



BEHAVIOUR POLICY AND PROCEDURES

AIM

To provide a safe, supportive and purposeful environment, free from undue disruption, discrimination or intimidation from others. It is part of our whole school ethos to promote Spiritual, Moral, Social and Cultural Education, respecting the principles of the rights, respecting curriculum, prepare children for life in modern Britain and prevent children getting drawn in to criminal activity

It is essential that the school has clear policies and procedures to ensure:

- Pupils, parents and staff are proud of their school and show respect, courtesy and good manners towards each other
- Pupils want to attend school and attendance rates are high
- The school community feels safe
- Pupils' attitudes to learning are positive
- Pupils value themselves and others by respecting their rights and tolerating differences
- Teaching and learning is not interrupted by the behaviour of others

UNCRC Articles 3,12,13,14,15,19,28,29,31 and 37 are most relevant to the creation of this policy.

ROLES AND RESPONSIBILITIES

Good behaviour will be fostered through:

- A clear set of simple rules, the reasons for which will be shared with the children
- A consistent approach to behaviour management, supported by a clearly defined set of procedures for rewarding good behaviour and sanctioning unacceptable behaviour
- PSHE (Personal, Social and Health Education) lessons and Circle Time sessions that encourage children to accept responsibility for their own actions
- An understanding of the UN Convention on the rights of the child
- School and Class Council meetings aimed at giving children responsibility and developing a sense of community

Role of the pupils:

- Conduct themselves around the building in a safe, sensible, manner and show regard to others
- Follow reasonable instructions given by the teacher
- Behave in a reasonable and polite manner to all staff and pupils
- Show respect for the opinions and beliefs of others
- Complete all class work in the manner required
- Hand in homework at the time requested
- Show respect for the working environment
- Follow the school rules

Role of staff:

- Consistently apply the school rules and procedures.
- Be a good role model for pupils; being courteous, respectful and polite to all members of the school community
- Plan and teach a curriculum which motivates, inspires and challenges all children
- Deal with incidents of inappropriate behaviour by following the school's procedures
- Have high expectations of themselves and pupils

- Be responsible for actively enforcing the behaviour guidelines and good conduct for all pupils around the school

Role of parents:

- Work in partnership with staff to ensure good behaviour
- Set a good, consistent example to their children through their own attitudes and behaviour
- Inform staff of any concerns
- Respond to concerns raised by members of staff
- Ensure pupils consistently attend school, are punctual and prepared to work
- Work with outside agencies where appropriate to the benefit of the children

It is important that the school works in partnership with parents and keep them informed about the behaviour of their child. We believe that it is the most effective way of addressing concerns over behaviour. If we are concerned about aspects of a child's behaviour then we will contact parents and invite them to a meeting to agree positive steps forward. Targets will be set, with agreed rewards and sanctions to be implemented.

SCHOOL RULES

The staff and children at Four Lanes Community Junior School have adopted the following values:

RESPECT RESPONSIBILITY ASPIRATION INTEGRITY CREATIVITY

Through these values we have agreed the following school Rules

OUR RULES

1. We treat others as we would like to be treated

2. We act in a safe way

3. We are honest and responsible for ourselves and our community

4. We always do our best

5. Classroom rule

The rules are displayed in each classroom. The children discuss the rules and how these translate in to their rights and responsibilities as part of the school community. They also decide on their own classroom rule.

OUR RIGHTS AND RESPONSIBILITIES

1. We all have a right to be treated with respect and politeness

We have the responsibility to treat others as we would like to be treated. We respect the property belonging to ourselves and others

2. We all have a right to be safe and to be in a pleasant environment

We have the responsibility to walk around the building sensibly and quietly. An adult always knows my whereabouts.

3. We all have a right to be spoken to in an honest and open way

We have the responsibility to respond appropriately when someone speaks to us and always take responsibility for our actions

4. We all have a right to work in an environment that allows us to do our best both academically, socially and emotionally

We have the responsibility to enter our classrooms ready to work. We always try our best even when faced with challenges. We ensure that our actions never prevent others from doing their best

Lunchtime Rules

- **We look after each other and play safely**
- **We follow instructions straight away**
- **We show respect for people, property and the environment**
- **We stop and stand still when the supervisors put their hand up**
- **We ask children on their own to join in with our games**
- **We say sorry if we hurt or bump into someone accidentally**
- **We take care of play equipment**

We have a positive approach to behaviour management and use various reward systems to show children they are behaving and working well. We do this as part of our whole school ethos to promote Spiritual, Moral, Social and Cultural Education, prepare for life in modern Britain and prevent children getting drawn in to criminal activity. When behaviour is not as we would like and children need more support to improve their behaviour, we strive to work with them and their parents to put supportive systems in place which enable children to be responsible and achieve success.

REWARDS

We believe that rewarding good behaviour is the most effective way of achieving it. We do this by:

- ☺ Actively praising children's good behaviour, manners and efforts. This will be verbally and with stickers.
- ☺ Awarding **House Points** for positive behaviour and attitude, leading to the winning house being presented with a **trophy** each half term. Children in the winning house will achieve **reward time** termly
- ☺ Encouraging classes to work and behave well as a group to earn ticks on a **100 square** leading to a corporate reward (e.g. class party, video, parachute games). A maximum of five ticks can be awarded in one day. They can only be rewarded by the class teacher.
- ☺ Trusting children with **positions of responsibility** within the school, valuing their contribution and encouraging them to have a sense of ownership (monitors, house captains, Class and School Council)

We believe that it is also important to recognise and reward effort and achievement in learning. We do this by:

- ☺ Marking and responding to children's work in a positive and encouraging way.
- ☺ A stamp on a chart for good work leading to **bronze, silver and gold certificates**
- ☺ Writing names in the **WOW book** for producing work that is of an exceptional standard for the individual. A **certificate is then presented in assembly**
- ☺ Presenting **lunchtime certificates, gold certificates** and other **awards** in assembly

Lunchtime rewards

- ☺ Stickers given to individuals
- ☺ Certificate for good behaviour, helpfulness, good manners and being a good friend

SANCTIONS

Classroom behaviour management

We use a system based on the Assertive Discipline model of helping to address poor behaviour. It encourages children to modify their behaviour through a series of cumulative reminders and at the end of the session/day a fresh start is made.

All children's names will be displayed on the green circle at the beginning of each discrete teaching session.

Initial reminder

Most behaviour can be addressed through a quiet reminder, using every day classroom management strategies. However, if a child is demonstrating persistently poor behaviour and does not respond to the teacher's* initial warning the following steps will be applied.

Step 1

When a child continues to break a rule, the teacher will **remind them of the rule and check that they understand**. The teacher will emphasise that the child has a choice over how they behave and that they have an opportunity to modify their behaviour at this point.

Step 2

If the behaviour persists, the **child's name will be moved to the yellow circle**. The child will then be spoken to by the teacher and will usually be last out at the end of the session, if deemed appropriate. However, other strategies may be deployed at this time according to individuals' behaviour and circumstances eg. Kept in at break time to finish work not completed. (*add Sept 16*)
At the beginning of the next session the name will be moved back to the green circle.
If the child reaches step 2 for a third time in a day, they will automatically be moved to the red circle.

Step 3

The **child's name will be moved to the red circle** and the child will be **sent to work in another class for 15 minutes**. The pupil will be sent with work that they can continue with independently. Wherever possible they will be sent to the year group leader. The class teacher/Year Leader will use their professional judgment about whether it is appropriate to inform the parents (this will depend on the child and situation).

Step 4

If a child misbehaves again, step 3 is repeated and they are issued with a **"Time to Think" sheet**. This is to be completed by the following school day and returned to the teacher issuing it. **It must be signed by the parents**. The sheet should then be sent with the pupil to the Head/Deputy the following morning break.

* *'Teachers' represent Teaching and Learning Support staff.*

*At any step, it may be deemed appropriate for the child to complete a reparatory task eg. A letter of apology

Outside of the classroom

Situations outside of the classroom will be managed using these principles and communicated to the class teacher or member of the Senior Leadership Team (SLT) as deemed appropriate by the adult in attendance. Professional judgment will be exercised. If the school becomes aware of an incident outside of school then a member of SLT will decide the appropriate course of action. The school believes that the behaviour of children out of school should be in line with that expected within school.

Lunchtime Sanctions

Initial reminder and step 1 as above

Step 2

The child is sent to a designated area of the playground and will remain there for 2-5minutes. The child will then be spoken to by the lunchtime supervisor

Step 3

The senior supervisor will be informed and a further sanction imposed

Step 4

The child is issued a 'Time to think' sheet and fills it in during the remainder of the lunchtime. This is to be completed by the following school day and returned to the Headteacher/Deputy

SERIOUS AND UNACCEPTABLE BEHAVIOUR

The following behaviour is unacceptable . The school will address such incidents within this policy and associated policies and will, where known, inform parents of incidents of inappropriate behaviour that take place out of school.

Violence and aggression – the use of threat or any physical force towards people or property.

Rudeness – walking away when being spoken to by an adult, answering back, swearing, defiance or the refusal to do as has been reasonably asked.

Bullying – the use of any verbal or physical threats, cyber-bullying, intimidation or harm towards other members of the school community.

On-line safety incidents

Absconding or truanting – from the classroom or school premises.

In cases of the above behaviour, the Headteacher* will be informed. If the teacher or Lunchtime Assistant requires help, a pupil will be sent to the Headteacher to ask them for assistance. Pupils displaying these unacceptable behaviour are not be sent to the Head's office unless by prior arrangement or in an emergency.

* The Headteacher may be represented by the Deputy Head or senior member of staff, who will ensure that the Headteacher is notified if appropriate.

Exclusion

This sanction is only used in very serious circumstances, where the education or well –being of children at the school is at risk due to the behaviour of a pupil or group of pupils. The use of this sanction is carried out in accordance with the Hampshire County Council Policy on Exclusion, ensuring that all procedures have been correctly adhered to.

Outside agencies

Concerns relating to pupil welfare and behaviour are discussed regularly with our Learning support Team. Where appropriate, the school may seek advice and support from other Outside Agencies. These may include the Education Psychology Service, Social Services, School Health and the Behaviour Intervention Service. Parents will be informed of the involvement of these agencies and

invited to meet with them, where possible, to agree how the behaviour of their child can be helped to improve and how they can support that process.

October 2015
Review October 2018