



Whole School Behaviour Policy

This policy was adopted on: (date).....

This Policy is to be review on: (date).....

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Haddenham Community Junior School

WHOLE SCHOOL BEHAVIOUR POLICY

1: Introduction

In its document “Ensuring Good Behaviour in Schools”, the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents.

Every school must have a behaviour policy in order to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Independent Schools Standards Regulations 2010 (Academies).

The Governing Body is responsible for setting general principles that inform the behaviour policy. Head teachers are responsible for developing the behaviour policy and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

The behaviour policy must include measures to prevent all forms of bullying among pupils. This Policy should be read in conjunction with the following school policies and procedures, which are available on our school website unless otherwise stated.

- Special Educational Needs Policy
- Health and Safety Policy
- Admissions Arrangements
- Complaints Procedure
- Equality and cohesion policy
- Child Protection Policy (available upon request)
- Positive Handling Support and Intervention Policy (available upon request)
- Whistle Blowing Policy (available upon request)
- Lettings Procedures (available upon request)
- Administering Medicines Policy
- Home / School Agreement (Appendix B of this policy)
- Uniform Policy

2: School Ethos and Values

Vision statement:

We provide a safe, stimulating and successful environment to enable all children to develop their full potential to prepare them for the next stage of their lives.

Aims:

1. To provide a positive atmosphere which is safe, calm and caring, so that effective learning can take place.
2. To provide a positive atmosphere where success is emphasised, encouraged and rewarded and support given to caring and co-operative behaviour.
3. To ensure consistency, fairness, and clear expectations.
4. To ensure that pupils are listened to and treated with equal respect.
5. To enable pupils to develop social skills and moral values in the context of the school as a community.
6. To ensure positive motivational strategies are employed in the school and anti-social behaviour discouraged.
7. To encourage and reward good behaviour rather than simply to punish bad behaviour.
8. To ensure rewards cover a wide range of achievements.
9. To ensure that bullying, and any other harassment, are brought to the attention of the staff and are firmly dealt with.
10. To ensure that non-teaching staff, parents and governors are aware of, and give support to, the standards of behaviour expected of the pupils.
11. To ensure rules are kept to a minimum and only include those which are meant to be enforced.
12. To ensure that sanctions are proportional to the 'offence'.

3. Expected standards of behaviour

General

Pupils at Haddenham Community Junior School (HCJS) are expected to be well behaved; they are expected to show consideration for others at all times and to adopt a polite and respectful manner both towards their peers and towards adults. Every child should be able to work without undue distraction from other children and to live as a member of the school community without fear of mental or physical acts of bullying by other children.

The Home-School Agreement (**Appendix B**) signed by school, parents and child reflects these values.

Parents of children attending HCJS should be aware that the home school agreement should be read in conjunction with:

- School uniform guidelines document
- Healthy eating policy
- Attendance policy

Around the School (including playtimes)

Pupils are expected to enter and leave the classrooms at the beginning and end of sessions in a quiet and orderly way. Pupils are expected to move around the school in a quiet and orderly manner. Running inside the school building is dangerous and therefore inappropriate. At break-times and lunchtimes pupils should conduct themselves in a manner which shows consideration for others who are using the playground.

Games or activities which are likely to lead to injury or damage to property are inappropriate and are not permitted. Aggressive behaviour or the use of foul and abusive * language is unacceptable and anyone engaging in such behaviour should be reprimanded and, if appropriate, referred to the Headteacher or Deputy Headteacher.

*(includes sexist, racist or homophobic language)

In the classroom

Pupils should abide by the conventions of the classroom as organised by the teacher. These conventions may vary between classes as teaching styles will themselves vary between different activities in the course of the day.

Pupils should have a clear understanding of the classroom organisation and expectations. After negotiation, clear rules should be drawn up and observed by all pupils. Class rules will be displayed on the classroom wall so that they are visible at all times.

4: School Rules / code of conduct

At HCJS, we have a code of conduct for pupils which we expect to be followed. This code of conduct can be found in **Appendix A** of this policy.

5: The role of the adults in the School

Adults in the school aim to create and sustain a positive, supportive and secure environment. Each child is encouraged to fulfil his/her potential and to develop positive attitudes towards schoolwork. Children are likely to behave well when lessons are well prepared, stimulating and the activities differentiated to ensure a good match between content and ability. Good practice will include:

- Well prepared lessons.
 - Matching content and activities to differing levels of ability.
 - Ensuring an attractive and tidy classroom environment.
 - Maintaining interesting wall displays.
 - Meeting children on their arrival in the playground.
 - Marking work promptly and constructively.
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- Positive attitudes and good behaviour are most likely to be achieved when:
 - there are clear expectations of appropriate standards of behaviour
 - when relationships in the school are stable
 - when there is mutual respect between children and peers and between children and adults
 - when positive steps are taken to raise the self-esteem of the children

All adults have an important role to play in setting a good example to the children and in expecting high standards of behaviour. Where adults have concerns about the behaviour of children they should discuss these concerns with the Class Teacher or with the Deputy Head or Head Teacher.

There is a Midday Supervisor's log Book to record lunchtime incidents and this is seen by the Head Teacher on a regular basis.

6 Strategies to encourage good behaviour

Children respond well to praise, encouragement and constructive criticism. Practices which recognise their strengths and difficulties and which also recognise when pupils have achieved what has been asked of them are desirable. The following rewards are considered good practice in the school:

- Praise
- Award of house points
- Written comments on work
- Stars, stickers, smiley badges!
- Star chart for specific behaviour
- Positions of responsibility given to the children
- Displays of children's work
- Referral of good work to the Headteacher - sticker awarded
- Award of 'Learner of the Week' Certificate in Achievement Assemblies
- receiving special mentions and showing work in Achievement Assemblies
- Communication with parents through conversations or letters.

7 Sanctions

Sanctions should be used in proportion to the offence or distress caused. Wherever possible the sanction should contribute to putting right the wrong that has been done. When dealing with incidents of poor behaviour the following strategies are recommended:

- Adopt a calm and quiet manner.
- Go to a private environment if possible.
- Listen to and observe words and body language
- Listen to reasons and arguments.
- Discuss issues raised and reasons given.
- Present positive alternatives.

Always be mindful of the value of the self-esteem of all parties involved. It may be appropriate in cases of repeated misbehaviour to draw up individual behaviour contracts involving the school, parents and child. This would be viewed as a positive approach to bring about a change in undesirable actions and to promote good behaviour. All adults are responsible for maintaining good discipline and using their personal and professional skills to exercise firm and friendly control in the classroom and around the school building and site. If necessary, they should report the incident to an appropriate person. In most cases it is expected that a child will respond positively and moderate inappropriate behaviour when the adult shows disapproval or reprimands the child. Sanctions may be instigated as appropriate: The following makes up a list of possible sanctions - in no order of value:

- Verbal or non-verbal reprimand
- Discussion of behaviour
- Change of seating positions in the classroom
- Implementation of individual classroom based sanctions /warnings (eg - sad cloud etc)
- Repeat or extra work - where the presentation or content is clearly below the child's potential.
- Detention of the child at break-time
- Removal of child from classroom
- Referral to Head or Deputy Headteacher
- Setting of additional tasks to be undertaken at home or at school
- Loss of privileges e.g membership of school team, attendance on school trips
- Informing parents by telephone, letter, Homework Book or in person
- Placement on behaviour report - monitored daily or weekly.
- Lunch time, Fixed term, or permanent* exclusion (*Only after consultation with the governing body) On the playground other sanctions can be applied such as being given time out or being sent back into school. In cases of

serious misbehaviour the child may be referred directly to the Headteacher at the discretion of the teacher.

- Serious incidents of misbehaviour include:
- The use of foul or abusive language
- Physical threat to or abuse of another person
- Repeated incidents of misbehaviour where the child has not shown willingness to moderate his/her behaviour
- Rudeness

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away. If a child attacks another child or adult violently, refuses to calm down and may put themselves or others at risk, then physical restraint is necessary. The child is removed and taken to the Headteacher or member of the Senior Leadership Team, who contacts the child's parents. A Behaviour Form (**Appendix C**) is completed and the situation discussed with the Head Teacher, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies - Social Services, Educational Psychological Service, Pupil Referral Unit,

8: Good to be Green

In addition to the rewards and sanctions listed above in sections 6 and 7, the Good to be Green system is used across the school by teachers and all support staff. Children begin each day with a green card on a chart. Should a child misbehave and not stop when asked to do so (or if it is a behaviour that demands instant response) they must physically change the card to a yellow warning card.

This yellow card can be redeemed and changed back to green over the course of the lesson/day. If behaviour continues to be unacceptable the card is changed to a red consequence card. This card cannot be redeemed.

Each morning monitors record who finished the day on a green card and turn all cards to green. This means all children start the day with a 'clean slate'.

At the end of the week children who have had a green card all week receive a raffle ticket which goes into a half termly draw for a prize. These children will also get an extra 10 minutes at dinner break on Fridays. Children who do not earn the 10 minutes extra break should remain in class with the class teacher until 12:10.

9: Guidelines for Parents

The part parents play in their child's education is vital and parents obviously have a major role in determining the way their children behave in school. If parents support the behaviour aims of the school when dealing with their children in the home, then the job of the school in promoting good behaviour will be that much

easier. The school welcomes parents at all times and believes that their presence in school can promote the good behaviour of all children, and not just their own. The school regards the relationship between it and parents as absolutely crucial to the positive behaviour patterns of all children and hence to their successful learning. To support and develop this school has developed a "Home-School Agreement" This agreement asks parents to make a number of commitments and it is a requirement of entry to HCJS

10: Summary

Haddenham Community Junior School believes that by using a positive system of rewards and reinforcing good behaviour, we create an environment that fosters children's positive self-esteem. It is the duty of all members of staff and the school community to see that the behaviour policy is consistently implemented and upheld and that break down in discipline is prevented before having to be dealt with. Good behaviour should be reinforced through the curriculum and children should have the opportunity to have their 'voices' heard through such things as class discussion, circle times and school council. The children should also have some responsibility for maintaining standards of behaviour and the pupils should play a role in this through discussion with the Headteacher and helping to promote and support initiatives such as anti-bullying strategies, buddy systems, play leaders and peer mediation.

Appendix A: HCJS Code of conduct for pupils

CODE OF CONDUCT FOR PUPILS AT HADDENHAM JUNIOR SCHOOL

1. At Haddenham we have high expectations of you, your work and behaviour and we expect you to work hard to achieve this in all that you do, including homework.

We celebrate and reward your effort and achievements.

2. Always be courteous, helpful and treat others with respect, just as you would like to be treated by others. Always try to work quietly and co-operatively making it possible for everyone to learn and the teacher to teach.

3. Never take or borrow other people's property unless you have permission.

4. Settle all disagreements with words. Never resort to fighting or hurting anyone else as it always leads to more problems.

5. Bad language is never acceptable.

6. The school and its equipment are there for your enjoyment. Take care of them so that the school is a welcoming place of which we can all be proud.

7. Haddenham has a school uniform and you are expected to wear it. This is to include school approved kit for P.E.

8. All pupils are seen as equal at Haddenham and have a right to feel safe and happy at school, so unkindness or bullying will not be tolerated.

Appendix B: Home/School Agreement

<p><u>Haddenham Community Junior School will:</u></p> <ul style="list-style-type: none">• Strive to achieve high academic standards, brought about through staff and pupils working together in a caring environment, creating new experiences and opportunities.• Provide a broad and balanced curriculum, in accordance with the National Curriculum Key Stage 2 requirements, to enable each child to reach the highest standard possible.• Encourage children to do their best at all times.• Encourage children to take care of their surroundings and others around them, developing respect for other people and their property.• Inform parents of their children's progress at regular meetings and by written annual progress reports.• Let parents know about any concerns or problems that affect their child's work or behaviour.• Contact parents if there is a problem with attendance, punctuality, or equipment.• Inform parents about general school matters (including revised school policies) and school activities, through letters, newsletters, and notices about special events.• Give information to parents about what the teachers aim to teach the children in that year or term.• Undertake that complaints will be dealt with in accordance with the school complaints policy.	<p><u>Pupils will:</u></p> <ul style="list-style-type: none">• Attend school regularly and on time.• Wear the correct school uniform and be tidy in appearance.• Bring all the equipment needed each day, all items being named.• Try to do all classwork and homework as well as possible.• Abide by the school rules, especially those for safety and behaviour.• Be polite and helpful to others, and treat others as you would wish to be treated.• Take a responsible part in looking after the school environment, including keeping the school free from litter and graffiti. <p><u>Parents will:</u></p> <ul style="list-style-type: none">• Make sure that their child goes to school regularly, on time, and properly equipped.• Let the School know about any concerns or problems that might affect their child's work or behaviour.• Support the School's policies and guidelines for behaviour.• Support their child in homework, in accordance with the School's homework policy, and in other opportunities for home learning.• Attend parents' evenings, and meetings and discussions about their child's progress.• Inform the School by phone or letter by 9am if their child is going to be absent or late that day. In the interest of the safety of the child, the School stresses the importance of advising them straight away of any absence, so that the School will know not to expect a child that morning.
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Appendix C: Behaviour incident form

Name of child:		
Where the poor behaviour took place		
Year group:	Class:	Date:
It is our statutory duty to record any incidents of racial harassment Please tick this box if this incident is defined as such.		Time:
Context prior to the incident:		Day:
In the space below, write an account of the incident		