



# Behaviour Policy

**WHITCHURCH C.E. JUNIOR SCHOOL**  
**Behaviour Policy**  
**(See also Behaviour Policy Appendix doc)**

**Reviewed: Spring 2014**

The policy appendix documents (separate folder) should be read alongside this policy:

- **Appropriate Responses**
- **Playtime Guidance**
- **Children's consequences flow chart (for reference not display)**
- **Children's Happy Playtimes (Summary)**
- **Children's lunchtime expectations (Expanded)**
- **Children's wet playtime expectations**

## A. Principles

- The overall aim of our behaviour policy is to create a positive learning ethos throughout the school. We should aim to be positive about children's work and behaviour, at all times highlighting the focus of our school as a place of learning, where individuals are valued and respected.
- The school's Christian values guide our decisions: **"Initiative, Care, Cooperation, Respect, Responsibility, Effort, Enjoyment"**. These 'umbrella values' are live, linking to and connecting with aspects of our school and individuals as it grows and evolves. They form part of our daily dialogue with each other.
- Through Collective Worship children are given the opportunity to reflect upon their actions and draw on Christian teaching as part of their personal development process.
- A system of praise and reward and the encouragement of self-control leads to a happy atmosphere in the school and will enhance learning.
- Children should be encouraged to consider **CHOICES** and their **CONSEQUENCES, RESPONSIBILITY** and **RESPECT**.
- Teachers set the example in school. Children will respond to a teacher who is consistent, firm and fair, one who relates well to children and shows respect for each child by affording that child time, listening and caring.
- Children are encouraged to actively promote and support good behaviour in each other, facilitating good conditions for learning, respect and enjoyment for all.
- Consistent messages from all adults ensure that expectations are clear.
- Good behaviour is fundamental to a successful school. The responsibility for upholding good standards of behaviour lies with every adult in school. Responsibility should be taken at all levels for promoting the school's core values. As well as being understood and shared by all staff (teaching and non-teaching), pupils, parents and governors, it should be evident that it good behaviour and respectful attitudes should be expected and encouraged both off and on the school site. This includes coming to and going home from school.

## B. Practice

In our quest to develop children's self-awareness, emotional intelligence, social skills and empathy we have weekly class based circle time. These take place across the school on a Monday morning.

- The main purpose of our policy is to ENCOURAGE good behaviour rather than merely punish bad behaviour. The use of praise and promotion/exemplification of 'what great behaviour looks like' is central.
- We encourage the children to take ownership and responsibility for maintaining and developing the school's positive ethos. Positive peer pressure and strong role models are important elements. The school council, playground friends, Year group 'helpers' and anti-bullying ambassadors play a key role.

- It is important for adults to be reflective (and encourage children to be reflective) about the circumstances surrounding poor behaviour; understanding WHY a behaviour takes place helps in the process of changing it.
- Rewards and sanctions should be consistent so that children feel secure and comfortable with them and they provide a framework in which children can learn.

### **C. Guidelines on Behaviour Management**

Good behaviour is underpinned by strong relationships, consistency and clarity of expectations. Children should be encouraged to develop self-discipline and empathy for others.

The vast majority (although not all) of behaviour problems occur when lessons do not fully cater for the children's interests needs, when there is insufficient challenge or when there is a miss-match of work. Planning that takes into account the individual needs of the children, building on their prior learning is central to ensuring good behaviour and enthusiastic attitudes to learning.

- From day one introduce classroom rules agreed following discussion with the class and encourage the establishment of good working habits. Express your confidence that pupils will be able to keep the rules and continue to praise good examples of any improvements you notice.
- Quickly establish that the classroom is a place for learning, (not socialising) - discuss the conditions we need in order to learn effectively and how the children should respect each other's right to learn; this does not include 'off task' talk. (See IPC Brainwave unit)
- Remind pupils about the Home/School Agreement signed by the pupil, family and Headteacher.
- Remember that the more encouragement a child receives for appropriate behaviour and work the better will be his/her behaviour and work. Often a quiet word whispered to the pupil can be an effective way of preventing a difficult situation from escalating.
- Make time to move around the class and issue praise and attention to all children who are 'on task' as this is an effective way of settling down a class.
- Take time to share and praise good work; use the visualiser to make this accessible to the whole class if this is possible.
- Promote good standards and positive attitudes in all aspects of life; it is encouraging for a child to know that a teacher is aware of success or interests in other areas e.g. good behaviour at lunch time, success in an extra curriculum activity or out of school hobbies.
- Good organisation, including 'down time' is vital in ensuring the smooth, calm running of the school.

### **D. Rewards/Positive approaches**

At Whitchurch CE Juniors good behaviour is rewarded with praise, house points, incentive stickers or by the granting of a privilege (by becoming a classroom monitor etc). The whole object is to raise self-esteem and thereby, self-discipline. In some classes the use of 'Golden Time' is used to support whole class improvement.

Positive approaches lead to positive outcomes- our approach is to share and praise all children's achievements. This can be at a class, year group or whole school level. Involving colleagues in celebrating children's successes is also important.

The awarding of Achievement Certificates or being nominated as Star of the week in front of the whole school on Friday is the highest form of praise which children receive.

### **E. Sanctions**

The school system of sanctions is designed to signal the degree of our disapproval. Teaching staff should avoid punishment of whole groups, the innocent along with the guilty. This is seen as unfair by the pupils and the sense of grievance may spoil the school atmosphere. Punishments which may humiliate a pupil should also be avoided.

Every member of staff plays a very important role in promoting good behaviour, consistency and reference to school's core values are fundamental. **All** staff should be aware of children with specific behaviour issues / plans.

1. **Sanctions must be consistent and fair.**
2. **Parents must be informed of persistent problems.**
3. **The child should be asked to consider CHOICES and their CONSEQUENCES, RESPONSIBILITY and RESPECT**

#### **Sanctions in order of severity:**

Class teachers should maintain central responsibility for the behaviour of the children in their class- through strong and supportive relationships and expectations. Referral to a colleague should be 'held back' to mark/denote significant disapproval of the child's behaviour, as should the involvement of a member of the Leadership Team and finally the Headteacher. This does not preclude colleagues from seeking support, advice and a different perspective from each other- indeed this type of support is of great benefit.

A teacher should try hard to be reflective when considering a child's behaviour- to be wary of the 'SELF FULFILLING PROPHECY' – and work hard to understand cause and effect as much as is possible.

1. A quiet word, explaining why the conduct is inappropriate, advising more consideration and respect for others.
2. A follow up conversation, explaining that a change in behaviour is required and that there will be a consequence to further inappropriate behaviour (i.e. a WARNING). Consider 'time out'/thinking time to enable child to 'get back on track', depending on circumstances.
3. Consequence of WARNING not leading to improvements:
  - Withdrawal of playtime/lunchtime 'free time' either to complete work or to write about their mistake and lessons to learn, or the school rules. **ONLY** Refer to the Deputy Headteacher or member of the Leadership Team if persistent. Class teachers should supervise a child who stays in at morning break **in their classroom**.
  - Removal of child from class for brief time (work in another room for 10 minutes)
  - Removal of child from class, to parallel class for a longer period. For example one lesson.
  - Child sent to member of Leadership Team to complete work
4. The class teacher will contact parents about persistent/worrying misbehaviour to ensure that messages being given to the child at home and school are consistent. Teachers should discuss any parental contact he/she makes with the Deputy/Headteacher to ensure everyone is informed of action taken.
5. More serious or persistent problems should be reported to the Deputy Headteacher, who will hold a detention in her classroom when necessary at lunchtime. A letter is sent home (via the office and by hand) to inform parents of this by the class teacher, explaining the reason for the loss of lunch break.
6. Significant incidents, including bullying should be reported to the Headteacher or Deputy Headteacher.
7. If misbehaviour persists or is more serious this should be reported to the Deputy/ Headteacher who will record the details (Red Book) and take appropriate action. A privilege may be withdrawn if a potential health and safety risk is posed e.g. a school visit, attendance at a school disco or being a member of a school team. (It is important to ensure that **supportive interventions** are put into place in order to support the child's behaviour and attitude improvement. See below)
8. For serious incidents (including defiance, damaging school property, persistent lack of respect or non-compliance and dangerous or aggressive behaviour) a fixed term exclusion may be made.
9. Indefinite exclusion.

#### **Behaviour Interventions**

In establishing clear boundaries and setting consistent expectations children are supported to conform. The school community does however acknowledge that for some (particularly vulnerable) children, their misbehaviour is connected to deeper anxieties, concerns and home related issues.

Our expectations and consistency in dealing with misbehaviour will not change; however staff deal must with children as individuals. They react with sensitivity, appropriate to each child's circumstances in order to ensure that high standards of behaviour are maintained.

Particular approaches and strategies should be used when dealing with behaviour issues that are the result of a child having SEN. This may involve the SENCO/ specifically trained Teaching Assistants.

At times on-going intervention may be required. This is communicated to staff through the 'Children Slot' in Thursday Morning Briefings and may involve the use of a Behaviour Record (See below) or some other specific intervention, for example a particular focus from colleagues in order to build self-esteem.

## **Behaviour Records**

**NB: The Headteacher or Deputy Headteacher should be involved in establishing and monitoring a Behaviour Record.**

Individual behaviour records completed by staff, in discussion with the child, may be used as a means of monitoring a child's behaviour, enabling a clear picture of the issues to be established.

- The Record supports dialogue with parents about incidents of misbehaviour, as it should go home daily or weekly, depending on the circumstances
- The Record acts as an incentive, with positive reinforcement from all adults and rewards attached.
- Behaviour Records are focused on positive reinforcement and clear actions and expectations from the child, with clear targets being identified.
- Although negative behaviour is recorded (and may result in sanctions), positive aspects are not cancelled out by this and so there is always a positive motivation for the child to keep trying to improve.
- They enable a clear picture to be gained of when the poor behaviour is occurring and for those involved to take steps to support monitor its continued improvement.
- Regular meetings between parents and teachers will inform them of the child's progress in relation to their behaviour and also encourage good behaviour.

## **F. Bullying (See Separate Policy)**

## **G. Monitoring**

This policy is monitored annually as an agenda item in meetings of the whole staff. Governors have it as an agenda item in the full governors' meeting.

## **H. Daily Organisation and Expectations.**

### **The start of the day**

- Children should not arrive at school before 8.45am, when the doors open; they should walk calmly into class at this time where they are greeted by their teacher.
- Ball games are not permitted before school.
- Registration begins when the **8.55 a.m. bell** rings (it ends at 9.05am).

### **In School**

- Coats and bags are put into the lockers. Please remind children to put items away tidily.
- Lunchboxes should be put neatly on the lunchbox trolleys. Children are not allowed to go back to their lunch boxes once they have been put away in the sandwich room.

### **Collective Worship and Assembly**

- Children should enter and leave the hall **quietly and calmly**.
- Staff should remember their position as Role Models and refrain from conversation during or before this time.

### **10.30 –10.50 Break**

- Ensure you see all children leave the classroom so there are no children “hanging about”. Children shouldn’t be left unsupervised in classroom at break or unsupervised in the hall or entrance. First Aid staff will supervise any First Aid pupils in the first aid room.
- Year 6 children should be reminded to walk down the stairs sensibly and shouldn’t be back in the rooms during breaks. This supports the teachers on duty.
- One duty teacher could check children are not coming into the corridors or bases, unless they need to use the toilets or need First Aid.
- Teachers on duty should circulate the playground to oversee and support the children’s positive play.

### **10.50 Bell**

Children should stand when the **hand bell** is rung and then walk in sensibly when their class is called to go in. One duty teacher will inform colleagues if an indoor play is to take place (owing to inclement weather).

### **12.00 – 1.00 p.m.**

- Although the Lunchtime supervisors are responsible for the children between 12 and 1.00p.m. , if staff see bad behaviour this should be dealt with and / or reported to a member of the Leadership Team.
- At 12.00 children go to the playground indicated on the rota.
- All Year groups are brought into the Dining Hall / Sandwich Hall separately.
- If it is a wet lunchtime children will be collected from their classrooms as normal in the same order.
- Lunchtime staff and members of the Leadership Team monitor behaviour in the Hall and support the lunchtime supervisors in dealing with any problems in school or outside on the play areas.
- Lunchtime supervisors or teaching staff should remind children of our Lunchtime Code of Practice where appropriate.

### **The end of playtime 12.55pm/1.00p.m. Bell**

- At 12.55pm the main school bell rings. Children should start to tidy things away and (mentally) prepare for the end of break. This is a “getting ready to stop” bell.
- At 1.00pm the member of staff on duty rings the hand bell. The children should stop, stand and still and quietly.
- Children should walk in sensibly when their class is called to go in. They should “Let each other in”
- Please remind the children, as they come in, to smarten up clothes, carry sweatshirts, etc. so that they have the right attitude for their afternoon lessons.

### **3.00-3.20p.m.**

- Classes should prepare for the end of the day, finishing work, tidying and sharing together.
- Please make sure children are ready to leave promptly at the end of the day (**3.20pm**) to ensure there is no congestion in the corridors and as they depart.
- All teaching staff will ensure children are supervised out of their teaching areas, along corridors and out of school to maintain orderly and safe exiting from the school building.
- Taxi children will wait in the school entrance hall until their transport arrives to collect them.
- Teacher should be outside, available for an informal chat with parents at the end of the day.