

All Saints' Church of England Junior School Behaviour Policy



Rationale

At All Saints' C of E Junior School good behaviour underpins the ethos of our school. Without good behaviour teachers can't teach and pupils can't learn.

Aims

- To ensure a positive, calm and purposeful atmosphere within a Church of England ethos, where all pupils feel safe and valued.
- To provide an environment in which all pupils can learn through a broad, balanced and relevant curriculum.
- To encourage relationships based on mutual respect and consideration for others that also demonstrate respect for the school environment, their property and that of the school.
- To help children to take responsibility for their own behaviour, through the ability to assess and manage risk appropriately.
- Build on and foster close links between the school and parents, the Church and the wider community.

Consistent good quality teaching is the most significant factor in raising standards and reducing low level disruption. Learning, teaching and behaviour are inseparable issues for schools.

Rights and Responsibilities

Rights For pupils

To learn

To feel safe

To be treated fairly and with respect

Responsibilities of pupils

To treat others with consideration and respect

To listen when it is others turn to talk

To follow instructions from teachers and other staff

To ask for help when needed

To do your best and let others learn

Rights of staff

To teach

To feel safe

To be treated with respect by pupils, parents and colleagues

Responsibilities of staff

To create a safe and stimulating environment in which the pupils can learn

To treat pupils with consistency and respect at all times

To communicate regularly with parents

To apply this policy consistently

To comply with Teacher Standards

Rights of parents

To know that their children are treated fairly and with respect

To know that their children are safe

To communicate with staff

Responsibilities of parents

To get our children to school on time, ready to work and to take a full part in school life

To talk to our children about the things they learn in school and encourage them to do their best.

To communicate regularly with staff

Responsibilities of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

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Responsibilities of the Headteacher

To implement the School Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting the staff in the implementation of the policy.

School Rules

1. Follow instructions from all adults in school
2. Be safe in school (never be physically aggressive)
3. Listen to others and speak as you would like them to speak to you
4. Persevere to achieve your best
5. Take care of the school environment and the property within it

These rules are given a high profile around the school. Each class has their own classroom rules, negotiated with the pupils, and these are displayed in each classroom.

Class teachers may negotiate a class incentive / reward system for their own classes to run in conjunction with class rules. Eg one marble put in a jar when whole class or an individual behaves positively. When the jar is full the class gets the negotiated reward.

3. Procedures

Rewards

The whole school reward and sanction system will be made known to all members of the school community, and applied fairly and consistently.

House points are awarded in pupils' books for academic progress and success. Numbers are collated weekly and recognised in Achievement assembly.

Sanctions for unacceptable behaviour outside the classroom:

We have a **Playground Card System** for incidences of unacceptable behaviour on the playground or field at break/lunchtime. This will be implemented by midday supervisors or teachers/teaching assistants on duty:

Yellow card

If a child behaves inappropriately, is involved in play fighting, using inappropriate language, being found inside without permission and other low level behaviours – they are issued a Yellow Card and their name is put in the playground book. Entries in the Playground Book will be discussed by SLT and at staff meetings.

Red Card

If a child offends again after being given a Yellow card they are given a Red card, sent to SLT member on duty and given a Head Teacher's detention. A child can be issued an instant Red card without a previous Yellow card for any form of physical assault, being rude to an adult, bullying, and more serious offences. It is important that all offending children's names are put into the Behaviour Book in order to monitor unacceptable behaviour carefully.

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Sanctions for unacceptable behaviour in the classroom

If children find it difficult to make positive choices then the system below is followed

- 1 – A verbal warning is given
- 2 – Their name is written on the board
- 3 – A strike (/) is put against their name
- 4 - If behaviour persists, a 2nd strike will be recorded and at that point the child is sent to speak to a named member of staff.
- 5 - If, after their return, they continue to make inappropriate choices of behaviour, they are sent to the Associate Headteacher, and are given a Headteacher's detention which will take place during lunchtime for 30 mins. Parents will be informed by telephone when a child has had a detention.
- 6 – If a child receives three detentions parents will be asked to come to school to discuss the situation.

Recording will remain on the board for the day and will not start afresh during the day e.g after lunch.

There may be behaviours that warrant an instant sending to the Headteacher. These include violence, bullying or the use of inappropriate language. We have a "Zero Tolerance" policy for more serious inappropriate behaviours.

These rules should be implemented consistently across the school.

If appropriate, some children can be supported in developing more appropriate classroom behaviour via the implementation of a Behaviour Plan, which includes systems of sanctions and rewards, and timescales. Such a plan would be discussed with parents before implementation, and then on a fortnightly basis.

Other less formal, but frequent support is available in the form of Circle Time, Circle of Friends, Peer Mediators and during Assemblies and PSHE lessons, where role modeling and many discussions and activities about making good choices take place.

A full-time Behaviour Manager (Learning Mentor) is employed by the school. Her role is to liaise with parents and staff and provide early intervention support for vulnerable children. She will support children on a 1:1 basis, in small groups or within classes, as appropriate, and will implement a range of intervention strategies.

Exclusions

The school will refer to and comply with "Exclusion from Maintained Schools, Academies and PRUs in England."

A pupil may be excluded for a fixed-term period for:

- Any serious violation of acceptable behaviour
- Repeated refusal to conform to the requirements of this behaviour policy
- Persistent behaviour detrimental to the learning or well-being of others

In circumstances deemed necessary by the Headteacher, any of the above forms of misbehaviour could result in a permanent exclusion.

Anti-Bullying

Bullying is always investigated and given a high profile of discouragement. Pupils are encouraged to report bullying privately to a member of staff, who will always investigate their concerns:

- A child who is accused will be questioned privately / discreetly.
- If the child admits to bullying, a sanction is imposed in line with previously noted sanctions within this policy.
- If a child does not admit to bullying, he/she may be required to have a joint interview with his/her accuser.

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- If impasse occurs, and the member of staff cannot extract the truth, other relevant staff will be informed to monitor the situation.
- Both sets of parents may be informed depending on the seriousness and frequency of the behaviour.
- Pupils will be encouraged to report any difficulties immediately.

Support available for pupils who report persistent bullying may include:

- Diary of events. Show daily to class teacher/parents. Class teacher/parents take appropriate action (parents to alert class teachers)
- Designated teacher(s) in school to whom he/she relates difficulties
- Weekly monitoring meeting with chosen member of staff

Support for pupils who are known to bully others may include:

- Outside agency support
- Individual Education Plan

Bullying can take place anywhere in school, and we expect all pupils to promote the culture of private reporting. We tell our children, "If we don't know, we can't act".

Parental Role

At All Saints' C of E Junior School we value the importance placed on securing parental engagement in all areas of their child's learning and development, so that children receive consistent messages about how to behave at home and at school.

All approaches regarding bullying or other behavioural issues should be made directly and privately to staff in school. We will listen calmly and sensitively, and would expect parents to adopt the same approach in the interests of courtesy, clarity, understanding and progress. It is hoped that parents would support any reasonable sanctions that the school may use when addressing serious incidents.

Any letters to parents that are related to serious misbehavior, will be copied to the Chair of the Governing Body.

Any case of pupil's behaviour that is of significant cause for concern will be referred to the Pupil Discipline Committee of the Governing Body.

Monitoring and Review

The Headteacher and SLT monitors and reviews the effectiveness of this policy on a regular basis. Reports will be made to the Governing Body on the effectiveness of the policy and, if necessary, recommendations can be made for further improvements. The Governing Body will review the Behaviour Policy every year.

The school keeps a variety of records of incidents of misbehaviour including incidents that occur at break or lunchtimes. The classteacher records minor incidents. The Headteacher records those incidents where a child is sent to them following the stages identified in the policy or serious incidents of inappropriate behaviour.

Monitoring of these records may lead to the reinforcement of procedures, special whole school projects and/or further meetings with parents to discuss and agree an Individual Education Plan to support identified behaviour difficulties.

The Headteacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of fixed and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

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