

Long Ditton St Mary's
Church of England (Aided) Junior School



BEHAVIOUR AND DISCIPLINE POLICY

November 2006

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BEHAVIOUR AND DISCIPLINE POLICY

The aim of this Behaviour & Discipline Policy is to create an orderly but friendly, caring school, which develops strong social skills, good communication and effective learning and a sense of communal responsibility. It is based on the principle that all pupils and adults are to be valued equally.

The Policy is made up of three parts:

1. Pupil Behaviour & Discipline Policy;
2. Our Home School Agreement;
3. Code of Conduct for All Staff.

WHAT WE AIM TO ACHIEVE

Pupils who are both socially and emotionally literate, which means they are:

- co-operative, courteous and respectful to both adults and to their peers;
- tolerant, kind, self controlled and co-operative;
- honest and caring;
- positive in their outlook;
- able to show respect for both their own and other people's property.

To encourage the above behaviour in pupils, it is expected that all adults within the school will adopt the same standards of behaviour.

HOW THESE AIMS CAN BE ACHIEVED

Everyone involved should help to create an enjoyable and productive atmosphere in classrooms, so that it is easy for pupils to learn and teachers to teach. **This is best achieved by using a consistent approach to behaviour management throughout the whole school.**

All Teachers and Teaching Assistants are expected to lead by example, through good speaking and listening skills and a positive attitude. They should:

- use a calm, firm tone of voice;
- keep eye contact;
- focus on the behaviour, not the person;
- avoid arguing (ie be non confrontational);
- give recognition for positive behaviour;
- clearly state expectations;
- acknowledge that to initiate a change in behaviour people should be prepared to consider their approach and attitude;
- know that consequences for undesirable behaviour should be fair, consistent, appropriate and commensurate with the cause;
- have high expectations of pupil behaviour;
- know that behaviour management focuses on praise and reward rather than sanction and criticism;
- Teaching should aim to engage, challenge and enthuse pupils regardless of gender, age or background.
- use a set of class rules which are agreed between pupils and class teacher, displayed in each class and sent home for information. These are backed up by our home/school agreement.
- use parental involvement and support, e.g. adherence to terms specified in the home/school agreement, follow up on any correspondence regarding behaviour issues and support any in-school behaviour plans.
- display positive approval of conscientious work.
- praise good behaviour and appreciate constructive attitude from class or pupil.
- encourage via reward (house points, stars, marble jars etc).
- through one to one teacher/teaching assistant support and mentoring listen to and treat seriously the child's feelings, problems and anxieties using class sessions to discuss any problems or issues arising.
- show a concerned interest in the pupil's external experiences away from school, reacting appropriately and taking any necessary action.
- show the pupils respect, acknowledging that they are listened to and valued as individuals.
- use parent/teacher liaison book to record issues of concern.
- record incidents of consistent, unacceptable behaviour.

WAYS TO ENCOURAGE APPROPRIATE SOCIAL/LEARNING BEHAVIOUR

- Involve the pupils in planning and organising their own work, as well as target setting in order to achieve greater commitment and sense of ownership.
- Use constructive feedback, using praise or criticism only within the context of informing exactly what they should be trying to achieve.
- Begin the lesson whenever possible with positive comments.
- Teachers and Assistants must be clear in their own minds and must make it clear to the pupil being reprimanded that it is the bad behaviour that is disapproved of, not the pupil itself.

- Comment on good behaviour displayed by children to encourage others to follow suit.

OUR BEHAVIOUR MANAGEMENT SYSTEM

Our behaviour management strategy is based on a system of “steps” and “stars.” If a child behaves inappropriately they are sanctioned with steps and if positive behaviour is displayed then stars are awarded. The following chart shows the progression of the step system and the sanctions that occur.

First sign of inappropriate behaviour e.g. calling out, swinging on chair, fiddling	A verbal warning is given. e.g. “I don’t want to see that behaviour, that’s your warning.”	No further action.
If the child repeats the same behaviour or does something else which is inappropriate	STEP 1 Initials are put on the sad side of the board.	An official warning, no further action.
If the child repeats the same behaviour or does something else which is inappropriate	STEP 2 Initials are put on the sad side of the board.	The child goes last at the end of the lesson, and for the rest of the day (last to break, lunch, home etc.).
If the child repeats the same behaviour or does something else which is inappropriate	STEP 3 Dot/tick put next to initials on the sad side of the board.	A ten minute task should be set as extra homework.
If the child repeats the same behaviour or does something else which is inappropriate	STEP 4 Another dot/tick put next to initials on the sad side of the board.	The child is taken to their assigned partner class for 15 minutes time out. Any work missed will be completed in the following break or lunch time.
If the child repeats the same behaviour or does something else which is inappropriate	STEP 5 Further dot/tick put next to initials on the sad side of the board. The child may also be taken to see the Headteacher and any missed work made up.	A letter is sent home to parents asking them to make an appointment to see the Class Teacher to discuss behaviour problems.

If the child displays particularly inappropriate behaviour, such as fighting, throwing furniture or swearing, they can be put straight on to step 4 and can be removed from the classroom immediately.

On occasions where this behaviour management system does not appear to be working for individuals, the Class Teacher and the SENCO may liaise, with the help of outside agencies, to develop an individual behaviour plan for the child. In such instances after full discussion,

at a Staff meeting, of all the behaviours exhibited pupils may be placed “On Report”. See Appendix 1 for a sample report form and Appendix 2 for the letter to parents informing them of the collective School report decision.

When a child displays positive behaviour, such as being helpful or sitting quietly when the teacher is trying to get the class’ attention etc, then their initials are put on the smiley side of the board. Their initials can be ticked as many times as appropriate. Each child who has their initials on the good side of the board gets a star in the star book at the end of the day.

Good behaviour certificates and star stickers for individual records in pupils’ School Planners are awarded when a certain number of stars (see below) have been obtained. These are presented during notices after Thursday assembly.

6 stars obtained	Good behaviour certificate
4 Good behaviour certificates	Gold behaviour certificate
8 Good behaviour certificates	Super Gold behaviour certificate
12 Good behaviour certificates	Platinum behaviour certificate
16 good behaviour certificates	Diamond behaviour certificate

OTHER POSSIBLE METHODS OF REWARD:

- House points;
- House Captain system, library monitors & other class monitors;
- show/display good work;
- congratulating individual within class;
- group praise in assembly, school newsletter etc.;
- informing parents;
- parental praise;
- stickers, badges etc.;
- special mention certificates;
- valuing activities and awards achieved out of school.

POSSIBLE TASKS FOR WRONG DOING

This must 'fit the child'. The punishment could include some of the following:

- letter writing to apologise;
- useful, helpful, positive activities such as sharpening pencils, tidying up;
- loss of morning and/or lunchtime play when reading/class work/homework is completed or continued;
- in extreme circumstances, removal of privileges, e.g. monitor, house/vice captain status etc...

- Please note a pupil on report will not be allowed to stand in house or School council elections.

GUIDANCE ON GIVING CORRECTION

At no time should any person feel uncomfortable or intimidated by the actions of others, therefore adults should:

- Act swiftly to deal with unacceptable behaviour;
- Stay aware - you can possibly intervene before the worst occurs;
- Use words that make it absolutely clear that the behaviour is not acceptable;
- Make quite clear what *is* the expected behaviour;
- Pupils should be made aware that their behaviour to and from school reflects the school;
- Give reasons to the pupil why the behaviour should be changed and discuss suitable strategies.

Care should be taken not to undermine the authority of other school staff. Always check and discuss, with any colleagues who may have dealt with pupils from your class, what has happened.

In all situations, discretion should be used.

ROLES AND RESPONSIBILITIES FOR MANAGING BEHAVIOUR

Class Teachers are responsible for consistently following the agreed Behaviour & Discipline Policy and for monitoring rewards and sanctions both in the classroom and in the playground. They are responsible for discussing with children any issues arising, either individually or as a class. This may result in impromptu circle time if the need requires it. They are responsible for maintaining and monitoring any individual behaviour plans and reward systems for children they teach. They are responsible for making initial contact with parents regarding the child's behaviour.

Teaching Assistants and Lunchtime Staff are also responsible for consistently following the agreed behaviour and discipline policy.

Upper and Lower School Coordinators are responsible for supporting members of their department in enforcing the School's Behaviour and Discipline Policy in the classroom and in the playground, in addition to the roles and responsibilities of the class teacher. They are also responsible for liaising with the SENCO where a pupil's infringement of the Behaviour and Discipline Policy may signal special educational needs.

The SENCO is responsible for ensuring that children with continuous behavioural problems have an individual behavioural plan (IBP.) It is also the role of the SENCO to arrange consultations with outside agencies for children with behavioural issues, acquiring parental consent as necessary. The SENCO has joint responsibility, along with the Headteacher, in writing a Pastoral Support Plan (PSP) for pupils at risk of permanent exclusion.

The Headteacher is responsible for consistently enforcing the Behaviour and Discipline Policy and by overseeing the review and monitoring of the policy in light of ongoing practice. The Headteacher is also responsible for being available, where possible, to assist with emergencies relating to behaviour in the classroom and providing adult supervision at lunch times and break times for any child needing to stay in.

The Governors are responsible for approving and reviewing the Behaviour and Discipline Policy. They are also responsible for monitoring fixed exclusions, forming a committee for permanent exclusions and for providing a representative for Headteacher/Parent/Governor meetings for pupils on route to permanent exclusion or where other serious behavioural problems arise.

Outside Agencies are responsible for supporting the school when pupils are referred to them.

Parents are responsible for supporting the school's ethos, behaviour policy and adhering to the home/school agreement.

Pupils are responsible for adhering to the class and school rules and for helping to create a positive school environment.

Visitors to the School should be made aware of their responsibilities under this policy.

MONITORING AND EVALUATION

The behaviour policy will be discussed in the staff meeting twice yearly to ensure that it is meeting the school's current needs. This session will also provide an opportunity to discuss children that are causing concern, and ensuring consistency is maintained.

OUTSIDE AGENCIES

It is the responsibility of the Class Teacher to alert the Upper or Lower School Coordinator and SENCO of any behavioural problems that the children display. The SENCO will then arrange consultations with the appropriate outside agency, at an appropriate time.

PHYSICAL INTERVENTION

Physical intervention and restraint using "reasonable force" may be used in extreme situations. This will only be done by assigned people under specific circumstances. See separate Restraint policy for guidance.

LINKS WITH OTHER POLICIES

- Teaching and Learning
- Attendance
- Equal Opportunities
- Anti-bullying
- PSHCE
- SEN
- Inclusion