

OAK FARM JUNIOR SCHOOL BEHAVIOUR POLICY
'Developing a positive learning environment'
Policy ratified March 2013
Review date July 2015
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Policy Review date July 2018

INTRODUCTION

The Behaviour Policy is written in line with the schools 'Statement of General Principles for a Behaviour Policy' (Appendix 1)

The aim of the behaviour policy is to act as a framework in helping to create a 'Positive Learning Environment' for every child regardless of need.

We believe staff, parents and children are entitled to a safe and protective environment in which to work. Behaviour that will cause harassment, alarm or distress to users of the premises is contrary to the aims of the school. (Appendix 2)

Children are encouraged and supported to act with common sense and to make good choices both inside and outside school, so that they can be seen as models to others.

The school and curriculum encourage children to develop, self respect and to be a model to the school and wider community.

Positive modelling and positive praise are the bedrock of the policy.

Consequences for bad choices operate on an escalating scale across the school as laid out in our sanctions steps document (Appendix 6) and by the loss of 'Golden Time' for bad choices made within.

Golden Time:

All children begin each week with twenty minutes golden time. When breaking a golden rule a child is warned and if soon after breaks it again, then one minute is deducted. When the class have their golden time (usually on Fridays, at the discretion of the teacher) each child has the number of minutes remaining to them as free time to play.

The Golden Rules:

Treat all pupils and adults with kindness and respect. (We do not hurt one another with words or actions.)

Be truthful and honest

Always do your best

Be patient, understanding and forgiving

Don't criticise others or be boastful

Share and be fair

Be polite, helpful and friendly

Respect the school environment

We follow all instructions first time.

We move sensibly and quietly about the school

Pastoral care:

Pastoral care is at the heart of our school ethos. It is the duty of every adult to ensure the wellbeing of every child in school and to ensure effective communication with other staff members, parents and outside agencies.

Bullying:

School Definition

To repeatedly use verbal, physical, racist, sexist or homophobic behaviour to intimidate or hurt another child either as an individual or as part of a group.

Bullying is an aspect of pupil behaviour which is dealt with immediately. Our approach to this problem is to ensure that all pupils receive their education free from humiliation, oppression and abuse. Staff, Governors, parents and pupils work together to realise a school atmosphere which is caring, protective and free from bullying.

The guiding principles at this school are that:-

- Bullying is completely unacceptable.
- If you are being bullied, tell someone.
- If you witness bullying, tell someone.
- People who help stop bullying will be given full support.
- Every reported incident will be investigated.
- Victims will be given full support.
- Bullies will be given guidance to modify their behaviour.

Rewards

Positive praise.

House Points:

Issued by staff for work/behaviour/attitude/help.

Weekly points added up for overall house winner

Weekly recognition of highest point's scorer in each class.

Certificates (Termly) :

Effort and Achievement

Consideration for others

Mathematics, English + class teacher's discretionary award

100% attendance

Work for display (Head teacher's room)

Other awards

Golden Time

Courtesy Award (Gold, silver and bronze)

recommendations for courteous behaviour around school

progression from bronze through to gold

weekly award in each class

recommendation for term without loss of Golden Time

Class rewards systems.

Sanctions

Loss of Golden Time - minutes lost for inappropriate behaviour in class

School consequences:

Spoken to by member of staff

Spoken to by Class teacher

Spoken to by Year Leader

Spoken to by Head teacher

Consequences: (Time for staff/pupil to discuss reactions and explore positive choices)

Loss of playtime

Loss of part of lunchtime/ playtime for minor incidents

Lunchtime detention

Reflection/cool down time.

Issue of 'Yellow card'

If a Yellow card is issued parents will be notified of the incident and monitoring period.

(See attached letter Appendix 3)

A yellow card will typically be used to monitor behaviour:

If earlier interventions have been ineffective.

Immediate sanction is 2 days off the playground.

A child can also be placed straight onto a yellow card if a single offence is sufficiently great, for example:

Persistent Stage 2 behaviour

Rudeness/inappropriate attitude towards a staff member

Deliberately not following instructions

Persistently being disruptive in class

Continued lack of effort

Swearing

Damage of personal or school property.

Racist comments or behaviour

Theft.

Homophobic/sexist behaviour.

For any individual incident deemed by the Head teacher to warrant a Yellow Card

Comments about behaviour should be entered onto the card. If the child behaves well then an 'S' can be placed in the correct space on the card.

At the end of the five school days the person who issued the card, after consultation with the class teacher has the following options.

If behaviour has met required standards; then the monitoring is complete.

If behaviour only partially meets the required standards; then it may be appropriate to issue another yellow card for the next five days;

If behaviour has deteriorated, then it may be appropriate for a red card to be issued.

The completed card will be shared with parents.

All completed 'Yellow Cards' to be kept by the class teacher.

Issue of a 'Red card'

Red cards will be issued when deemed appropriate, for example:

- Persistent Stage 3 behaviour
- Violent/threatening behaviour
- Stealing property
- Vandalism
- Seriously endangering others' well-being
- Leaving school without permission
- Issued after two consecutive yellow cards have failed to impact on negative behaviours.
- Serious racial incident
- Malicious damage to school property
- For any individual incident deemed to warrant a red card

When placed on a red card:

- Immediate sanction, 5 days of playground and child withdrawn from all extra curricula activities.
- A meeting with the Head teacher will be called, which may include parents.(See attached letter Appendix 4)

Comments about behaviour should be entered onto the red card. If the child behaves well then an 'S' can be placed in the correct space on the card.

At the end of the five school days the person who issued the card, after consultation with the class teacher has the following options.

- No further monitoring
- Move to a yellow card
- Parents in and continuation of red card (See attached letter Appendix 5)

Possible further actions:

- Development of home/school behaviour plan. which may include Involvement of outside agency.
- Possible seclusion
- In extreme circumstances exclusion

Supporting policies:

- Safeguarding (Prevent strategy)
- General principles of behavior statement (See Appendix 1)

Appendix 1

Oak Farm Junior School

Governors' Statement of General Principles for a Behaviour Policy

Good behaviour should be promoted through the development of a positive environment and ethos, together with high quality teaching and learning, and procedures which:

- encourage pupils to have respect for themselves, for their peers and for all adults;
- encourage pupils to have a respect for the rights of others, including teachers and all adults;
- encourage pupils to have a respect for the property of others, including the school;
- encourage pupils to be accountable for their own behaviour;
- encourage self-discipline and self-control;
- strongly discourage aggressive behaviour of all kinds;
- place importance on reinforcing positive behaviour more than punishing misbehaviour;
- increase and widen pupil's sense of belonging in the school community;
- ensure fair and honest treatment and place an emphasis on attempts to identify and address causes for mis-behaviour rather than just treating symptoms;
- encourage the partnership between school and home through the early involvement of parents of a pupil who is persistently difficult.

The general principles may be summarised as:

- respect for people,
- respect for property and
- respect for the school.

Items which are illegal or considered dangerous are not allowed in school and will be removed from any pupil bringing such items to school.

Exclusion

Exclusion from school is regarded as a last resort and will be avoided as far as possible. It may be used in response to a single extreme incident or after a long series of serious misdemeanours. LEA guidance will be followed in such cases including writing a behaviour management plan for any pupil at risk of exclusion. Parents will be informed and involved in the preparation of the plan. If exclusion becomes necessary the statutory exclusion procedures will be followed and parents will be informed of their right of appeal.

Searching children

School statement on the use of powers of searching pupils and the reasonable use of force

School staff may search pupils with their permission for any item that is banned by the school rules. The Head teacher, and staff authorised by the Head teacher, have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items. The school will not normally conduct a 'without consent search' but will contact the child's parents instead. The use of this power will therefore be an absolute last resort.

Use of reasonable force:

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Head teacher should be informed of any incident that has led to the use of these powers, which will be recorded.

Appendix 2

Parental Behaviour Policy

Rationale:

We believe staff, parents and children are entitled to a safe and protective environment in which to work. Behaviour that will cause harassment, alarm or distress to users of the premises is contrary to the aims of the school.

Aims:

That all members of the school community treat each other with respect

Expectation.

That adults set a good example to children at all times, showing them how to get along with all members of the school and the wider community

That no members of staff, parents or children are the victims of abusive behaviour or open to threats from other adults on the school premises.

Physical attacks and threatening behaviour, abusive or insulting language verbal or written, towards any member of the school community will not be tolerated and will result in withdrawal of permission to be on school premises.

Any parent who is asked to leave the school premises will have the right to appeal the decision by writing to the Chair of Governors

Please note that incidents of rudeness will be logged with the Chair of Governors

Responsibilities:

It is the responsibility of the Head teacher and Governors to monitor and review this policy.

Appendix 3

Date.....

Dear Parent /Care of

Class.....

Issue of 'Yellow card'

In line with our school behavior policy the school has decided to place on a yellow card for 5 days. The reason for this decision is

He/She will be removed from the playground for two days and his behavior will be monitored, with comments written onto the yellow card

At the end of the five school days the person who issued the card, after consultation with the class teacher has the following options.

If behaviour has met required standards; then the monitoring is complete.

If behaviour only partially meets the required standards; then it may be appropriate to issue another yellow card for the next five days;

The completed card will be shared with parents.

All completed 'Yellow Cards' will be kept by the class teacher.

Yours Sincerely

A Mills

Head teacher.

Date.....

Dear Parent /Care of

Class.....

Appendix 4

Issue of 'red card'

In line with our school behavior policy the school has decided to place on a red card for 5 days. The reason for this decision is

He/She will be removed from the playground for 5 days and be withdrawn from all extra curricula activities. During the monitoring period comments about behaviour will be entered onto the card.

A meeting with the Head teacher will also be held, which may include parents

At the end of the five school days the person who issued the card, after consultation with the class teacher has the following options:

- No further monitoring
- Move to a yellow card
- Parents in and continuation of red card

The completed card will be shared with parents.

All completed 'Red Cards' will be kept by the class teacher.

Yours Sincerely
Mr A Mills

Head teacher

Appendix 5

Date.....

Dear Parent /Care of

Class.....

Issue of 'a second red card'

In line with our school behavior policy the school has decided to place on a second red card for 5 days. The reason for this decision is

He/She will be removed from the playground for an additional 5 days and be withdrawn from all extra curricula activities. During the monitoring period comments about behaviour will be entered onto the card.

A meeting with now be arranged with the Head teacher to discuss the way forward.

Next steps could include:

- Development of home/school behaviour plan, which may include the involvement of outside agency.

- Possible seclusion

- In extreme circumstances exclusion

At the end of the additional five day period, the Head teacher after consultation with the class teacher has the following options:

- No further monitoring

- Move to a yellow card

- Continuation of red card

- Implementation of a home/school behavior plan

- Seclusion

- Exclusion

The completed card will be shared with parents.

All completed 'Red Cards' will be kept by the class teacher.

Yours Sincerely

Mr A Mills

Head teacher

Appendix 6

Sanctions

Stage	Examples of Behaviour	Sanctions	Notes
Stage 1	<p>Calling out in class</p> <p>Talking in class when asked to be quiet</p> <p>Running inside the school building</p> <p>Being in the wrong place at the wrong time</p> <p>Not lining up properly/pushing in the line</p> <p>Not concentrating during lessons</p>	<p>Reminder of appropriate behaviour (warning)</p> <p>Change of seating</p> <p>- Minute taken from golden time</p>	<p>A minute taken from a child's Golden Time usually follows a verbal warning</p>
Stage 2	<p>Persistent Stage 1 behaviour</p> <p>Rudeness/lack of consideration towards other children</p> <p>Preventing other pupils from working/ disruptive in class</p> <p>Damaging school/other pupil's property</p> <p>Harmful/offensive name calling</p> <p>Hurting another child through reckless actions</p>	<p>Lunchtime detention</p>	<p>If a child receives 3 detentions in any half term, a letter will be sent home to the child's parents.</p>
Stage 3	<p>Persistent Stage 2 behaviour</p> <p>Rudeness/inappropriate attitude towards a staff member</p> <p>Deliberately not following instructions</p> <p>Persistently being disruptive in class</p> <p>Continued lack of effort</p> <p>Persistent swearing</p>	<p>Yellow Card</p> <p>Year Group Leader informed and child's behaviour monitored.</p> <p>Parents informed.</p> <p>- Child receives 2 detentions.</p>	<p>Behaviour is monitored on the Yellow Card for a period of 5 days.</p> <p>If no improvement in child's behaviour, then a further yellow card or, if deemed appropriate, a red card will be issued.</p>
Stage 4	<p>Persistent Stage 3 behaviour</p> <p>Violent/threatening behaviour</p> <p>Stealing property</p> <p>Vandalism</p> <p>Abusive, racist or homophobic language</p> <p>Seriously endangering others' well-being</p> <p>Leaving school without permission</p>	<p>Red Card</p> <p>Head teacher informed and child's behaviour monitored.</p> <p>Parents asked to attend a meeting with Head Teacher.</p> <p>Exclusion from playtimes and extra-curricular clubs/activities for duration of red card</p> <p>Possible exclusion from school trips</p> <p>- Possible internal exclusion from lessons.</p>	<p>Behaviour is monitored on the Red Card for a period of 5 days.</p> <p>If no improvement in child's behaviour, then a further red card will be issued. Following this, if still no improvement, child will move to Stage 5.</p>

Stage 5	Persistent Stage 4 behaviour	-Parents to attend a meeting with class teacher and head teacher -Exclusion for a morning/afternoon -Exclusion for a fixed term	Pupil behaviour plan put in place (possibly with support from Local Authority Behaviour Support Team)
Stage 6	No improvement from Stage 5	Move towards permanent exclusion from school	