



BEHAVIOUR POLICY

Last Review September 2016

BEHAVIOUR POLICY

Our Vision

At St John's Primary School, we believe that learning is a shared lifelong experience. Our vision is to create an environment which enables all members of our community to be successful, inspired and equipped with the skills for life.

Rationale

School communities are most effective when their members have high self-esteem and respect for each other. This encourages the development of self discipline enabling children to become responsible members of society.

Purposes

1. To minimise the disruption to pupil's learning
2. To develop an attitude of mutual respect and support between the members of the school community
3. To encourage in pupils the development of self discipline and an awareness of what is acceptable behaviour.
4. To provide a structure whereby the response to children's behaviour is a consistent and fair one.

Guidelines

- Parents and Governors should be aware of and involved in the implementation of this policy.
- It is the responsibility of **ALL** the adults **INCLUDING PARENTS AND VISITORS**, in the school community to demonstrate mutual respect as an example to the children. Parents are invited to attend Assertive Mentoring meetings with their child and the class teacher **six** times each year to discuss progress, attitude, behaviour and attendance.
- All staff, including the Headteacher, must accept responsibility for maintaining good behaviour throughout the school at all times.
- Good behaviour should be rewarded and awards should be accessible to all pupils. '**Class Dojo**' is used to track pupils' behaviour and set targets and expectations. 'Green Dojos' are given and recorded in the classroom for good behaviour in school, 'Red Dojos' for negative behaviour. The Dojos feed into the House Points system and are celebrated in the Golden Assembly on Thursdays, as well as being reported to parents during Assertive Mentoring meetings.

- Poor behaviour should never be ignored but any punishment should be applied without humiliating the child and the severity of the punishment should reflect the nature of the offence and the needs of the individual, following the school's list of sanctions.
- Where there is a serious breach of discipline, the child must be sent to the head, Deputy, or member of the Senior Management Team, who will inform the parents and after consultation with staff concerned will apply the appropriate punishment. '**Planning Room**' is a break time detention, led by a senior leader, where children are encouraged to reflect upon their actions, possible alternatives and a resolution.

RESPONSIBILITIES

ALL STAFF [Teachers, Nursery Nurses, Teaching Assistants, Admin. staff, Mid-Day Supervisors, Volunteers]

All staff should model the type of behaviour encouraged by this policy.

Staff should call for the review of this document if and when they feel it is necessary and take part in updating it.

Teaching staff, particularly the Headteacher, should give full support to all members of staff in the implementation of this policy.

PARENTS

Parents should be given the opportunity to read the booklet titled 'Beat Bad Behaviour' and the school's hierarchy of sanctions for both classroom and play/time, and if requested, this policy. Should they disagree with any part of it they should discuss the matter with the Headteacher but having accepted it, it is their responsibility to support the school by implementing its policy. Parents are asked to sign a home school partnership agreement to support the school in their child's education.

LUNCHTIMES

It is the responsibility of the Mid Day Supervisors and staff to implement this policy at lunchtimes. They are in charge of the children during the lunch hour and the pupils are expected to respect them in the same way as they would their teacher. This should be made clear to Governors, parents and pupils. There is no legal obligation for the children to remain at school during lunchtime therefore consistent bad behaviour will result in exclusion from school during this period. If a child is going home for lunch or has been excluded **they are not allowed to return to school until 1.00 p.m.**

Appendix 1

CODE OF BEHAVIOUR

EVERYONE WILL ACT WITH COURTESY AND CONSIDERATION AT ALL TIMES

This means that

OUTSIDE THE SCHOOL

- 1. The authority stops at the school gate, but bullying incidents (including online bullying or via text) will be managed in line with the school's anti-bullying policy.*
- 2. We will seek to assert influences, but cannot insist on any behaviour outside of school.*
- 3. We have a responsibility to teach and ensure good behaviour in school. Parents must be aware that if their personal family code of behaviour differs, school will insist it change on entry to school premises*

IN THE PLAYGROUND

- Children should be able to play and enjoy themselves without spoiling other children's games.
- The space provided by the yard will be shared [e.g. a football game should not occupy the whole yard.]
- All pupils are aware that they are responsible for reporting any incidents of bullying or racial abuse.
- In the event of a child being hurt by another they should not hit back but report the matter to an adult.
- The playground will be kept clean and tidy e.g. litter will be picked up and placed in the bins provided.
- Teachers will collect the children from the playground promptly.
- No child is allowed to leave the playground during playtime or lunchtime, unless supervised by a member of staff (teaching or lunchtime)
- When playtime has finished there will be two whistles, i) to stop, ii) to walk into their correct place in the line

INSIDE THE SCHOOL

- People will move about the school quietly and sensibly on the left e.g. holding the door for people walking behind them. Children will show courtesy to all adults in and around the school.
- People will talk quietly and politely to one another.
- Property will be respected e.g. picking and hanging up a coat lying on the floor.
- The school will be kept clean and tidy e.g. taking care of displays
- Children will come into and leave assembly quietly.

INSIDE THE CLASSROOM

All classrooms will display the Golden Rules and will positively reinforce behaviour expectations.

All children should demonstrate positive behaviour for learning. This means that they:

- actively listen
- respond to instruction
- contribute to discussions by offering opinions and answers
- ask questions
- settle quickly to task and remain on task throughout the lesson
- complete tasks within the given time
- show eagerness and enthusiasm
- support others and do not disrupt learning
- speak politely and respectfully
- use all equipment correctly and return it when finished

REWARDS AND SANCTIONS

Persistent breaking of the school rules are recorded by the headteacher (Planning room file kept in Headteacher's office)

Rewards

- Personal Rewards - A child may be given a target as part of a programme of behaviour modification and on achieving this target receive a previously agreed reward e.g. a Green Dojo point.
- Staff may give green dojo points for good behaviour and work.
- Headteacher's rewards (Golden Book) are issued each Thursday in the celebration assembly.

PUNISHMENT OR STRATEGIES FOR DEALING WITH BAD BEHAVIOUR

1. Non Verbal Communication

This can be very effective in the right context e.g. looking at a child in a disapproving way when the child is misbehaving in assembly.

2. Verbal Correction

The tone of the voice and words used indicate to the child the seriousness of the offence. Teachers should issue a clear verbal warning, making clear the behaviour which is unacceptable and the consequence if it continues.

3. Isolating the child

It is often effective to move the child to another part of the room away from other children. In extreme cases the child may be sent to another classroom. Where possible, the child would be sent to the Phase Leader for a set period of time, with their work or a book to read. This would result in a Planning Room detention.

4. Planning Room

If a child has been persistently disruptive in class, has physically or verbally assaulted a pupil or adult or is at risk of harming themselves or others, they will be subject to a Planning Room detention. Repeated detentions within a half term will result in the loss of privileges for a set period of time. The privileges lost should not be a part of the school curriculum e.g. swimming, but will include enrichment activities such as after school club.

5. Communication with Parents

Communication with parents and caregivers is of utmost importance to the school. The Headteacher informs parents if their children are constantly behaving badly or have committed an offence of a serious nature. It may be considered appropriate to put the child on a behaviour report. This means that the parents are informed on a daily basis as to how their child is behaving in school. Parents are also informed if their children have been given 'Time Out' in the planning room. This is done by sending home the planning sheet as completed by the child and the senior member of staff on duty at that particular time, which must be signed by the parents and returned to school, indicating the actions carried out at home to support the school's behaviour policy.

Parents are invited to six Assertive Mentoring meetings each year, where they are kept informed of their child's progress, attitude and behaviour in class.

6. Exclusion

It is the responsibility of the Headteacher in accordance with Governors and LA guidelines to decide when, if and for how long a child should be excluded, see sanction sheet. This decision should be made after consultation with all members of staff involved.

7. Outside Agencies

Enlisting the help of an outside agency e.g., S.E.N.T.A.S.S., Educational Psychology Service etc. is not a means by which a child is punished but may provide additional support to the school and the family concerned by counselling or suggesting strategies which might be effective.

Appendix 2

DEFINING THE PROBLEM

If a child is being disruptive it is important [and essential if any outside agency is to be consulted] to define how and when the child is behaving badly.

CAUSES OF DISRUPTION

It is important to try to identify why a child is behaving in an anti-social way. Although this does not excuse the behaviour it can help to plan strategies to reduce the frequency of that behaviour and indicate whether allowances should be made e.g. if a child frequently shouts and is subsequently found to have a hearing problem it would be unfair to punish the child for shouting.

The following is not intended to be a finite list of possible causes of disruption nor should each factor be considered in isolation.

ANY CHANGES IN HOME CIRCUMSTANCES

[All staff must take responsibility for the sensitive sharing of relevant information.]

Low Self Esteem

Most children who display bad behaviour have a poor self image. This is reinforced when they as people are condemned as opposed to the act which they have committed e.g. telling a child that he/she is bad will only increase his/her low self esteem and will not reduce the frequency of the bad behaviour.

Inappropriate work

If a child is given work which is not matched to his/her ability, he/she may become bored or frustrated and this may lead to poor behaviour.

Inaccessible rewards

A range of rewards should be accessible to children of all abilities.

DOS AND DON'TS OF DISCIPLINE

Do

Reward children for good behaviour.

Be CONSISTENT! e.g. if you punish one child for something do not allow another child to do the same thing without responding.

Deal with discipline problems immediately

Frequently review the classroom organisation.

Involve all children in the organisation of the classroom and their learning.

Make it clear to the children what you expect from them.

Admit when you are in the wrong

Be tolerant

Listen to all points of view

Be friendly but firm

Start each day afresh. Children need to know that they can start a new day without being reminded of misdemeanours committed the previous day.

Respect the children and model behaviour which you expect from them

Prepare work which is carefully matched to the children's abilities and have the resources required available.

Give the children the time to finish their tasks in order that they can experience a sense of completion

Involve parents in their children's learning [with homework, regular communication, good or bad]

Show a confident manner and build the confidence in the class in itself

Use eye contact.

DON'T

Don't ignore any deliberate rudeness or mischief

Do not lose your temper but use your voice to its best effect

Don't punish a whole group of children when only a few are responsible

Don't humiliate children

Don't show favouritism

Don't accept racial or gender stereotypes e.g. if a boy and a girl are both involved in a fight treat them the same way.

HANDLING THE SITUATION

If a child is misbehaving, the adult's aim is to stop that behaviour and if necessary implement some form of punishment with the minimum amount of disruption. In order to do that the adult must handle the situation carefully and sensitively. If the adult's response is too forceful it may result in

escalating the conflict, if it is too weak it may be ignored. The adult should attempt to avoid confrontation by responding firmly but fairly within the context and by appearing to maintain full control over the situation.

There is no absolute way in which to handle a situation; much depends on the personalities of the people involved and on their relationship. In general, it is more difficult to intervene when you don't know the child, particularly if you don't know their name. However, the following is intended to act as a set of guidelines for dealing with conflict:

- As already stated in the document it is the behaviour and not the person which should be dealt with. If someone is criticised as a person e.g. 'you're a stupid child', it is apparent that the only way in which they can improve is to change their whole personality and it is likely to provoke feelings of resentment and defensiveness. On the other hand, if the act is criticised the person can still maintain their self esteem but aim to modify their behaviour.
- The adult should try to keep the situation as low key and as private as possible e.g. if a child is not getting on with his/her work in the classroom gain their attention by looking at him/her or go up to the child and speak quietly without making an issue of the incident.
- The adult should remain calm because if the adult allows loss of control the child may feel that he/she has "won". It is important to remember that non verbal signals e.g. posture, tone of voice and expression can convey as much about feelings as verbal communication. However there are times when it is effective to show controlled anger but the more frequently this is used the less effective it becomes.
- The adult should control the conversation and if the child denies the adult that right the adult should insist on silence.
- The child's response should be carefully monitored and the adult's behaviour modified if necessary
- Both the adult and the child should come away from the situation feeling positive, i.e. neither of them feeling humiliated.

Dealing with disputes between children

- Calm the child down
- Listen to each child's point of view - don't let the children interrupt one another.
- Encourage the children to assess the situation themselves, to take responsibility for what they have done and suggest a possible way to resolve the conflict.

- IF THIS IS NOT POSSIBLE - Make a decision based on what you have heard and implement any sanctions you may feel necessary, explaining your actions to the children.

Managing allegations against staff

Any allegation made against a member of staff will be taken seriously and investigated thoroughly by the Headteacher and governing body. Malicious or unfounded allegations will be acted upon and may result in further action, dependent on the circumstances and intent.

TEACHER STRESS

Teachers should not feel guilty about having problems with discipline. Most teachers experience feelings of anger, frustration and loss of confidence when faced with frequent bad behaviour. It is rarely the more serious incident which produces these feelings but more often the general, day to day maintenance of discipline which combined with all other responsibilities of teaching can be very wearing.

Sharing the problem with a colleague can help. Your colleague can listen, empathise and often, by helping you perceive the problem in another way, enable you to devise strategies which you may not have thought of before.

In addition to this all the staff have agreed to follow the hierarchy of sanctions. This allows for a situation whereby if a child is annoying you, you can send that child with their work to another teacher who will not ask why the child has been sent but will coolly and calmly provide the child with a place to continue his/her work. This allows you, the child and possibly the other children in the class time to cool down.

THE CURRICULUM

The curriculum should support the behaviour policy in the following ways:

- Provide opportunities for children to direct their own learning
- Involve children in making decisions both individually and as members of a group
- Encourage children to be independent and take responsibility for their own actions.
- Give children the opportunity to reflect on their own and other people's actions, to consider alternatives and devise their own rules.
- Provide children with experiences which enhance their self-esteem

- Explore increasingly complex issues related to behaviour in the wider world e.g. environmental issues, current affairs.

PARENTS

Parents are encouraged to be involved in their children's learning and made to feel welcome in school. Assertive Mentoring meetings provide parents a regular opportunity to discuss their child's behaviour and learning with the class teacher.

If a parent has a concern about their child's behaviour they should discuss the matter with the member of staff, the Headteacher or the PSA; whoever is the most appropriate.

There may be times when a parent feels too emotional to discuss a concern calmly with a member of staff. In this situation the parent should make arrangements to see the Head directly. The Head will listen to the parents concern and then inform the member of staff. The member of staff will be given the opportunity to discuss the problem and if desired be present at the meeting. Any decision making by the Head will be made through consultation with the member of staff concerned.

PUPILS

Pupils should be aware of and understand the reason for the behaviour, which is expected from them, and where their behaviour falls in the Hierarchy of sanctions. Half-termly discussions in Assertive Mentoring meetings ensure that children are clear of what is expected of them.

Links to other policies:

Safeguarding
Anti-Bullying
E-Safety
Complaints
SEN

To be reviewed: Sept 2017