



Behaviour Policy

Adoption by Governing Body

..... (Signature of Chair of Governors)

.....January 2018..... (Date)

To Be RevisedJanuary 2019.....(Date)



Squirrels Heath Junior School Behaviour Policy

Introduction

At Squirrels Heath Junior School we believe that positive behaviour is crucial to a child's social, emotional and academic development. Desirable behaviour is more likely to be achieved when there is a clear code of conduct reinforced by a balanced combination of rewards and consequences within a secure and positive environment. The implementation of this policy is the collective responsibility of the whole staff, working in partnership with pupils and parents.

Aims of the Policy

- To ensure that all members of the school community are treated with fairness and consistency;
- To offer clear guidelines and secure, safe conditions in which effective learning can take place;
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty;
- To support the development of self-esteem, self-respect and self-discipline;
- To ensure that appropriate behaviour is encouraged and recognised.

Rights and responsibilities of pupils

We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. We work hard to develop a learning community where social, emotional and behavioural skills can flourish. Children learn how they can make the classroom and school a safe and fair place for everyone.

Children's rights:	Children's responsibilities:
To be able to learn in a friendly, encouraging, secure, supportive and positive school environment	To be cooperative and considerate To complete their work on time
To have appropriate access to the school's facilities and resources	To share resources To use resources safely and appropriately
To have appropriate access to the teacher's time	To be respectful and cooperative and to act upon the advice given
To work and play within a safe environment	To act in a safe and responsible manner so that others are not endangered
To express views and opinions	To be courteous and speak at appropriate times
To understand the school rules and why we need to have them. To feel valued and treated in a fair manner	To follow school rules, to acknowledge when they have broken them and accept the consequences for their inappropriate behaviour

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning play a significant contribution in ensuring appropriate behaviour. Planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Establishing a calm and well-ordered learning environment is conducive to good behaviour and good learning. All children should be treated sensitively; criticism should never damage self-esteem, it should focus on the behaviour rather than on the individual child.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative, they should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall the classroom should provide a welcoming and affirming environment.

Promotion of self-esteem and personal and social skills

Each class has a timetabled PSHCE lesson each week where teachers and pupils may discuss issues related to personal, social or emotional development.

Pupils also have access to a Learning Mentor who supports pupils with behavioural, emotional or social issues. Pupils may be referred to the Learning Mentor for support by their class teacher or a member of the senior leadership team. Pupils may also request a meeting with the Learning Mentor by posting a note in the Worry Box located outside the Learning Mentor's office.

Our School Rules and Core Values

We have an agreed set of School Rules and Core Values which help us to work together to ensure Squirrels Heath Junior School is a happy and safe environment where all pupils can achieve their potential.

Core Values

Respect, Courage, Passion, Growth and Togetherness

School Rules

To be kind, helpful and polite
To listen to others, remembering to be courteous and respectful
To try our best at all times
To be honest and take responsibility for our actions
To look after property and treat it with care

Pupils are reminded of the Core Values in assembly as well as in class. Each half term, we look at one core value in detail. All pupils have a Core Values card. Each time they demonstrate a core value, it is recorded on their individual card. When pupils have demonstrated a core value three times, they are given a sticker for their Core Values card.

At the beginning of each academic year, pupils will explore the meaning and reason for each of the school rules. All pupils sign a class charter to show that they understand and agree to follow them. The school rules are displayed around the school and class charters are displayed in every classroom.

Rewards

Children who follow our school rules and behave appropriately will be rewarded. Giving rewards and verbal praise to children enforces and encourages positive behaviour and builds a strong feeling of value and self-worth. Rewards are given for, amongst other things, characteristics of thoughtfulness, helpfulness and kindness as well as good effort and achievement and readiness to learn. We have whole school systems in place to reward children which include:

- House Points;
- Gold Certificates and Badges
- Core Value Stickers;
- Bronze stickers, Silver postcards or phone calls to parents to share good news;
- Attendance and punctuality rewards.

House Points will be calculated on a weekly basis and the winner announced in Celebration Assembly each week. At the end of each half term, the house with the highest number of points will be rewarded with a non-uniform day.

Each class will also have individual and whole class reward systems in place to reward and encourage good behaviour. These may include:

- Stickers;
- Table points;
- Being sent to another member of staff for praise and recognition

Unacceptable behaviour

Despite focusing on rewarding positive behaviour, we recognise that, at times, children will display inappropriate behaviour. Sanctions will be used in a balanced way and will focus on the act and not the child. Pupils should be helped to understand why their behaviour is not acceptable.

Disruption will be dealt with calmly and quickly using the following hierarchy of consequences:

- Given a warning that behaviour is inappropriate;
- To work away from other pupils in class;
- Sent to another class for the remainder of the lesson;
- Detention;
- Sent to a member of the SLT to discuss behaviour and parents contacted.

Lunchtime Arrangements

To achieve a consistent approach, all Midday Supervisors receive behaviour management training. Middays are encouraged to reward children for good lunchtime behaviour using praise or stickers. They are

also encouraged to share good news with class teachers so that this information can be passed onto parents.

Incidents of inappropriate behaviour that occur during lunch time are recorded in the incident book. SLT monitor the incident book and are responsible for dealing with children involved in serious misdemeanours. This may involve informing parents, withdrawal of privileges or lunchtime detention.

Links with Parents

At Squirrels Heath we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school.

Parents receive this information through:

- Our Home/School Agreement and School Brochure;
- Newsletters;
- Awards which are sent home;
- Parent Consultation and information evenings;
- Termly and End of Year Reports
- Policies;
- Discussions with the Head Teacher, Deputy Head and/or staff.

Parents must report any concerns about the behaviour of another child or parent immediately to a member of staff and should not approach another child or parent either in the school grounds or outside school in an attempt to discuss the circumstances of an incident that has taken place in school. This includes the use of social networking sites to voice concerns or opinions.

Supporting Children with Behaviour Difficulties

Some children, including those with SEN who have specific needs relating to behaviour, may find it difficult to follow the school rules. Individual strategies therefore need to be implemented to support them. This may include the use of clear targets with specific rewards and consequences. Outside agencies such as Child and Family Consultation Service, the Behavioural Support Team or the Educational Psychologist may be consulted to seek further support or advice. Parents will be consulted and involved in the process. It may be appropriate to complete an Early Help referral or a Pastoral Support Plan if the child is at risk of exclusion. This will be carried out by the Head Teacher.

Use of restraint

On very rare occasions a child may need to be restrained. Positive handling should only be used in extreme circumstances by trained staff to prevent a child from harming themselves or another pupil/member of staff. Staff should take steps to avoid the need for physical intervention including moving other pupils to a place of safety and should use only the minimum force necessary to achieve the desired results. **Positive handling should only be undertaken as a very last resort and only where there is a real risk of injury.**

A list of all trained staff is available in the school office and staffroom. If a child has to be physically restrained this must be reported to the Head Teacher immediately and the incident must be logged in the

restraint book (see SENDCo). This book is bound and has numbered pages. Reported incidents must be written in by hand. Parents must be contacted if a child has been restrained.

Exclusion

The ultimate sanction that may be used is exclusion, whether fixed term or permanent. At Squirrels Heath Juniors, we believe that education is about inclusion. However, we interpret inclusion as pupils' right to learn and a teacher's right to teach in a safe environment. If these areas are severely challenged by one individual, then that child will be excluded from school. There are two routes to exclusion:

- Persistent inappropriate behaviour which has not responded to the use of Rewards or Sanctions, despite help from outside agencies and the setting up of an Individual Behaviour Plan or Pastoral Support Plan;
- An act of violence or aggression that threatens the health and safety of staff or pupils.

All exclusions are logged and reported to the Governing Body.

Procedures for review and evaluation

Our behaviour policy is a living policy. It is monitored, reviewed and evaluated annually.

Last reviewed – January 2018