



CROFTLANDS JUNIOR SCHOOL

BEHAVIOUR POLICY

Reviewed Autumn 2016

Accepted by the Governing Body

Date

Signed by

Rationale

The underlying rationale is that, while most behaviour in our school is positive, children will make mistakes. However, we recognise that children learn from experiences of all kinds.

This policy states how we manage behaviour, both positive and negative to enhance education in its broadest sense and provide children with foundation for life.

Aims

- To ensure that pupils and staff are happy and secure in their environment, so that they can achieve their full potential;
- To reduce the incidence of negative behaviour and hence the need to deal with it;
- To encourage pupils to develop into responsible adults.

Objectives

- To look for the best in children: valuing individuals, praising achievement and encouraging good behaviour patterns;
- To foster a sense of personal responsibility and the best possible attitudes towards work, behaviour and discipline;
- To involve the whole school community in the process of encouraging good behaviour in order to provide a common approach and a shared understanding and commitment.

Our Approach

The approach throughout the school is positive and consistent. The responsibility for behaviour management in the classroom lies firmly with the class teacher who should ensure that classroom routines and systems support appropriate behaviour. It is our belief that well-motivated children who are engaged in their learning behave well.

Everyone:

- Praises good models of behaviour;
- Sets a good example;
- Encourages children to have a good self-image;
- Can reward children with reward systems e.g. merit awards, house points

Teaching Staff:

- Use stories and discussions to develop ideas about good attitudes;
- Teach and give examples of various aspects of good behaviour;
- Teach and encourage self-discipline;
- Focus on a behaviour theme drawn from SEAL (Social, Emotional Aspects of Learning) on a half-termly basis.

Traffic Light System

The attitudes and behaviour that we aim to foster are set out in our Traffic Light System (see Appendix 1) Infringements of this system are divided into three categories; minor infringements, more serious incidents, very serious infringements.

Bullying

“We agree that a bully is a person who hurts someone over and over again on purpose. A bully can hurt someone by saying unkind things or by doing unkind things like hitting or kicking.”

When Things Go Wrong

We:

- Establish the facts - hear all sides;
- Maintain the child’s self esteem by emphasising that it is the behaviour and not the child that is unacceptable;
- Deal with children sensitively, every occurrence depends upon the child and the circumstances;
- Explain why the child should not be doing what he/she is doing;
- Do not embarrass child(ren) in front of others, but talk to them in private (unless a public example is necessary because of repeated bad behaviour);
- Recognise the difference between persistent and ‘one off’ problems;
- Seek to improve the child’s understanding of themselves and of others;
- Use strategies as appropriate to bring about a change in behaviour.

When a child has behaviour problems staff do all that they can to observe, monitor and employ strategies to modify the behaviour. Particular sensitivity needs to be employed when actions are out of character or due to particular personal problems e.g. change in family circumstances.

Discipline

Very serious infringements are recorded by the Headteacher in the “Incident Log” kept in the office.

If a child behaves in an unacceptable manner the following disciplinary stages are normally followed. (see Traffic Light System)

Stage 1 (Amber)

Minor infringements are handled by teachers, teaching assistants or lunchtime supervisors at the time they happen. They are recorded and monitored by classteachers. At lunchtimes and breaks, a child may be given 5 minutes ‘time out’. Repeated offences within one lunchtime or break will result in removal from the yard. The rest of that break is lost, the class teacher will be informed and other Amber sanctions may be employed. Repeated placement on Amber (e.g. three incidents in a week) will result in moving to Red.

Stage 2 (Red)

More serious infringements result in sanctions, discussion between pupil and teacher, and or the parent/guardian and teacher. Methods for improving behaviour will be explored and a course of action agreed. This may involve inclusion in the Special Needs Register and/or outside agencies.

Stage 3 (Purple)

Very serious infringements will lead to the involvement of the Headteacher with the parent/guardians, a formal written record of discussions, the action being taken and the support being offered.

Stage 4

If, in spite of our best efforts and following the involvement of appropriate agencies, the behaviour continues, we reserve the right to impose a 1-5 day fixed term exclusion, following that a permanent exclusion.

Exclusion on disciplinary grounds covers all forms of exclusions - temporary and permanent. The decision to exclude a child can only be made by the Head Teacher or authorised deputy. He or she should inform the parents, governors and LA. The Head Teacher and Chair of Governors will provide the parents with a detailed explanation of the procedure and the rights of appeal. A child may be excluded from the school at lunch time for a limited period, if continually demonstrating undesirable behaviour. Parents have the right to appeal against a decision to exclude a child.

The stages are descriptive and are set to ensure fairness and consistency which is of benefit to all concerned. However, the starting point will be determined by the severity of the behaviour i.e. fighting, incidences of bullying, stealing, inappropriate language such as racist comments, all serious breaches of school discipline, or where the behaviour of the child means that by allowing them to remain in school the education and/or welfare of pupils or adults in school would be seriously harmed, are regarded as extremely serious and may entail the process beginning at a later stage. In very rare circumstances an individual incident may be such that it leads immediately to a fixed-term exclusion. Croftlands Junior School follows the guidelines set down for Cumbria County Council Schools. This is deemed to be Croftlands Junior School Exclusion Policy.

The important thing to remember is that everyone in school should have the choice to experience success, feel safe and work together.

Green	Amber (Stage 1) after a request and a warning	Red (Stage 2) after a warning	Purple (Stage 3 & beyond)
Waiting for your turn to speak; putting your hand up	Shouting out in class or interrupting	Repeatedly shouting out or interrupting	Continued negative behaviour
Allowing others to work in your group	Annoying and distracting others, interfering with their learning	Repeatedly annoying and distracting others, interfering with their learning	Continued negative behaviour
Following the class rules	Not complying with the class rules	Refusal to follow class rules; breaching school policies such as E-safety	Continued negative behaviour
Value and respect peers, showing good manners at all times	Name calling	Persistent name calling, bullying, cyber-bullying, fighting or verbal abuse Threatening behaviour	Continued bullying including cyber bullying, fighting or verbal abuse Aggressive behaviour
Value and respect adults, showing good manners at all times	Disrespectful behaviour: cheeky responses, muttering under breath, telling lies, answering back, rolling eyes, shrugging shoulders, turning away Being late into class after lesson breaks	Repeated disrespectful behaviour: muttering under breath, telling lies, answering back, rolling eyes, shrugging shoulders, turning away Being repeatedly late into class after lesson breaks	Continued disrespectful behaviour Aggressive behaviour
Respecting all property, putting things away, returning property as you found it	Disrespecting school property i.e. doodling on books or whiteboards, not tidying up, walking on things	Throwing property at a person or a piece of equipment; non-accidental damage to school property	Extreme, non-accidental damage to school property
Using positive and appropriate language	Name calling	Swearing, back chatting an adult	Verbal abuse, racist abuse, swearing
Focus on learning	Avoiding work and wasting time	Refusal to work	Continued refusal to work
Outcomes			
Verbal praise from school staff	Miss a playtime (and carry out a writing task i.e. letter of apology, expected behaviour etc)	Miss three playtimes (and carry out a writing task i.e. letter of apology, expected behaviour etc)	Headteacher to contact parents
Teacher rewards	Lose 5 house points	Headteacher informed Lose 10 house points	Meeting between parent, child, teacher and headteacher
Merit certificate	Recorded by teacher	Parents informed	
House points			