available to re-enforce expectations and should be used as 'fit for purpose' according to the inappropriate behaviour and the needs of the individual child;

- withdrawal of privileges,
- timeout including removal from class to minimise disruption to other children's learning,
- missed breaktimes for reflection, discussion or to complete work,
- verbal or written self-evaluations
- letters of apology,
- behaviour charts,
- held back for 10 minutes at the end of the school day
- detention and
- exclusion

Children should not be asked to write lines or stand in the corner of the room as these lack the necessary levels of thought and reflection required to change behaviour. Corporal punishment is unacceptable under any circumstances and is subject to 'Disciplinary Procedures'.

If children miss a breaktime for appropriate reflection they must be supervised. Children may have to reflect or catch up on work in the classroom with the teacher present or be placed in the dining room, school hall or outside the headteachers office where high levels of adult traffic provide suitable supervision. It is the responsibility of the teacher setting the sanction to ensure children are clear as to

the purpose and reason for the sanction, checking on the children at least at the beginning and end of the period to clarify the children's understanding and future expectations.

All final decisions with regard to sanctions are at the discretion of the headteacher, many of which are delegated to the class teacher in line with their terms and conditions of service and outlined in this policy. The headteacher has the authority to investigate, or delegate investigations to appropriate staff as required, and as appropriate to the incident, setting reasonable sanctions, targets and follow-up actions to support changes in future behaviours;

A) Minor incidents:

1. Initial class management is the key to avoiding children being involved in minor incidences, such as being off task, talking inappropriately or disturbing and distracting others through their actions. Targeting questions related to the learning at individuals can help them to re-focus their learning in a positive environment. Teachers checking that the learning is accessible and understood by the child is crucial to ensure that they are not bored by either the learning being too hard or too easy. If this is the case then learning needs to be more appropriately differentiated to avoid the potential of further inappropriate behaviours developing.
2. Continued minor incidents will be dealt with in the classroom or on the playground, by reminding the child of the class or playtime aim. Children should be made aware of possible sanctions such as the withdrawal of privileges, for example, the use of the 'Adventure Playground' should their behaviour continue. Children should be given choices to consider, up to 3 chances to improve (at the teacher's discretion) before the teacher or member of staff will consider asking the child to go to a timeout zone. The child should be praised if they make the right decision.
3. If unacceptable behaviour continues they will be asked to leave the classroom and be expected to report to the deputy head or headteacher. If a child is asked to leave the playground at a breaktime they will be expected to report to their class teacher who will investigate and take the appropriate action.
4. Parents will be informed by the class teacher, via the home-school diary or a phone call, if their child has been sent out of a lesson, sent to the Head of Upper or Lower School (as appropriate), the Deputy Headteacher or Headteacher or missed part or all of playtime as a consequence of misbehaviour. The child will meet with their teacher to discuss their behaviour and a target agreed. (*'Child Behaviour Concerns'* and *'Child Discussion Evidence Sheet'* to be completed: Appendix 3a)
5. If the inappropriate behaviour is repeated the class teacher will arrange a meeting with parents and their child to discuss the behaviour and agree appropriate course of action including an appropriate target. (*'Child Behaviour Concerns'* and *'Adult Discussion Evidence Sheet'* to be completed: Appendix 3b)
6. If persistent or more serious problem occurs the Head of Upper or Lower

School (as appropriate) will be informed and advice sought.

7. The Head of Upper or Lower School may need to seek advice from the Deputy Headteacher and in turn the Headteacher as deemed appropriate.

B) Persistent misbehaviour, purposeful damage to school property and/or lewd behaviour: (*'Child Behaviour Concerns'* and *'Adult Discussion Evidence Sheet'* should be completed at each stage of the process)

1. A home/school contract - initially set up with the class teacher working with parents to produce a programme to encourage improvements in behaviour (see appendix 4). This should include clear and achievable targets, with an appropriate monitoring report format (see appendix 5a or 5b: 'How well am I doing with my behaviour'), with rewards and sanctions clearly indicated.
2. If this does not have the necessary impact then the process will be repeated with the Head of Upper or Lower School (as appropriate) with the class teacher, parents and child.
3. If this does not have the necessary impact then the process will be repeated with the Deputy-head with the class teacher, parents and child.
4. An internal 'Case Conference' will be held to ensure that all the previous stages have been met and that the appropriate course of action and facilitating strategies have been agreed.
5. The head teacher will repeat the process with the Deputy-head, Head of Upper or Lower School (as appropriate), the class teacher, the Inclusion Leader (if appropriate), parents and the child.
6. Seeking help from outside agencies such as the Educational Psychologist maybe sought following advice from the Inclusion Leader and Head teacher. This will include an Individual Education plan that aims to improve behaviour over a given period.
7. Detention or a period of exclusion may be necessary.

C) Children that run out of class or out of the school.

On rare occasions a child may decide to 'run' fleeing an area of conflict, worry or challenge. Remember to never aim to back children into a corner where they feel threatened and vulnerable, but offer them 'appropriate choices' to consider in response to their behaviour. If they make the right choices praise them.

On the occasion that a child should run **out of class** take the following actions:

1. Inform the school office, who will immediately inform the headteacher or designated deputy.
2. If a Teaching Assistant is available ask them to shadow the child from a distance to help ensure the child is safe until a member of the leadership team or class teacher is available.
3. The child will be encouraged to go to an appropriate 'timeout zone' where they will have the opportunity to share their reasons for 'running'. The child's view should be listened to and notes taken.
4. The teacher should complete a 'Child Behaviour Concerns' and 'Child Discussion Evidence Sheet' and submit it to the investigating member of the leadership

team.

5. The investigating member of the leadership team should inform parents of the actions and next steps.
6. The involved members of staff should meet to discuss the antecedents to the child's actions and what necessary steps are required to help prevent a repeat in the future. An 'Adult Discussion Evidence Sheet' should be completed.
7. Parents should be consulted with the appropriate outcomes and actions recorded on the 'Adult Discussion Evidence Sheet'

On the occasion that a child should **run out of the school grounds** take the following actions:

1. Inform the school office, who will immediately inform the headteacher or designated deputy.
2. If a Teaching Assistant is available ask them to shadow the child from a distance and from within the school grounds to help observe that the child is safe until a member of the leadership team arrives.
3. The headteacher or designated deputy should inform the parents and request their assistance at the earliest possible opportunity.
4. If a child disappears out of sight the headteacher or designated deputy should inform the school's 'Community Police Officer', so that they are able to discharge their duty.
5. If the child returns onto the school site then the procedures listed under '*On the occasion that a child should run out of class take the following actions*' should be followed.
6. The involved members of staff, parents and child should meet, as appropriate, to discuss the antecedents to the child's actions and what necessary steps are required to help prevent a repeat in the future. ('Adult Discussion Evidence Sheet' to be completed)

D) Aggressive, violent or lewd conduct that is deemed to be a danger to others or themselves then the following actions should be taken:

1. A child should inform a member of staff on duty if they are not already aware.
2. Staff should immediately inform a member of the leadership team and begin to ask those at risk to go to a safe place.
3. A safe place will vary according to circumstances: a) The aggressor should be asked to 'Stop' and go to the timeout area in the classroom or dining hall. If this does not work then: b) If on the playground 'others' should be asked to move away c) If in class 'others' may be removed from the classroom to the school hall or dining room. In both cases 'Help' should be requested via the school office from the Head or Deputy.
4. In extreme cases the Head or Deputy may decide that a child must be restrained using reasonable force (see Restrictive Physical Intervention Policy) that prevents self harm or harm to others. No member of staff should put themselves in a situation which endangers them self.
5. A zero tolerance approach is taken towards children who are heard to swear

using sexual connotations, use sexually explicit language or gestures, or are seen fighting using fists, feet or making physical contact with another person in which purposefully intends to cause physical harm. Any child involved in such activities will receive at least an automatic after-school detention regardless of any antecedents.

6. Incidences which involve a knife or other weapons should be dealt with by the Police. The school office should be immediately informed and the Police contacted.
7. Any child using threatening behaviour which involves a knife or other weapons will be excluded until the investigation is complete. This may lead to a permanent exclusion.
8. In all the previous points the members of staff involved should complete the appropriate 'Child or Adult Discussion Evidence Sheet' and submit it to the headteacher by the end of the day or the beginning of the next day to help support the incident investigation and subsequent decision making process that follows.

Lunchtimes

At lunchtimes our lead midday supervisory assistant (MSA) and our play leader provide a vital link between teaching and non-teaching staff. With a dedicated team of Year 5 and 6 monitors our play leader organises a vast array of play equipment and keeps an eye on the welfare of our most vulnerable children. Our lead MSA ensures that crucial information is shared with the other lunchtime supervisors. This approach provides a positive ethos and the opportunity for structured play to promote positive playtime behaviour.

Should unacceptable behaviour issues arise then the procedures listed above should be followed accordingly. Children should report instances to the MSA on duty, should minor issues persist the MSA should report the complaint to the lead MSA who will liaise with the class teacher who will take the appropriate action.

The headteacher has responsibility for monitoring, evaluating and reviewing playtime arrangements.

Bullying (please see anti-bullying and racist incidents policy for further details)

Bullying is the persistent desire to hurt others and can be verbal, mental or physical. At St Mary's Junior School we are keen to identify early signs of bullying and children are encouraged to tell a teacher, parent or friend.

All incidents are treated seriously and the appropriate action taken to deal with the bully and help the victim. Where 'Bullying' is deemed to have occurred the reporting member of staff will complete the 'Integrated Bullying and Harassment Record and Monitoring Form' and pass onto the designated officer (Headteacher) who will arrange further investigation and appropriate actions if necessary and as required.

The role of parents is important in reducing any incidents of bullying. Watch out for signs of distress such as repeated illness, damaged clothing etc. Take an active interest in your children's social life.

If you know that your children are being bullied give them the following advice:

1. Tell them that there is nothing wrong with them.
2. Advise them to tell a trusted adult at school.

If appropriate:

1. Together, identify the areas where bullying takes place and plan to avoid these as much as possible.
2. Advise them not to buy the bully off with sweets, money etc.
3. Together with the class make out a plan of action.

Please help us by encouraging your child to tell someone if they are being bullied.

Detention

Although the Government have given us powers, in particular the use of detention, we would see this to be used very rarely. Our Governing Body recognises that detention could be used when other ways have been unsuccessful, but there are occasions when a zero tolerance approach must be taken, as outlined earlier in this policy. Detention is most effective when the child sees his/her parents and the school working together, sharing their concerns. If detention is to be used, parents will be provided with written notification at least 24 hours before the detention is due to take place.

Detention activities may vary according to circumstances and the reasons for giving the detention. Activities may involve quiet reflection (Appendix 6a and b), counselling, or simply looking to put right the wrong (Community Service).

Detention may only be set by the headteacher or designated deputy, who will in turn be responsible for making arrangements for and taking that detention.

Exclusion

On occasion it may be necessary that as a final option it is suitable to 'exclude' a child from school. Only the Headteacher or in their absence the designated deputy may exclude a child. Exclusions range from 1 to 45 working days or maybe a permanent exclusion according to the severity of the incident.

Parents will be notified in writing by the headteacher or designated deputy. The Chair of Governors will be informed of any exclusion.

The Governing Body will be informed at their next meeting. Parents have a right to appeal.

The Local Authority (LA) Integration Manager will be informed of any exclusion beyond 5 days. It is vitally important that the Integration Manager is informed immediately of any permanent exclusion in order that arrangements can be put in place for the pupil's continuing education.

The school will provide education to cover the period of exclusion. During the first 5 days of any exclusion it is the school's responsibility to ensure that work is sent home. Parents too have been given new responsibilities to ensure their child is not in a public place during school hours without good cause. Parents can be issued with a fixed penalty notice if they fail to comply with this requirement.

Excluded pupils should be provided with full time education from day 6 of an exclusion. In the case of fixed period exclusions this is the responsibility of the school whereas it is the local authority's responsibility in the case of permanent exclusions.

The headteacher must arrange a reintegration interview with the parents of any pupil of primary school age who has had a fixed period exclusion. A pupil's return to school must not be deferred even if the parents do not attend the interview.

Further details on 'Guidance for Exclusion from School's can be found at www.teachernet.gov.uk/wholeschool/behaviour/exclusion.

Monitoring and Review.

It is the responsibility of the Headteacher to monitor the policy to ensure that it is followed as part of the school's practice. The Governing Body, in consultation with the headteacher and other stakeholders that they see fit, have the responsibility to review the policy on an annual basis.

EXAMPLE CHARTER OF RIGHTS

Children have the right:

To be treated with respect

To be treated kindly

To be listened to

To be helped

Not to be bullied

Not to be lonely

To join in class games and any other games by agreement

To be happy

To feel wanted

To be safe

To be special

To be treated equally

By everybody

‘Enjoying our playtime together’

- **Play Safe:** have fun, but make sure you can be seen.
- **Respect for all:** treat others respectfully, as you would like to be treated.
- **Share to care:** take it in turns giving others a chance.
- **A time to chill:** a chance to think, chat, relax and solve problems of the day.
- **Responsible attitudes:** remember you are responsible for your own actions.
- **Teamwork:** co-operation, talk, thanks and celebration are keys to success.

Child Discussion Evidence Sheet

Name of Child Date of Birth	Parent/Guardian	Present at Discussion	Date	Time	Reason for Discussion
Discussion					Next Steps

Adult Discussion Evidence Sheet

Name of Child Date of Birth	Parent/Guardian	Present at Discussion	Date	Time	Reason for Discussion
Discussion					Next Steps



St Mary's (VC) C of E Junior School

Personalised Home School contract to support improving behaviour

Pupil Name _____ Class _____ Date _____

Child	School Team	Parents/Carers
<p>I will:</p> <ul style="list-style-type: none"> • <p>Signed _____ (Pupil)</p> <p>_____ (Please Print)</p>	<p>We will</p> <ul style="list-style-type: none"> • <p>Signed _____ (Class Teacher)</p> <p>_____ (Please Print)</p>	<p>I/we will:</p> <ul style="list-style-type: none"> • <p>Signed _____ (Parent/Carer)</p> <p>_____ (Please Print)</p>

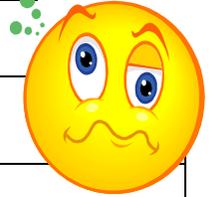
'Enjoying our Learning Together'

This school is committed to co-operating with individual families and their children to provide the highest quality of education. This education will be based on a partnership of shared values and beliefs. Our aims are to enable children to **achieve** to the best of their ability within a **caring community** that provides **challenge** and **stimulating experiences** in which all children have **equality**. Aims that are underpinned by the **Christian values** of our church school and will help them make worthwhile contributions to a 21st century society.



GREAT!

How well am I doing with my behaviour during breaktimes?



Name:		Class:		Week Beginning:		
I am trying to						
<i>NOT SURE!</i>						
	Morning Break		Lunchtime		Afternoon Break	
	My View	Duty Teacher	My View	Duty Teacher	My View	Duty Teacher
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Reward			Sanction			



Please write a brief comment or draw an emotion against each of the breaktimes for the given target.

OH DEAR!

How well am I doing with my behaviour?

Name:			Class:				Week Beginning:			
I am trying to...										
GREAT!						NOT SURE!				
		Session 1	Break	Session 2	Session 3	Lunch	Session 4	Break	Session 5	
Monday										My View
										Teacher's View
Tuesday										My View
										Teacher's View
Wednesday										My View
										Teacher's View
Thursday										My View
										Teacher's View
Friday										My View
										Teacher's View
Reward					Sanction					



Please write a brief comment or draw a **emotion** against each of the sessions for the given target.

OH DEAR!



Detention

My Name _____

Today's Date _____

What do you think is the reason for you being put in detention?

What do you think you have to do to make sure you do not get placed in detention again?

1. _____
2. _____
3. _____

How do you think your teacher could help you?

What target do you think you should set yourself?

Detention

My Name _____ Todays Date _____

Try to answer the questions below. You may use words or draw a picture.

Why am I in detention?

What should I do next time?

What help would you like from anybody?