

SPIRE JUNIOR SCHOOL

BEHAVIOUR POLICY

1. School Aims

This policy links into the following school aims:

- To enable children to develop self-discipline and social skills through co-operating, sharing and working together;
- To value and respect each child as an individual and to encourage children to be caring, considerate, honest and polite with each other.
- To give all children access to a curriculum that is appropriate to their individual needs, removing barriers to learning and promoting inclusion;

2. Principles underlying this policy

The school is committed to encouraging the best standards of behaviour at all times - both within and outside of the school.

Our aims are to:

- Reduce behavioural problems, both serious and low-level;
- Reduce exclusions;
- Provide high-quality alternative provision for those who are excluded, or at risk of exclusion;
- Ensure effective mechanisms are in place for identifying and re-engaging children with behaviour difficulties;
- Improve perceptions of behaviour amongst school staff, parents and the community at large;
- Close the attainment level gap between children with / without behaviour problems.

3. Rights and responsibilities of all members of the school community

Everyone is a valued member of our school community and has a number of rights - within this are also a number of responsibilities; these include:

Staff	
Rights	Responsibilities
To be supported by peers and managers	To ask for support when needed To offer support for colleagues and managers
To be listened to	To listen to others
To share opinions	To give opinions in a constructive manner
To be treated with respect and courtesy by all members of the school community	To model courteous behaviour To recognise and acknowledge positive behaviour in others To build positive relationships with children and parents To separate behaviour from the child
To be fully aware of the school's policy, systems and expectations	To seek information and use lines of communication
To receive appropriate training for increasing skills in behaviour management	To support others in developing their skills in behaviour management To acknowledge areas of their own behaviour management which could be developed To try new approaches

Pupils	
Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps self and others safe
To learn	To attend school regularly To be willing to learn To allow others to learn
To make mistakes	To own mistakes To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

Parents/ Carers	
Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be kept informed about their child's progress	To make sure their child attends school regularly To talk to their child about what he/she does at school To talk to their child's class teacher if they have any concerns about their learning or well being To attend all meetings concerned with their child's progress and / or behaviour
To be listened to	To listen to others
To have access to the school's approach to promoting positive behaviour	To absorb information and share concerns

4. The teaching of positive behaviour within the curriculum

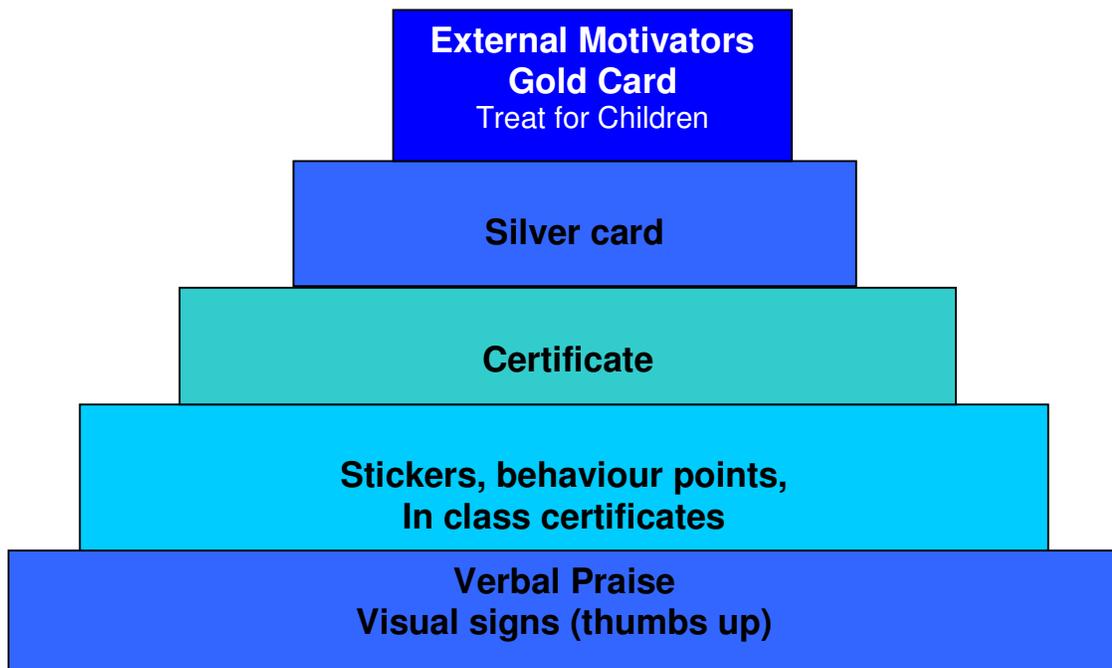
The teaching of positive behaviour is as important as the academic elements at this school. The staff accept their responsibility to work alongside parents in developing pupils emotional, social and behavioural skills. Each class will allocate time weekly for the development of these important skills, additional issues will be addressed as they arise. The school will use the Bounce Back programme - this will be a whole school approach to emotional health and well being.

5. Whole school expectations

The staff have devised a list of what they expect as whole school expectations for behaviour. Each class will develop their own class rules which should be displayed in the classroom. The school Golden Rules will be displayed prominently in classrooms and around the school.

6. Systems for promoting positive behaviour

The school is committed to promoting positive behaviour by the use of praise and rewards rather than sanctions. The school has set out its expectations and these will not regularly be rewarded as they highlight the minimum requirement in school. Exceptional behaviour will be rewarded in the following manner across the school:



Stage 1

One of the greatest rewards for children is verbal praise in front of their peers. This may be backed up with visual signs such as use of the ' thumbs up'.

Stage 2

Individual motivators include:

- Awarding stickers to children for individual good work / good behaviour.
- Certificates

Whole school motivators include:

- Golden treat
- Extra rewards

Stage 3 - Behaviour Points

If pupils exhibit excellent behaviour they will be awarded one point from the teacher.

Teaching assistants should consult with the teacher before awarding behaviour points.

Behaviour points should be given one at a time. 20 behaviour points will result in a silver card for one week. Three silver cards in a half term will result in a gold card and a treat.

Lunchtime awards

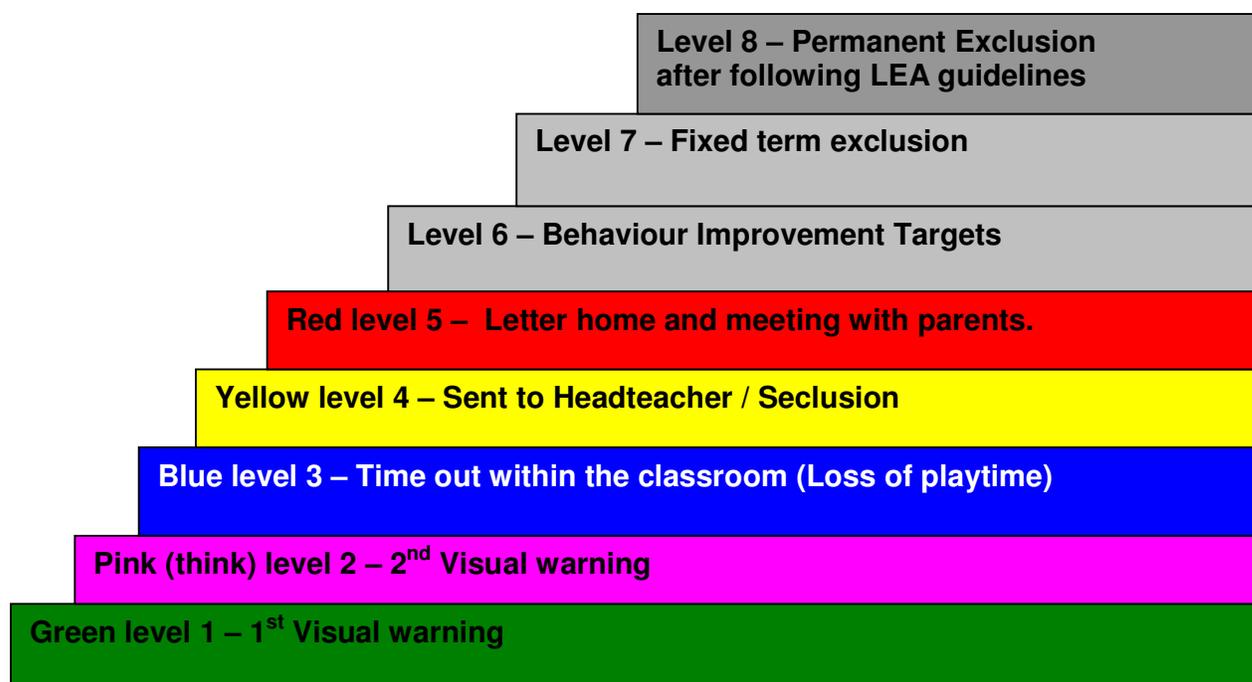
Midday Meal Supervisors will have a book in which they will record positive and negative behaviour. Supervisors will use yellow and red cards for unacceptable behaviour. Yellow card – 5 minutes time out. Red card 10 minutes time out. Serious dangerous behaviour will be reported to the Headteacher. Children who show expected behaviour will be rewarded with raffle tickets. A weekly raffle is held for each class.

Red Box

All staff should complete a slip on a weekly basis to be put in the red box for Thursday assembly. Staff should look out for children who have been very polite, kind, helpful or thoughtful during the previous week.

7. Systems for minimising and responding to poor behaviour

The school accepts that at times a minority of pupils will require sanctions to be set in order for them to accept the consequences of their behaviour and as a deterrent for repeating poor behaviour. The school will implement a hierarchical approach to administering sanctions - this will be referred to as the behaviour board. This system will apply within the school building - a separate system will operate at lunchtimes; this is in order that children are not punished more than once for an offence. The steps will be as follows:



Guidance for each of the sanctions

Green level 1 – 1st Visual Warning

Each class will have a visual display with the children's names and the different coloured sanctions -pupils will visually be shown where they are on the behaviour board. All pupils' names will start the day off the board. The first sanction will be the use of positive behaviour language e.g. 'please talk quietly' rather than 'don't shout'. If the behaviour continues then the child's name should be placed on the green level. **Always praise in public and reprimand in private!**

Pink (think) level 2 – 2nd Visual Warning

If green level has not worked the child's name will be moved on to the pink level and they will be told to think carefully now about their behaviour.

Blue level 3 - Time out

If pink level has not worked the child's name will be moved on to the blue level. A blue slip should be completed and put in the basket in the office for the incident to be recorded in the SLEUTH database. The Behaviour Mentor will deal with those children. The child will miss a playtime or attend Friday detention.

Yellow Level 4 – Sent to Headteacher / Seclusion

If blue level has not improved the child's behaviour then the child's name will be moved on to the yellow level and a yellow slip completed and sent with a sensible child to find the Headteacher. Children may have to work alone for a short amount of time to complete their work. In this situation they will be supervised by the behaviour mentor.

Red level 5 – Letter Home

If yellow level has not improved the child's behaviour then the child's name will be moved on to the red level and a red slip completed. A letter will then be sent home and parents invited into school to discuss improvements.

Level 6

Behaviour Improvement Targets

If red level does not improve the child's behaviour then the child will be referred to the Behaviour Mentor. The Behaviour Mentor will monitor the number of blue slips received. The Behaviour Mentor will work with children who receive several blue slips.

Targets will be set for a four-week period to improve the situation. These will be discussed with the Class teacher, Headteacher, Behaviour Mentor, pupil and parents.

Level 7 - Fixed term exclusion

Pupils whose behaviour continues to cause concern and do not respond to the support provided may be excluded for a fixed term. Pupils whose behaviour is dangerous or extremely violent will also be excluded for a fixed term. Outside agencies will be involved if necessary.

When the pupil returns the school will set further targets for improvement and to avoid the next stage.

If no progress is made following fixed term exclusion then formal warning of the move to permanent exclusion will be given. The school will seek advice from the LEA for alternative options such as managed moves.

Level 8 – Permanent Exclusion

The Headteacher will exercise her duty to permanently exclude a pupil when she feels that:

- The safety of other pupils / adults can no longer be assured; and /or
- The pupil is continually affecting the education of others; and / or
- The school has exhausted all measures to try to improve the pupil's behaviour;
- The pupil has seriously breached the school's behaviour policy.

The school will follow DfES guidance on permanently excluding pupils.

8. Administration of the Behaviour Board

Visual Displays

Each class should have a large visual display of a behaviour board up to red level. Individual teachers will interpret this in their own ways but should follow the colour coding and number systems as above. You may wish the child to move their own name on the display to reinforce the behaviour is worsening. Each class should also display a copy of the golden rules, class rules and whole school expectations.

Jumping steps

On rare occasions the behaviour exhibited by a child will be so poor that it would not be appropriate to progress to the next step. In exceptional circumstances staff should put the child on the most appropriate step for their behaviour - this will normally be a jump of two

rather than one step. Children can also move down the board if their behaviour improves throughout the day.

Behaviours not to be tolerated

On occasions it would not be appropriate to just move the child up two levels for their behaviour. The children need to be aware that some behaviours will not be tolerated within the classroom. For the behaviours below a blue slip should be completed and the Behaviour Mentor and Headteacher informed. They will then judge the best course of action for the child.

- Fighting in classroom
- Swearing
- Threatening violence towards a member of staff / pupil
- Physical assault on a member of staff
- Spitting
- Racist Bullying
- Leaving classroom/premises
- Extreme rudeness (e.g. walking away when adults are talking to you)
- Vandalism
- Stealing
- Using any objects as a weapon
- Climbing on furniture
- Spoiling people's belongings
- Lying

Take up time

When pupils are exhibiting a negative attitude it may take longer for them to comply with an instruction and an immediate response cannot always be expected. Give the child a reasonable time span to make the right choice before escalating the situation by moving them onto the next level. Once given an opportunity for take-up time and the child still refuses they will immediately be referred to a Behaviour Mentor.

Pupils with behaviour as a special educational need

For some pupils for whom behaviour is a special educational need an adapted system to the above may need to be put in place. This could consist of steps between each of the levels. For example it may be appropriate to give such pupils several verbal reminders at green level before proceeding to pink level. Some teachers may like to consider using star charts / tick sheets between levels as a means of encouraging such pupils.

Re-setting - In order that children can correct behaviour and not be punished for historical event teachers should return all pupils to below green level at the end of each day.

Reprimanding pupils

Only the member of staff dealing with a child's poor behaviour should reprimand them - if they require assistance they will request this. Behaviours can often escalate because more than one adult becomes involved - the child then feels victimised. **Praise in public, reprimand in private.**

Lunchtime Discipline

If a child misbehaves at lunchtime they should be issued with a yellow card – this means they should remain by the Midday Meal Supervisor's side/ by the wall for 5 minutes. If the child misbehaves a second time they will be given a red card and have time out for 10 more minutes. These incidents will be recorded in the supervisor's book. At the end of lunchtime a daily sheet will be completed and put in the basket in the office.

A significant number of incidents currently occur after the bell has been rung. Staff should ensure that they are at their classroom ready for the bell to be rung in order to minimise disruption. A 'runner' will be sent to the staffroom 3 minutes before the end of break to remind staff.

Playtime Discipline

It is important that poor behaviour on the playground is recorded in order to monitor patterns of behaviour by pupils. If a child misbehaves at playtime they should remain by the teacher's side/by the wall for 5 minutes. Children should not be sent inside unless there has been a serious incident in which case the teacher on duty must send for a member of staff.

Detentions

Detention is held at morning break times and Friday lunchtimes. At morning break times it sometimes is a sanction for children who are late to school or for behaviour. Friday lunchtime detention is a sanction for not doing homework and behaviour.

Children must come to detention with the work provided by the teacher.

9. Staff approach in managing children's behaviour

There is an expectation that staff, who work in the school, enjoy being with children and that every child matters. In line with the well being programme staff will be happy, polite and positive in their dealings with the children and their colleagues.

Staff will be firm but fair and always take time to listen to children no matter how busy they are. Staff will speak quietly to children and not raise their voices.

Staff will be regularly consulted on their training needs. Any staff with concerns about skills dealing with such pupils should speak to the Headteacher or Deputy Headteacher.

10. Support available for parents and carers in developing their child's social, emotional and behavioural skills

Parents will be encouraged to approach staff for information about progress and to help with developing positive behaviour at home.

11. Support for pupils whose behaviour indicates significant problems

Pupils with significant behavioural difficulties will be allocated a Key Worker either the Behaviour Mentor or Learning Mentor.

The Learning/Behaviour Mentor will meet with the child weekly to review behaviour and targets.

The Behaviour Mentor will monitor behaviour/attendance weekly, using SLEUTH and Attendance Registers.

Use of outside agencies

The school may call upon the services of the following to help address a child's behaviour difficulties:

- Local Inclusion Officer

- Educational Psychologist
- SENCO
- SSEN teachers
- Behaviour Support Service
- School Nurse/Doctor
- CAMHs
- CDC
- EWO

If it is thought a child's problems may relate to child protection issues then these concerns will be passed to the Child Protection Co-ordinator for consideration of a referral to Social Care.

Review and Evaluation

This policy will be reviewed by all teaching staff annually and updated if required.

Spire Junior School		Report Form		BLUE	
Name		Class		Date	
Behaviour		Learning			
Aggressiveness		Not finishing			
Bullying		No homework			
Lying		Distracting others			
Refusal		Quantity			
Hurting		Quality			
Rudeness					
Signed				SLEUTH	

Spire Junior School		Report Form		YELLOW	
Name		Class		Date	
Reason		Actions already taken			
Signed				SLEUTH	

Spire Junior School		Report Form		RED
Name		Class		Date
Reason	Actions already taken		Next Step	
Signed			SLEUTH	

Spire Junior School		Report Form		Lunchtime
Date				
Yellow Cards		Red Cards		

