

Mount Street Junior School



BEHAVIOUR POLICY

Pupils, parents, staff and governors have contributed to the writing of this policy.

1 Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has three school rules “Ready, Respectful, Safe.”, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way. This policy runs in conjunction with the Relationships Policy of the school.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, whilst deterring anti-social behaviour.

2 Rewards and Consequences

We praise and reward children for good behaviour in a variety of ways:

Teachers congratulate children

Teachers give children points, as rewards.

Each week we nominate a child/children from each class to receive an achievement award, a sticker and/or certificate in the school assembly;

We distribute these awards to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;

Winners’ photographs are displayed on the achievement notice board

The school acknowledges all the efforts and achievements of children, both in and out of school. The Achievement Book contains information regarding this pupil achievement.

The school employs a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, an adult will identify with the child and speak to him or her about their choice of action. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please refer to the Anti-Bullying policy.

Physical punishments are not used in our school; however it may be necessary for staff to intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

3 The role of the class teacher

It is the responsibility of the class teacher at Mount Street to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

If a child misbehaves and/or disrupts others, he/she will receive a verbal warning to continue with their work and behave in an appropriate way, followed by a second warning at which stage their name will be written on the board.

If a child continues to misbehave they will be “isolated” from the group or table and take no part in the lesson for an appropriate amount of time.

If the child still continues to behave inappropriately the child will be taken to the Headteacher or the Headteacher will be summoned to the class.

At this point parents may be notified either by phone or by letter and asked to visit the school to discuss the pupil’s behaviour, suitable punishment and/or sanctions.

Playtime and Dinner time behaviour

Again pupils will be given appropriate opportunities to modify their behaviour. However given the relatively “unstructured” nature of playtime it may be appropriate for children to be given “time out” for 5 minutes and be excluded from the activities.

If a child continues to misbehave then they will be taken to the Headteacher to report the behaviour and the incident recorded and appropriate action taken. If this type of behaviour persists then parents will be notified accordingly.

There may however be occasions when the behaviour is deemed to be so extreme that the Headteacher is involved immediately. Should the behaviour persist even after discussion with parents then the school may, depending on the nature of the inappropriate behaviour, decide to follow the agreed procedures for exclusion.

The school liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the headteacher

It is the responsibility 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 staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term exclusions. to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. The Chair of Governors is informed of all exclusions.

5 The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain our approach to consequences in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences against a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal complaint can be lodged with the school.

6 The role 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.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

8 Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents. The headteacher records serious incidents where a child is sent to her on account of bad behaviour. We also keep a record of any serious incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incident to the class teacher/headteacher.

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

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Behaviour Protocol

When a child deregulates, the safety of the child and other pupils is risk assessed.

If the child is deemed safe, a script is used to discuss the behaviour:

Adults will use:

I am wondering

I imagine

I notice

I understand

It is not okay to

Adults empathise with the child throughout the conversation.

The child is reminded of good choices to make in the situation.

If it is deemed the child is at risk to him/herself, another person, damaging property:

Adults will risk assess to remove the child to a designated safe area.

It may be necessary to use safe hold.

A further risk assessment takes place.

If a child is deemed safe, then the above conversation takes place.

Repeated deregulated behaviour (that is not deemed unsafe) will lead to a child being asked to reflect on their actions for up to 5 minutes.

Further repeats will lead to parents/carers being contacted to support the child in improving behaviour.

Repeated behaviour that is unsafe, will lead to parents/carers being contacted and a Pastoral Support Plan put in place. This plan is agreed and monitored by the school and parents.

The plan will set out how to improve behaviour.

The plan will identify behaviour triggers and set out how to support and improve behaviour.

In the classroom

Stages to be followed:

1. Identify with the child (I understand ... but ...
2. I'm going to give you a choice. Either ... or ...
3. Unfortunately, you have chosen ... so we will chat about this during playtime
OR That is a great choice, well done.

Between each stage there will be teacher discretion. At times it may be necessary to involve the Headteacher and this is at the teacher's discretion (after having followed the script indicated above).

Parental View

Parents believe that it is the school and the parents' responsibility to promote and develop good behaviour. Parents understand that all pupils are at different stages of behaviour and that all behaviour is communication. Parents fully support the school in focussing on understanding why certain behaviours occur.

When there is inappropriate behaviour parents accept that the school will use restorative conversations and periods of reflection in order for the behaviour to improve.

Parents agree that pupils should be rewarded for good behaviour.