

Field Junior School Behaviour Policy

At Field Junior School we value the importance of a positive attitude towards school, work and towards one another. We encourage the best behaviour from all our pupils and believe that this can be achieved by a positive approach to behaviour management. We regularly review our behaviour strategies and work to achieve good behaviour using a system of rewards and appropriate sanctions.

AIMS

- To develop a sense of responsibility in our pupils.
- To inspire a sense of right and wrong in all of our children and develop respect for members of the school and the wider community.
- To build self-esteem by distinguishing between a pupil and a pupil's behaviour.
- To promote equality of treatment and equal access to educational opportunities within school.
- To work as a team to create a happy and purposeful environment for learning.

RESPONSIBILITIES

The creation of a positive learning environment is the responsibility of the whole school community including teaching and non-teaching staff, pupils and governors. Parents lend support through home-school links, good communication and support of the school's behaviour procedures.

Safety, learning and fairness are important principles when developing a behaviour policy and we believe the children should be involved in the process to give them a sense of ownership.

Our children are involved from the beginning of the school year in the creation of school and class rules. These are prominently displayed in order that they can be referred to and used by all.

Parents have access to the school behaviour policy and are asked to uphold our aims by signing the home-school agreement.

Contact with the school over behaviour issues should normally be made via the class teacher. A home-school link book helps to facilitate contact.

WAYS IN WHICH SCHOOL ENCOURAGES GOOD BEHAVIOUR

We consider it vital to recognise and celebrate good behaviour. The school has a system of rewards to:

- Teach and reinforce appropriate behaviours
- Encourage others to copy/adopt positive behaviour
- Help maintain positive relationships between staff and pupils
- Enhance learning environment
- Help to build pupil's self esteem

REWARDS USED IN SCHOOL INCLUDE:

Team points-displayed on a team chart in the classroom.

School totals are announced weekly – half termly activity rewards for the winning team.

Certificates of Achievement-certificates are awarded by each teacher in our Friday Achievement Assembly

End of Year Awards-these are awarded in our end of year presentations assembly and include Bullock Awards (for effort), the Bowyer Award (for personal achievement), Head Teacher's Awards (excellence), Sunshine Awards (for making others happy), Sawyer Award (for football), Swimming Awards, Courtesy Awards (Year 6) and Attendance Awards (termly and end of year).

Praise and Encouragement-these are vital elements of any behaviour strategy.

Children need to appreciate the value systems of the adults in school and receive verbal recognition when they respond well to these.

Classroom/playground rewards-each class has individual rewards such as star of the day/week, table smiles etc. The school also has a “tick” system for excellent behaviour at moving around the school premises.

The class with the most gains a reward each week. These are an integral part of reinforcing positive behaviour within the classroom setting.

DEALING WITH UNACCEPTABLE BEHAVIOUR

As a school we recognise that there is a range of unacceptable behaviour of varying degrees from the trivial but undesirable to more serious actions. We aim to achieve consistency in approach by adopting common procedures throughout the school.

Behaviour in the classroom

Behaviour within the classroom is usually the responsibility of the class teacher. This normally concerns minor infringement of rules.

Teachers may need to discriminate between one off incidents and repeated/persistent behaviours and when necessary inform parents either via the link book or in person.

Persistent or more serious behaviour within the classroom will be referred to a member of the Senior Leadership Team (SLT).

Incidents that have been referred to the SLT will be recorded in the school Incident Book.

If the Headteacher becomes involved in a matter parents will normally be contacted.

Playground Behaviour

The staff team also agrees responsibilities of MSAs, duty teachers and senior teachers at lunchtimes.

A warning system applies on the playground.

When necessary incidents are referred to the duty teacher (one of the SLT).

Persistent moderate to serious behaviour on the playground is reported to a senior teacher who will discuss and deal with the child(ren) concerned and record the incident and any sanctions in the Incident Book.

WHAT THE SCHOOL DOES WHEN PUPILS MISBEHAVE

Our aim is to reward positive behaviours and apply sanctions when children misbehave. We work to achieve consistency of approach;

In the classroom and on the playground we operate a system of warnings.

Teachers may give verbal or card warnings to indicate that a behaviour is unacceptable.

A child receiving a third warning will be given “time out” of the classroom (10 minutes) or the playground.

A subsequent warning will involve missing all or part of a playtime/lunchtime.

At lunchtime children will work/sit in the dining hall under the supervision of the duty teacher.

Children missing a break time will be supervised by the duty teacher.

We reserve the right to exclude children from extra-curricular activities where bad or unsafe behaviour has been exhibited in curriculum time.

There are some behaviours which we consider more serious:

Such behaviours include

- Racist Comments/Actions
- Rudeness to adults
- Violent behaviour
- Purposeful damage to property
- Theft

- Bullying behaviour (see bullying policy)

Such behaviours warrant immediate referral to a Senior Teacher.

Where behaviour is reported to the Headteacher the matter will be investigated and if confirmed parents will normally be contacted.

The Incident Book

The incident book is used to record significant incidents of bad behaviour (persistent, moderate, serious).

Incidents are normally recorded by a member of the SLT.

Use of an incident book helps the school to monitor behaviour. This can help us to identify problems or patterns and to work to reduce risk.

Allegations of racist or bullying behaviour are recorded and monitored through the incident book.

Repeated bad behaviour

We hope that our work and procedures in school will achieve improved levels of behaviour.

Occasionally more disruptive and persistent behaviours are noted in an individual child.

At this stage a Behaviour Contract may be introduced.

This is a more formal contract between pupil, home and school aimed at resolving individual behaviour issues.

The contract is drawn up with the pupil and agreed by the pupils.

A sticker/comment chart is used to monitor behaviour throughout each day for a period of 3-4 weeks.

After this period the contract is reviewed.

Where behaviour has a significant impact on learning a child may be identified as having a Special Educational Need.

At this stage and School Support Plan (SSP) will be drawn up by the teacher.

Children Risking Exclusion

Where a behaviour contract fails to resolve behaviour issues the school may need to make a referral to an external agency.

The school can make behaviour referrals to the Educational Psychologist or to Chessbrook Learning Base / Behaviour Support Team (BST) / DSPL (Developing Special Provision Locally) team.

Work carried out may include advice and support, teaching programmes or development of a Pastoral Support Plan (PSP) aimed at achieving inclusion.

The school also has access to a Family Support Worker who can support the school, child and family.

Exclusion

When other strategies have been exhausted or when an incident is of particular severity the school has the right to exclude a pupil. Education Authority procedures are followed in such instances.

BULLYING AND HARASSMENT

The school takes very seriously incidents of bullying and harassment. Our bullying policy is reviewed annually. Our policy is based on Local Authority Guidance and should be read in conjunction with our behaviour policy.

Self Esteem and Personal and Social Skills

Personal and Social and Health Education is a vital element of the primary school curriculum. We aim to foster and develop positive, caring and responsible attitudes through our teaching and the activities we undertake.

PSHE work is incorporated into curriculum work when appropriate.

Work aimed at developing self esteem and the exploration of behaviour issues is carried out.

The School Council meets regularly and issues are reported back to staff and pupils.

The school may make use of pastoral support services such as play therapy, counselling and family worker involvement as appropriate.

LINKS WITH HOME

At Field we enjoy good relationships with our parents. We aim to maintain good communication with parents when behaviour issues are affecting school life. We aim to maintain links with home by means of:

- Home School Agreement
- Home School Link Book
- Parent consultations
- Open door policy
- Working in collaboration where there are persistent problems

REVIEW AND EVALUATION

We use a range of methods to review and evaluate behaviour and behaviour management in school:

- Questionnaires (parent, pupil and staff)
- Pupil voice (formal and informal)
- School Council feedback
- Monitoring of Incident Book/behaviour contracts/playground behaviour
- Monitoring of 'time out' sanctions
- Classroom observations
- Annual Review (School Improvement Partner)

COMPLAINTS PROCEDURE

The school has a complaints procedure.

Most matters can be resolved by discussion with the class teacher.

Complaints with regard to the handling of behaviour issues should normally be addressed by the Headteacher.

Matters which cannot be resolved within school can be referred to the Chair of the Governing Body.

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