

HASLAND JUNIOR SCHOOL

BEHAVIOUR POLICY

Rationale

Our policy is to encourage good behaviour rather than to punish unacceptable behaviour. Our central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. Poor behaviour disrupts these processes.

Aims

We aim to:

- provide a set routine of which all staff, children, parents and governors are aware and in which children feel secure
- foster socially acceptable behaviour
- apply the agreed acceptable code of behaviour positively and consistently
- actively praise children on task, or, doing as they are told, rather than emphasise unacceptable behaviour
- apply rewards and sanctions consistently and fairly establishing a balance
- deal with unacceptable behaviour promptly, in a calm consistent manner
- avoid confrontation, shouting, humiliation and group punishments

A whole school approach is of paramount importance

National curriculum and LA documentation

Although this area is not a separate subject in the National Curriculum, it is of paramount importance and pervades all National Curriculum areas and is fostered at all times. Good behaviour makes effective teaching and learning possible. Our policy is congruent with the Elton Report "Discipline in Schools".

Planning

Behaviour is part of our cross curricular approach. Acceptable behaviour is taught and positive reinforcement is given at all times.

Organisation

Children work individually, in a group or a class according to the needs of the children and the situation. Children continually showing disruptive behaviour would be dealt with in accordance with our agreed sanctions.

Resources

The house points system is used to reinforce positive behaviour.

Merit stickers will be awarded by staff for work or behaviour which is seen to be “excellent” for the individual child.

The number and reason for awarding merit stickers will be monitored by teaching staff to ensure a consistent approach throughout the school.

Assessment and record-keeping

Assessment of behaviour is on-going and built into our teaching. Both acceptable and unacceptable behaviour is discussed with the child. The Record of Achievement is used as a record of the number of merit stickers awarded.

Equal opportunities/Special Educational Needs

Teachers must ensure that all children regardless of race, gender or ability conform to our agreed acceptable code of behaviour. Care is taken to apply rewards and sanctions consistently and fairly. It is important however, to be aware of the difference between children and to reward effort.

All staff will be made aware of children with potential behavioural problems or of those being monitored by a behaviour programme.

They will also be informed of strategies for dealing with potential problems.

Health and Safety

Inappropriate behaviour can often be dangerous. Such dangers will be highlighted and the inappropriate behaviour dealt with firmly in accordance with our agreed sanctions.

Parental involvement

It is very important that all parents are aware of the school’s Behaviour Policy and every effort will be made to convey the policy to parents. We aim to work in partnership with parents in order to promote the acceptable code of behaviour. Good communication between school and home is very important and can often alleviate problems.

Liaison

We acknowledge the importance of progression. Our policy intentionally builds upon that in operation at Hasland Infants School and aims to prepare our children for life at secondary school.

Dissemination

This policy is made available to all staff, teaching and support staff. Any new members of staff will be given the opportunity to discuss all issues contained in this policy with the Headteacher.

A full copy of this policy will be available to parents on the school website.

Staff training

Staff training in management behaviour is made available to all staff as and when this is felt to be required or when requested.

The acceptable code of behaviour

Children are constantly reminded/made aware of the acceptable code of behaviour.

All children will be expected to behave in accordance with this code.

The Acceptable Code of Behaviour

The school belongs to everyone

The one rule for all of us in school is:

Everyone will show respect, care, consideration and politeness at all times:

This means:

- we expect everyone to be kind and considerate towards each other and respect possessions
- We expect everyone to behave in a polite manner

This means listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times. Words such as “please” and “thank you”, “sorry” and “excuse me” will be insisted on.

- We expect everyone to move calmly and quietly about school

This means never running, pushing or shouting but being ready to help by opening and closing doors and standing back to let people pass.

- We expect everyone to keep the school clean and tidy and care for everything in it so that it is a welcoming place we can be proud of.

This means putting things away properly, putting litter in bins, keeping furniture clean and unmarked and taking care of displays, particularly of other people’s work.

Children will be constantly reminded of what is expected of them by their class teacher.

Assemblies will also be used to reinforce the acceptable code of behaviour.

Positive Discipline – Rewards and Sanctions

Rewards

We aim to develop a positive, supportive and classroom atmosphere. It is very important that the positive aspects of **PRAISE AND REWARD** have great emphasis.

It is agreed that children and adults respond to more praise, thanks, smiles and any other positive input than to grumbles, shouting or other negative responses.

It is particularly important to be aware of the differences between children to reward effort. To promote our School's Acceptable Code of Behaviour and high standards of work, the following strategies are to be adopted:

Praise

Whenever possible, good behaviour is to be praised rather than undesirable behaviour highlighted.

House Points

House points are awarded to children for examples of good behaviour or work.

A running total of house points collected will be calculated and shared with the children during each Good Work Assembly.

These points are totalled each week to show the "winning house" who will be awarded the House Point trophy at the end of the term.

Showing Work

Special effort may be rewarded by encouraging children to show examples of their work.

During this time, children will be expected to stop work, listen and appreciate the work of others.

Work may be shown to:

- Own class
- Other classes
- Headteacher
- Visitors
- Good Work assembly

Informing parents

Parents will be informed of examples of excellent work/behaviour by sending home certificates or in certain cases, by informing them by telephone or in writing.

Sanctions

In order to create a positive, supportive classroom/school atmosphere, there needs to be a balance between sanctions and rewards.

We must remember that “problems” are normal where children are learning and testing the boundaries of acceptable behaviour and our success is not tested on the absence of problems but by the way we deal with them.

The **majority** of our children conform and are co-operative. Therefore punishments of whole classes of children is **not** encouraged. To deal with those who present problems, the following strategies are to be adopted.

Warnings

Warnings are given if children behave unacceptably but staff are careful not to threaten any action which they may find difficult to carry out.

Failure to complete work

If a child fails to complete a realistic amount of work due to poor behaviour or time wasting, we will expect this to be done during playtimes/lunchtimes. This must be done under the supervision of the teacher. Children will not be “kept in” for the whole playtime or lunchtime. Work may also be sent home for completion. This would be accompanied by an explanatory note from the teacher.

Disruptive behaviour in the classroom

Children who continually disrupt those around them by either talking or through unacceptable behaviour may be seated away from peers

- Remaining in class
- Seated in adjoining area

Removal of privileges

This may result in a child, despite receiving warning, fails to exhibit acceptable behaviour.

Withdrawal from participation in specific curriculum areas should only be carried out as a last resort as this interferes with the balance of the curriculum. Children who misbehave during practical activities creating potentially dangerous situations would be withdrawn from the lesson for safety reasons.

Unacceptable behaviour in the playground

Children who continually misbehave on the playground may spend playtime away from peers.

- With teacher on duty
- Outside Head's office
- Sent home during lunchtimes (as a last resort)

Cases of Sexting Disclosure

There are many different types of sexting and so each case should be considered on its own merit. Where a child discloses receiving inappropriate images, specific action may be taken.

This may include:

- Informing CPO
- Inform Headteacher/SLT
- Record incident
- Confiscate the device
- Block networks to all users

If the nature of the incident is considered "high risk" social care may also be contacted.

Headteacher

Children will be sent to the Headteacher when other members of staff feel that sanctions mentioned previously have had no effect on a child's behaviour.

Informing parents

We believe that parents should be informed if their child continually exhibits unacceptable behaviour.

The decision to inform parents will be made by the teaching staff or Headteacher. Parents will be contacted by the school as soon as we feel the situation requires such action and their support requested.

Outside help

If it is felt that specific children require help/support from outside agencies, this will be arranged by the Headteacher or Special Needs Co-ordinator.

Exclusion

The ultimate sanction is to exclude a child either for a fixed period, indefinitely or permanently.

This step would only be taken in cases of serious or persistent misconduct or where the welfare or safety of other members of school were threatened.

Procedure will follow those outlined in our exclusion policy.