



# Killamarsh Junior School



## Behaviour Policy

**Date of Issue: May 2005**

### 1. Policy Aims

This policy outlines the expectations, support and management of behaviour within our school.

The policy reflects the opinions of all teaching staff, ECO staff and the Governing Body. The policy was agreed at the Governing Body Meeting on .....

The implementation of this policy is the responsibility of the headteacher and all the staff.

This policy works alongside our Anti Bullying work as part of our commitment to the ABC programme.

### 2. Outline

This policy describes the procedures and practices that the school employs to promote and ensure good and appropriate behaviour of the children.

The policy contains guidance to staff about how we can promote and reward good behaviour and what support, procedures and sanctions are available to correct, modify and punish inappropriate behaviour.

The implementation of this policy provides strong links with and supports the PSHE, SEN policy, Collective Worship and the work of the School Student Council.

The expectations and promotion of appropriate behaviour in this policy can also be found in the Rewarding Excellence scheme.

It is the belief of this school that the implementation of this policy is crucial to the promotion of high standards of education and essential in supporting the children in developing appropriate relationships and attitudes that will enable them to achieve their best later in life.

To make this policy successful the staff at our school will continue to ensure that all pupils will be:

- ◆ Given a happy and safe environment to work in
- ◆ Treated fairly regardless of background, beliefs, ability or gender
- ◆ Given the support and the opportunity to achieve their best
- ◆ Provided with a high standard of education
- ◆ Rewarded for good behaviour, effort and achievement
- ◆ Set good examples of inter-relationships
- ◆ Given all resources available to support their learning and achievement

### 3. **Expectations and Rewards**

The behaviour expected of the children is summed up into the following 'Expectations':

- Work hard to achieve your best
- Listen to and show respect to others
- Follow guidance and instructions
- Take care of property

This behaviour is promoted through daily school routines and applies to all aspects of the children's school life. The meeting of these 'Expectations' are rewarded through the Rewarding Excellence scheme. (See Appendix 1)

In each class children's names are displayed by the Rewarding Excellence poster to celebrate the achievement of those who are meeting the 'Expectations' each week.

Staff at the school will reinforce expectations through modelling good, polite and appropriate behaviour and frequently verbally remind all children as appropriate.

The 'Expectations' are reinforced in PSHE work and School Assemblies. Assemblies will be used to highlight specific skills that need to be focussed on to improve and reward positive behaviour on a weekly basis.

In the classrooms the above expected behaviour is clarified to the children through specific instructions such as:

- § Follow instructions given by staff\*
- § Listen to others
- § Wait for your turn to contribute
- § Be Polite\*
- § Keep your hands and feet to yourself\*
- § Present your work well
- § Take care of resources
- § Move sensibly around the school\*
- § Concentrate on your own work
- § Focus on your own behaviour\*
- § Ignore other's misbehaviour if possible\*
- § If you need help solving a problem speak to a member of staff\*
- § Don't retaliate\*
- § Never be violent\*
- § Always report bullying or violence to a member of staff\*
- § Be the best you can\*
- § Show me how to...(behave, sit properly, listen)
- § Don't ...(hit, kick, hurt others, call names)\*

The points with an \* are reinforced by all members of staff and apply to all aspects of school life.

The following rewards are used to support and celebrate children's success in meeting the expected behaviour.

- § Verbal praise
- § Appropriate sticker given
- § Talking to parents
- § Written comment in home reading record
- § Team points given.

- § Merits given
- § Merit Certificate
- § Bronze, Silver or Gold Award certificates.
- § Sharing work with other children
- § Showing work to another Teacher or Headteacher
- § Letter written to parents
- § Special mention in assembly
- § Mentioned in assembly or awarded a Certificate in line with 'Rewarding Excellence' scheme. (see App1)
- § Golden time in class.

#### 4. **Minimising Confrontation**

- 4.1 Staff will always do their utmost to reduce the confrontation of situations by:
- § speaking calmly and clearly
  - § avoiding physical intervention
  - § avoiding challenging language
  - § focussing on the positive behaviour of others or the child in question
- 4.2 Staff always aim to promote good behaviour and avoid highlighting negative behaviour.
- 4.3 Staff sometimes will need to raise their voice, confront or on rare occasions to physically intervene in order to preserve the safety, well-being and education of the child or others in school.

#### 5. **Behaviour Out of School Hours**

Children are expected to show respect to members of staff and take care of the school, its grounds and resources at all times, including out of school hours. Failure to do so will be addressed in accordance with the sanctions outlined in this policy and where appropriate parents will be informed.

Children's behaviour issues outside school hours and/or off the school premises are the responsibility of the parents. This includes travel time on public buses.

Where the issues could or do have an impact on the child's education, whether academic or social, the school will endeavour to support parents in the resolving of problems and work with the children to build relationships that work and benefit them beyond the school environment. This on occasions may necessitate putting official support procedures in place or applying the support and sanctions outlined in Section 5. In such circumstances school will maintain open communication between itself and parents.

#### 6. **Sanctions and Support**

The school recognises that some of our children require regular support in their daily routines to maintain appropriate relationships and behaviour. These children are regularly encouraged, supported and rewarded for achievements. Each child is treated fairly and the support given to them will vary according to their needs and immediate circumstances.

Whilst types and amounts of support may vary depending on the child the sanctions employed to correct and or punish misbehaviour are consistent and universal to all children in their age group.

##### **Sanctions**

When children find it difficult to conform and fail or refuse to comply with the expectations then the following sanctions are applied, assuming that if each sanction fails to correct the behaviour the next is used. (**Bold Text** outlines the name by which the sanction is referred to)

- Ä A **verbal warning** is given reminding the child of how they are misbehaving
- Ä The child is asked to **work away** from the problem or other children whilst remaining in the classroom
- Ä The child is given is asked to take '**Time Out**' (stand away from the main work area) for 1 minute only. This allows them to detach themselves from the situation, think, and return to apologise and meet expectations. This would usually result in their **name** being **removed** from Rewarding Excellence poster.
- Ä The child has to **miss 1 playtime** to make up for lost work time or think through the problem. A member of staff will supervise the child.
- Ä The child is asked to **work in another classroom** where they are not given extra support, unless appropriate to their needs, but expected to work quietly for the duration of that lesson.
- Ä Child is escorted **to the member of the Senior Management Team**, by a pupil or adult when possible, with their work where appropriate, where they will receive more firm reminders about the nature of their misbehaviour and discuss and/or be asked to think about strategies to enable them to *correct mistakes* and *make up for wasted time*. A child may then be asked to write an apology, write to remind them of the expectations, complete work, or stand in silence thinking.
- Ä If, on return to class, the child fails to behave appropriately they will be sent again to **the member of the Senior Management Team** where they will remain again for the session, if compliant.
- Ä If a child has been reported for **bullying** the sanction and support will start at the stage. The nature of bullying is persistent and so previous sanctions will have already been used or not responded to.
- Ä If referred to **the member of the Senior Management Team** often, e.g. twice in one day or three times within a working week, the child will be placed on **Report** for a day (see App 2). The teacher will discuss with the SMT or Headteacher the child's problems and agree on classrooms where the children will work on given tasks in isolation from their peers for a day. Each host teacher will sign a report sheet to comment on the behaviour and work of the child. At this stage the concerns will also be shared with the SEN coordinator and a **Letter to parents** will be sent detailing the child's behaviour and schools support and sanctions. Where appropriate the **Report** may be extended to a **Second Day**. In the case of **bullying** parents of the children who have suffered will be informed of what action is being taken.
- Ä If the misbehaviour becomes a pattern, or the child has **bullied** other children, the child will be placed on a **Behaviour Support Strategy** (see App.4). The SEN coordinator will aid the teacher in the writing of a Personal Social Education Plan. Support will be sought from outside agencies where appropriate. The child may also be referred to the Behaviour Support Service. Parents will be asked to attend a meeting with the class teacher and/or Deputy/Head Teacher where possible. They will discuss the PSP and agree on a Behaviour Support Strategy. School will offer to support the parents by any appropriate methods open to them.
- Ä If this fails to correct misbehaviour within the agreed time the child will be issued with **Pre-Exclusion Form** by the Deputy Head or Headteacher with the agreement of the Chair of Governors. The Chair of Governors, Parents and Derbyshire Education Authority will be sent copies. A Letter will also accompany the form to parents and Chair of Governors making clear the reasons for issue and expectations that need to be met to avoid exclusion. The child will be referred to the Behaviour Support Service. The child will be placed on an

**Expected Behaviour Form** (see App 3) or a strategy suggested by the Behaviour Support Service. Where possible the parents will meet with the Deputy Head or Headteacher to discuss the above.

- Ä **Exclusion for a Fixed Term.** The Chair of Governors, Parents and Derbyshire Education Authority will be sent copies of the Exclusion form. A Letter will also accompany the form to parents and Chair of Governors making clear the reasons for issue and expectations that need to be met in order for the child to return to school. Where possible the parents will meet with the Deputy Head or Headteacher to discuss the above.
- Ä **Repeat or Extended Fixed Term Exclusion.** At this time discussions will take place with parents and Behaviour support service to seek further additional support and strategies. E.g. part-time timetable or referral to specialist provision.
- Ä The Governors, Headteacher and/or Deputy and teacher will meet to discuss the future of the child's education and whether additional support is required or a permanent exclusion necessary.
- Ä **Issue of Permanent Exclusion** by the Headteacher with the agreement of the Chair of Governors. The Chair of Governors, Parents and Derbyshire Education Authority will be sent copies. A Letter will also accompany the form to parents and Chair of Governors making clear the reasons for issue.

## 7. Extreme Misbehaviour

Where misbehaviour is extreme it may be necessary to move through the above sanctions at an accelerated rate and/or miss some steps in order to secure the safety and correct education of the child and others in school. In such cases the Chair of Governors may be consulted and Parents informed in person, where possible, and by letter.

The following points outline behaviour defined as extreme misbehaviour.

- § Where a child is **bullying** others in the school.
- § Where the child is **repeatedly violent** and poses a serious risk to the safety of others
- § Where the child refuses to comply, defiant and **cannot be controlled** or guided without physical intervention
- § Where the child is **abusive to staff** and continuously rude
- § Where the child **deliberately jeopardises several peoples safety\***
- § Where the child is purposefully **physically abusive to members of staff\***

\* This behaviour warrants immediate Fixed Term Exclusion

## 8. Lunchtime Behaviour

Misbehaviour at lunchtime is handled by the midday supervisors follow the principals and aims outlined above.

Children whose behaviour is dangerous towards others or is repeatedly unacceptable will miss part or all of their lunch.

Children will be supervised by the Senior Mid-day supervisor or a member of the Senior Management Team, when necessary.

If the child repeatedly misses their entire lunch for misbehaviour they will be asked to spend their lunchtime at home for a week. A letter will be sent to parents explaining and opportunity to discuss the child's behaviour will be given.

9. **Responsibility & Review**

This policy is overseen and coordinated by the Senior Management Team. It has been authorised by the Governing body at the meeting on ..... and is implemented by all staff as appropriate to their role in school.

The policy is due for review in June 2006

APPENDIX I



# Rewarding Excellence



At **Killamarsh Junior School**  
we reward “excellence”.

*I deserve a reward because...*

- Ø **I work hard to achieve my best.**
- Ø **I respect and listen to others.**
- Ø **I follow instructions & guidance.**
- Ø **I take care of property.**

**Rewards.**

Each Friday = **Class reward.**

- Term 1, 3 & 5 = Rewarding Excellence pencil.
- Term 2 = **Bronze Award.**
- Term 4 = **Silver Award.**
- Term 6 (Whole year!) = **Gold Award**

APPENDIX 2



# Killamarsh Junior School



Behaviour Report for \_\_\_\_\_

Day \_\_\_\_\_

Date \_\_\_\_\_

Session	Worked hard to achieve best?	Followed Instructions and Guidance?	Respected and Listened to others?	Taken care of Property?	Verified by: (Staff signature)
1					
2					
Lunch					
3					
4					



**Record of Expected Behaviour for .....**

**Necessary Target**

**To demonstrate appropriate behaviour and correct response to normal work expectations for 60% of the week.**

w/c:	Monday	Tuesday	Wednesday	Thursday	Friday	<b>Weeks Totals</b>
Completed work						
Quiet work						
Responding appropriately						
Listening						
Following Instructions						
<b>Daily Total</b>						<b>%</b>

**Class Teacher** .....

**Headteacher** .....



## Behaviour Support Record for \_\_\_\_\_

### Behaviour Targets

**Work hard to achieve your best**

**Respect and Listen to Others**

**Follow Guidance & Instructions**

w/c:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday Home	Sunday Home
Session 1							
Session2							
Lunch							
Session4							
Session5							

Rewards for different levels of score.

**15 points =**

**18 points =**

**22 points =**

**25 points =**

We will review this support strategy in a week and consider how to best support your child from then on.