

## **Campion Junior School Behaviour Policy**

### **Aims**

- To provide a happy and safe environment for learning to take place;
- To promote mutual respect and consideration within the school environment;
- To support caring and co-operative behaviour, and to discourage anti-social behaviour;
- To enable pupils to develop social skills and moral values in the context of the school as a community.

### **General Principles**

We have high expectations of children. Children who behave as expected are rewarded by a smile and a ‘thank you’ from the adults within school. We believe that the most effective methods of behaviour management rely on positive encouragement of the required patterns of behaviour rather than too much emphasis on poor examples. All learners are aware of the rules, rewards and sanctions that apply to school situations. All members of staff are expected to have consistent, high expectations of children’s behaviour.

### **School Organisation**

All members of staff are aware of, and strive to minimise, the conditions which present opportunities for bad behaviour, e.g. lack of supervision, unnecessary queuing or inappropriate tasks. We endeavour to provide a stimulating curriculum where children are actively engaged in their learning.

Good classroom management is the key to good behaviour. Teachers aim to provide a well-organised classroom, to teach the children where things are kept and to establish clear expectations and routines.

At the beginning of the year, teachers discuss the school rules with the children in assembly and in their classes. In addition to the school rules, each class also has its own classroom rules, which are drawn up by the children during the first week of school. In this way, every child in the school knows the standards of behaviour expected. If there are incidents of anti-social behaviour, teaching staff discuss these with the whole class as appropriate. Class-circle times and assemblies are used to discuss social issues, with a view to raising awareness of positive behaviour.

### **Campion School expects pupils:**

- To follow the school and classroom rules and procedures;
- To treat others with courtesy and respect;
- To respect the property of others and to protect the property of the school;
- To be truthful;

- To be punctual and meet obligations promptly;
- To respect the environment, both locally and globally;
- To respect the beliefs and customs of others;
- To adhere to the school's uniform policy.

### **Playtime Management**

The areas in use at playtime are supervised at all times by members of staff. The playground rules are listed below. In addition there are rules posted in the playground. In bad weather, Years 1-6 are gathered in the hall to watch a DVD. Early Years children are supervised in the Reception class.

### **Expectations in the Playground:**

- To play carefully, respecting others' space and safety;
- To use only the designated areas;
- To sit down when eating;
- To use the toilets sensibly;
- To stay outside unless given permission to reenter;
- To use the litter bins provided;
- To report any suspected bullying to the teachers on duty;
- To drink water and go to the toilet (if not already done) on the first bell;
- To react to the line-up bell, lining up in the designated area.

See Supervision of Pupils Policy for more detailed procedures for the playground.

### **Assemblies**

Assembly is a time to be thoughtful. Children are expected to come to assembly in the right frame of mind and to sit quietly ready for assembly to begin. They are expected to listen courteously to those adults and children who are conducting the assembly. They should lead out quietly once the assembly has finished.

### **Rewards and Sanctions**

The balance between rewards and sanctions is important. The ideal is where rewards are intrinsic and virtue is its own reward.

It is accepted that there is a need for sanctions to register disapproval of unacceptable behaviour. These should contain a degree of flexibility to take account of individual circumstances.

### **Promoting Positive Behaviour**

There are many ways in which teaching staff can encourage positive behaviour.

We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals

and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work.

### **Early Years and Milepost 1**

Strategies used to affirm good behaviour:

- Verbal praise, public and private;
- Smiley faces/stickers on work;
- Behaviour charts;
- Notes to parents in the contact book.

Recognition in the form of the following rewards is presented publicly during assembly:

- Star of the Week certificates (Reception and Milepost 1);
- Showing of work in a class assembly;
- Certificates for IPC Personal Qualities.

### **Mileposts 2 and 3**

Strategies used to affirm good behaviour:

- Verbal praise, public and private;
- Stickers on work;
- Positive written comments on work or in homework diary;
- Stars and housepoints (see appendix 1).

Recognition in the form of the following rewards is presented publicly during assembly:

- Head Teacher's Housepoint certificates (Mileposts 2 and 3);
- Class and subject prizes in prize giving at the end of the year;
- Sports certificates and trophies;
- Certificates for IPC Personal Qualities.

### **IPC Personal Qualities**

From Milepost 1 and upwards, teachers refer to the IPC personal qualities - cooperation, resilience, adaptability, thoughtfulness, communication, respect, enquiry and morality - when they are talking to children about behaviour.

### **Dealing with inappropriate behaviour**

When dealing with misbehaviour it is important to remember that children are likely to continue to misbehave if that is what they are given attention for. We therefore apply a range of different strategies when dealing with inappropriate behaviour. These are focused upon the behaviour **not** the child.

Examples of these are:

- Encouragement and praise of appropriate behaviour;
- Eye contact – frowning, raised eye brows;
- Rule reminders;

- Moving near to the pupil or moving the pupil nearer to you;
- A verbal reprimand;
- Time out within the classroom (within view of class teacher);
- Time out in another class with suitable work;
- Loss of privileges, e.g. playtime;
- Letters of apology or work based upon what has gone wrong and how to put it right;
- Sending to Deputy Head or Head (with an explanatory note if possible);
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a planned activity;
- Missing break time;
- School-based community service, such as picking up litter, tidying a classroom, helping to clear up the office, or removing graffiti.
- Regular reporting, including early morning reporting; scheduled uniform and other behaviour checks.

Playground or class behaviour which results in physical injury to another child, fighting, or any other behaviour deemed to be a serious or repeated breach of the school rules will be entered into the Incident Book, which is in the Head's office. The incident is also logged onto the Pass system under 'notes and disciplinary'. If the Head is not available, an entry should be made in the temporary incident log in the main office. If a child has 3 entries in the incident book in any school term the parents will be contacted.

More serious and persistent misbehaviour may also be dealt with in the following way:

- Letter/phone call/email to parents;
- Daily contact with parents;
- Setting up a behaviour contract (see appendix 2);
- Placing child on behaviour management plan (see appendix 3);
- Temporary exclusion from the classroom.

And very rarely:

- Permanent exclusion from the school

It is important to consider that the behaviour under review may give cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' Child Protection and Safeguarding Policy. It should also be considered that continuing disruptive behaviour might be the result of unmet educational or other needs. In such a case, parents will be contacted and the possibility of specialist involvement may need to be considered.

### **Children with Special Needs**

When dealing with behaviour, teachers should always take the particular needs of individual children into account. When intervening with apparent inappropriate behaviour, all adults should accept that there will be circumstances in which some pupils may be treated differently from others. Teachers are expected to take account of individual pupil needs when applying sanctions.

The SENCO is responsible for passing on information that may be relevant to behaviour management. All teachers are responsible for reading appropriate information and acting on that information. The playground file in the staff room is particularly important for teachers on playground duty and teachers should consult this regularly. The playground mentor (Ms Zoe Ratford) is available at specified times should teachers need follow-up of incidents involving particular children.

Teachers should also be alert to sudden changes in behaviour and investigate underlying causes (see appendix 4).

### **Exclusion**

A pupil may be formally excluded from the school, on either a temporary or a permanent basis.

Inasmuch as it is a temporary exclusion, suspension is regarded as a symbolic gesture to warn a pupil that his or her behaviour is incompatible with membership of the school community. Suspension may be recommended by the Head of Juniors, but is the decision of the Headmaster.

Permanent exclusion is normally reserved for the most serious offences, including persistent bullying. The Headmaster will consider exclusion in the event of repeated suspensions or of behaviour so deplorable as to endanger other members of the school community or the good name of the school.

The Headmaster will act with procedural fairness in such cases. Parents will be informed of all procedures and will have the right of appeal to the Board of Trustees, via the Convenor of the Complaints Panel. The pupil will remain away from school pending the outcome of any such appeal.

### **Exclusion of a pupil in other circumstances**

Parents may be required, during or at the end of a term, to remove the pupil either temporarily or permanently from the school if, after consultation with the pupil and/or parent(s) the Headmaster is of the opinion that by reason of the pupil's conduct or progress the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the school, or if a parent has treated the School or members of its staff unreasonably.

The Headmaster will act with procedural fairness in all such cases, and will have regard to the interests of the pupil and parents as well as those of the School.

### **The use of reasonable force to restrain or control pupils**

The need to use reasonable force to restrain or control a pupil should be rare. However, if a pupil's behaviour threatens the safety of other pupils and staff, a member of staff may use such force as is reasonable in the circumstances to prevent the pupil from:

- causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- engaging in any behaviour prejudicial to the maintenance of good order and

discipline at the school or among any of its pupils, whether during a teaching session or otherwise.

### **Monitoring**

The success of this policy is monitored through the incident book, through classroom observations and through observation of behaviour in the corridors and playgrounds.

This policy will be reviewed annually by the Head and Deputy Head of the Junior School.

Last Review: February 2015

Next review: February 2016

### **Further Reading**

Behaviour and Discipline in Schools: A Guide for Head Teachers and School Staff

<http://media.education.gov.uk/assets/files/pdf/b/behaviour%20and%20discipline%20in%20schools%20%20a%20guide%20for%20teachers%20and%20school%20staff.pdf>

Towards Positive Behaviour in Primary Schools. *Irish National Teachers' Organisation*

<http://arts.gtcni.org.uk/gtcni/bitstream/2428/56440/1/filedownload,2942,en.pdf>

Better Behaviour Ages 8-10, photocopiable activities. (In JW's office.)

Behaviour Management Toolkit: A Manual of Good Ideas and Strategies for Behaviour Management in Schools. (In JW's office.)

The "Social Skills" package <http://www.educational-psychologist.co.uk/Docs/social.doc>

Attention-seeking behaviour <http://www.educational-psychologist.co.uk/sen-resources/attention-seeking-behavior/>

Anger management <http://www.educational-psychologist.co.uk/Docs/anger.doc>

Inconsequent behaviour <http://www.educational-psychologist.co.uk/sen-resources/inconsequent-behavior/>

There's no need to shout! The Primary Teacher's Guide to Successful Behaviour Management. David Wright (in J.W's Office)

Practical approaches to behaviour management in the classroom: A handbook for classroom teachers in primary schools. Welsh Government, July 2012

<http://wales.gov.uk/docs/dcells/publications/120713primaryen.pdf>