

Whybridge Junior School

BEHAVIOUR POLICY

Subject Leader : Mrs C Uys

Date: 7th December 2016

Review Date: 7th December 2017

Table of Contents

- 1. Introduction**
 - 1.1 Communicating the Behaviour and Discipline Policy to parents
 - 1.2 Ensuring that the School Behaviour and Discipline Policy is clearly understood by staff and pupils
 - 1.3 Reviewing the school behaviour and discipline plan

- 2. Underpinning the Policy**
 - 2.1 The School Ethos
 - 2.2 Respect for Others
 - 2.3 Self-Discipline and Self-Respect
 - 2.4 Acquiring the ability to distinguish between Right and Wrong

- 3. The Behaviour Management Plan**
 - 3.1 Rules
 - 3.2 Rewards
 - 3.3 Consequences
 - 3.4 Restraint

- 4. Managing online behaviour (Refer to separate Online Safety Policy)**

- 5. Managing bullying behaviour (Refer to separate Anti-bullying Policy)**

1. Introduction

The Administration of the School Behaviour and Discipline Policy

1.1 Communicating the Behaviour and Discipline Policy to parents

For the School Behaviour and Discipline Policy to be successful it is essential that its contents are communicated effectively to parents.

- A summary of the School Behaviour and Discipline Plan will be included in the school prospectus.
- At the beginning of each school year an outline of the whole school and classroom rules, along with the relevant rewards and consequences, will be sent to all parents with a reply slip confirming that the parents have discussed these with their child/children, that they agree with them and are willing to support the school in their implementation.
- The School Behaviour and Discipline Plan will form a significant part of the Home/School Agreements.
- Standard letters will go home, promptly, to the parents of individual children informing them of any significant rewards or sanctions applied.

1.2 Ensuring that the School Behaviour and Discipline Policy is clearly understood by staff and pupils

Once the policy has been agreed it will be necessary for **all** staff, teaching and non-teaching, that work in the school to familiarise themselves with its contents and how it is to be implemented.

- It is suggested that at the beginning of each school year, the policy is looked at as a whole staff so that there is consistency in its implementation.
- The policy should also be in the School Handbook, a copy of which is given to all staff.
- Teachers should go through the salient points in the discipline plan at the beginning of each term, and as necessary throughout the term, to ensure that all pupils clearly understand them.

1.3 Reviewing the school behaviour and discipline plan

The Headteacher and Senior Management Team should review the plan on an annual basis. Any changes in content or policy will need to be

communicated to staff, pupils and parents through the appropriate channels. THE POLICY MUST BE BROUGHT TO THE ATTENTION OF STAFF, PUPILS AND PARENTS AT LEAST ONCE EVERY YEAR (DFEE CIRCULAR 8/94).

2. Underpinning the Policy

2.1 The School Ethos

At Whybridge Junior School we believe that

- ❖ *Everyone should be treated with respect and courtesy*
- ❖ *Consideration should be given to other people, their feelings and opinions*
- ❖ *Everyone should help to look after and improve our environment*
- ❖ *School rules are intended to make life easier, and it is in everyone's interest to see that they are obeyed*
- ❖ *Problems should be discussed and conflict avoided*

These principles underpin all the rules of behaviour and discipline within the school and apply to staff and pupils alike. Parents and other visitors to the school are also expected to abide by these principles.

2.2 Respect for Others

It is essential that we show respect for one another in order that the work of the school may progress.

2.3 Self-Discipline and Self-Respect

The basic school rules and expectations are contained in the following section. These aim to give clear guidance to staff, pupils and parents as to acceptable and agreed behaviour and procedures in most situations. School rules cannot cover every eventuality and we expect common sense and consideration for others to guide our actions in those situations for which there is no specific rule.

By following the rules and acquiring habits of good behaviour pupils will develop self-discipline. Good behaviour and consideration for others will attract praise and approval, and feelings of self-worth and self-respect.

2.4 Acquiring the ability to distinguish between Right and Wrong

As children mature we expect them not only to learn good habits but also to develop a moral sense of what is a right action and what is a wrong action. We

believe that our Behaviour and Discipline Policy encourages this development, not simply by stating a set of rules to be followed without argument, but by setting a standard for everyone in the school community to meet. Good behaviour and consideration for others will be rewarded and, where our expectations are not being met, disciplinary sanctions will be applied fairly and consistently.

3. The Behaviour Management Plan

The Behaviour and Discipline Policy consists of three basic elements :-

- The RULES which pupils must follow
- The REWARDS which pupils receive for following the RULES
- The CONSEQUENCES which result from not following the RULES

3.1 Rules

Whole School Rules (which also apply to the classroom)

1. Follow all instructions given by staff (Teachers and non-Teachers)
2. Keep your hands, feet and objects to yourself
3. Do not swear, tease, name call or behave in a loud or rude way
4. Wear the complete school uniform correctly
5. Walk sensibly and quietly in the School

All of these **rules** will be clearly displayed both within the classrooms and in the social/movement areas of the school.

- **In addition to the rules** Pupils will be given a variety of **instructions** during the course of each day which will be specific to the activity in which they are taking part.

3.2 Rewards

It must be recognised that perhaps the most important aspect of any learning environment is the positive rewards children receive from both adults and their peers. We can create a positive learning environment by recognising positive efforts, praising pupils and building mutual respect between staff and pupils and between pupils themselves.

The following **rewards** are available for use by all staff: -

- Verbal praise
- House points
- Postcard sent home
- Stickers in the child's reward chart, accompanied by a note/stamp/sticker in the pupil's exercise book/homework diary.
- Special Headteacher Award given in celebration assembly.
- Star Checker! Winning class announced during celebration assembly.

In addition to the individual reward system **whole class rewards** may be available, whereby a class certificate will be organised.

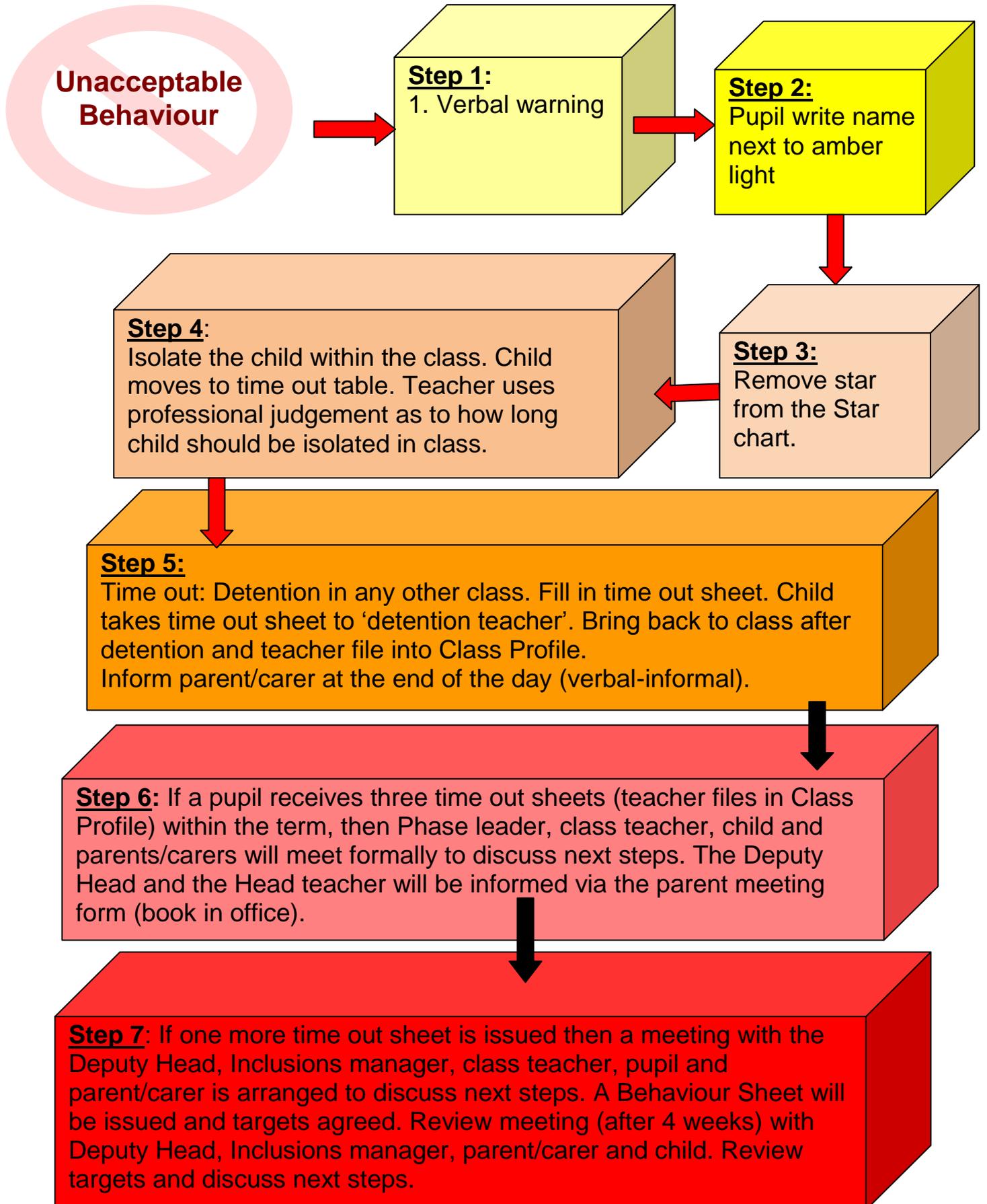
Star Chart - every child has a star on a star chart as a means to reinforce positive behaviour, the pupils remain in the star chart as long as no warnings have been given.

3.3 Consequences

*It is important to deal with disruption calmly and quickly. The basis of good discipline is about the interaction of the pupils and teacher in the classroom. Except in cases of **severe disruption** the pupil should not be 'sent' elsewhere until a number of responses have been tried.*

The following hierarchy of consequences will apply if a pupil fails to keep to the rules:

Classroom Consequences for Unacceptable Behaviour



Classroom Consequences for Unacceptable Behaviour (continued)

Unacceptable behaviour continues

Step 8

If 1 more 'time out' sheet is issued then a meeting with the Head Teacher, Deputy Head Teacher, Inclusions Manager and parent is arranged to discuss next steps. Head Teacher will issue an initial warning, and the pupil will be excluded internally (1 week), a letter will be given to the parent and a copy put on file.

Inclusions manager seeks external advice where necessary.

Review meeting (after 1 week) with Head Teacher, Deputy Head Teacher, Inclusions Manager, pupil and parent review progress and discuss next steps.

Unacceptable behaviour continues

Step 9

If 1 more 'time out' sheet is issued then Head Teacher, Deputy Head Teacher and Inclusions Manager will meet formally with parents to discuss fixed term exclusion (up to 5 days).

Before pupil comes back, a meeting with Head Teacher, Deputy Head Teacher, Inclusions Manager, pupil and parents is arranged to discuss the conditions for the pupil's return and the next steps.

Unacceptable behaviour continues

Step 10

If 1 more 'time out' sheet is issued then return to step 6, outside agencies will attend.

Unacceptable behaviour continues

Step 11

If 1 more 'time out' sheet is issued then return to step 7 outside agencies will attend.

Unacceptable behaviour continues

Step 12

If 1 more 'time out' sheet is issued then a meeting with Head Teacher, Deputy Head Teacher, Inclusions Manager, outside agencies (if possible), parent and pupil is arranged where the pupil will be excluded permanently.

Lunchtime Consequences for Unacceptable Behaviour

Unacceptable behaviour

Step 1

Verbal warning

Unacceptable behaviour

Step 2

'Time Out' bench (10 minutes)

Unacceptable behaviour

Step 3

'Time Out' bench for remainder of lunch time

Tell the class teacher

Teacher uses professional judgement as to how to implement in class.

**WHYBRIDGE JUNIOR SCHOOL
TIME OUT SHEET**

DATE

FULL NAME OF PUPIL

CLASS

TIME OUT FOR

STATE LENGTH OF TIME

NAME OF CLASS TEACHER

**WHYBRIDGE JUNIOR SCHOOL
TIME OUT SHEET**

DATE

FULL NAME OF PUPIL

CLASS

TIME OUT FOR

STATE LENGTH OF TIME

NAME OF CLASS TEACHER

If a pupil frequently reaches the higher stages of this discipline hierarchy the Deputy Head Teacher and SENCO will consider whether it is necessary to place the pupil's name on the school's special educational needs (SEN) register and to draw up an individual education plan. Where necessary assistance may be sought from LEA support services and other outside agencies may be asked to help in accordance with the procedures laid out in the school's SEN policy.

In **exceptional** cases, where positive attempts to address the pupil's problems do not produce any improvement in the situation, an Early Intervention Meeting will be called. This will involve a governor, the pupil, their parents, an education welfare officer and a member of the Behaviour Support Service, or an educational psychologist, depending on who has been previously involved. Where a referral has been accepted by the Child and Family Consultation Service, they will also be invited to attend.

The purpose of an Early Intervention Meeting is to:

- outline clearly the nature and extent of the child's behaviour difficulties and how it is affecting the child and the life of the school;
- try to identify the circumstances that might be causing the behaviour complained of;
- agree any action that may be required by those present at the meeting to improve the child's behaviour;
- make clear the consequences if the child's behaviour does not improve.

When all these steps have been taken, and the pupil's behaviour has not improved, then it will be necessary to consider the remaining two stages on the discipline hierarchy:

6. Exclusion from school for a fixed term period.
7. Permanent exclusion.

Major offences, such as a serious assault on another pupil or member of staff, will lead directly to fixed term exclusion, regardless of the pupil's history. An Early Intervention Meeting will be convened before the pupil returns to school and it may be decided at this meeting that the exclusion be made permanent.

N.B. Keeping all parties informed of situations is often the most effective control.

It is imperative that all staff maintain some form of record keeping system for both REWARDS and CONSEQUENCES; pupils must believe that teachers will *not forget*.

3.4 Restraint

The ethos of the school is that control of pupils should be based on good personal/professional relationships between the staff and pupils. However, circumstances may arise in which staff has to use reasonable force to control or restrain pupils. Members of staff will only use reasonable force to control or restrain pupils when all other alternatives have been or cannot be tried.

4. Managing online behaviour

School has a separate Online Safety Policy which should be read in conjunction with this Behaviour Policy. The contents page of the Online Safety Policy is outlined underneath.

1. Introduction and Overview
 - 1.1 Rationale and Scope
 - 1.2 Roles and responsibilities
 - 1.3 How the policy is communicated to staff/pupils/community
 - 1.4 Handling complaints
 - 1.5 Reviewing and Monitoring
2. Education and Curriculum
 - 2.1 Pupil online safety curriculum
 - 2.2 Staff and governor training
 - 2.3 Parent awareness and training
3. Expected Conduct and Incident Management
4. Managing the IT Infrastructure
 - 4.1 Internet access, security (virus protection) and filtering
 - 4.2 Network management (user access, backup, curriculum and admin)
 - 4.3 Passwords policy
 - 4.4 E-mail
 - 4.5 School website
 - 4.6 Learning platform

- 4.7 Social networking
- 4.8 Video Conferencing

5. Data Security

- 5.1 Management Information System access

5. Managing bullying behaviour

School has a separate Anti-bullying Policy which should be read in conjunction with this Behaviour Policy. The contents page of the Anti-bullying Policy is outlined underneath.

1. Dealing with Bullying

- 1.2 Our aims
- 1.3 Expectations of Pupils
- 1.4 Expectations of Staff
- 1.5 Expectations of Parents
- 1.6 General Information and advice
- 1.7 Procedures for dealing with incidents of Bullying

2. Dealing with Racial and Sexual Discrimination and Harassment

- 2.1 Our aims
- 2.2 Expectations of Pupils
- 2.2 Expectations of Staff
- 2.4 Expectations of Parents
- 2.5 General Information and advice
- 2.6 Procedures for dealing with incidents of Racial & Sexual Harassment

Signed.....
Chair of Governors

Date.....