



BEHAVIOUR POLICY

July 2017

This policy should be read in conjunction with:-
Henleaze Junior School Anti-Bullying Policy.
Henleaze Junior School Anti-Racism Policy.

Rationale:-

To create a safe, secure, happy environment with a positive ethos of praise. To ensure consistency of approach appropriate to the age of the child. To demonstrate the value that is attached to social learning and the high expectations of behaviour and respect for everyone involved in the school community.

School expects children to:-

- Listen carefully.
- Follow instructions the first time.
- Be caring, courteous and co-operative.
- Walk quietly and sensibly around school.
- Learn to respect other people, their possessions and the school environment.
- Behave politely at meal times.
- Comply with the Golden Rules – See [Page 3](#)

Examples of this in practice are given on [Page 2](#).

Staff will:-

- Reward good behaviour as often as possible and appropriate.
- Be fair and clear when things go wrong.
- Be prepared to listen and hear everyone's point of view.
- Consider all evidence before drawing conclusions.
- Intervene early to make sure everyone is safe.
- Use a calm, but firm voice to discuss the situation without prejudging what has happened.
- Use sanctions consistently

Examples of rewards and sanctions are given on [Pages 3 to 5](#)

Strategies to manage behaviour:-

- Create a happy caring environment.
- Establish boundaries of acceptable behaviour by establishing with the children a small set of Golden Rules (which are displayed in the classrooms).
- Head and staff to reintroduce and remind children of Playground Rules and Golden Rules each year.
- Golden Time at the end of the week used as a reward for following the Golden Rules
- The use of a calm manner by all staff when dealing with behaviour issues.
- Recognising and rewarding achievement to promote self esteem.
- Discussion and reflection recognising that children need to be heard.
- School Council / Buddies trained in Peer Mediation
- Use of verbal praise, stickers and certificates to reward good behaviour.
- Create action plans to modify problem behaviour with the involvement of parents, teachers and children.

Adults are expected to show respect for children. This means:

- They should model polite, considerate behaviour
- They must not seek to humiliate children in front of their peers or other adults.
- They should address children calmly and kindly, unless given cause to be stern due to children deliberately breaking the rules or failing to respond to polite requests related to the above expectations.
- They should respond to children's behaviour using the rewards and sanctions agreed in the Behaviour Policy. Children can only be punished for breaking rules which have been agreed and of which the children are aware.
- They should assume children are innocent and well-intentioned unless there is evidence to the contrary.
- They must remember that their role is to teach children how to behave appropriately, not berate them for failing to live up to expectations.

BEHAVIOUR EXPECTATIONS:

- Listen carefully
 - Look at the speaker
 - Appropriate body language
 - Listen respectfully to other children as well as adults
- Follow instructions first time
 - Subject to clarification if necessary
 - Without answering back or muttering
- Be caring, courteous and co-operative
 - Hold doors open
 - Respond to greetings
 - Give way to adults
 - Offer to help others
 - Help with a smile
- Walk quietly and sensibly around school
 - When moving as a class, in single file
 - When moving during lesson time, in silence
 - Keep to left on stairs and in corridors
 - Inside the building, walk, don't run
 - During lunchtimes, playtimes and pre and post school, using quiet indoor voices
- Learn to respect other people, their possessions and the school environment
 - Speak kindly to people
 - Include people in games and conversations
 - Hang up coats and bags tidily
 - Pick up things lying on the floor and put them in the right place
- Behave politely at meal times
 - Good manners at the table
 - Pick or wipe up dropped food
 - Keep voices to a sensible conversational volume
- Comply with the Golden Rules
 - Which are displayed around the school

GOLDEN RULES:-

Do be gentle	Do not hurt anybody
Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your or other people's time
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth

REWARDS:-

Team Point – given by any member of staff for good work or for modelling school values or upholding Golden Rules

Table Points – given by teachers to groups of children who work well together, tidy up efficiently, model good behaviour

Stickers – given by any member of staff in recognition of a particularly good piece of work or particularly noteworthy good behaviour

Certificates – Awarded by the Headteacher for achieving certain Team Point totals – cumulative throughout Junior School

Golden Time – 30 minute entitlement every week for all children, with a choice of activities chosen in consultation with the children

Class Rewards – eg Marble Jar: Free time, additional play, or a treat chosen by the children as reward for achieving class targets.

Playtime Awards – given by Playground Buddies as reward for kind behaviour at playtimes

Raffle tickets – awarded by Buddies as a reward for sensible behaviour at end of playtimes

Roll of Honour – Two or three children nominated by class teachers at end of each term for consistently excellent behaviour

SANCTIONS:-

Level 1:-

- Reminder about appropriate behaviour.
- Warning that there will be a consequence.

Level 2:-

- Separate / remove children from source of problem.
- Deduct 5 minute entitlement to Golden Time
- If at playtimes / lunchtimes, stay with staff on duty for 5 minutes

Level 3:-

- Send child to another class with work for fixed time: 15 minutes or remainder of lesson depending on circumstances.
- Child to complete Behaviour Diary.
- If at playtimes / lunchtimes, give child a Red Card to hand to teacher.
- Deduct 5 minute entitlement to Golden Time

Level 4:-

- Send child to Headteacher (with Behaviour Diary).
- Headteacher to inform parents.
- Behaviour Log to be kept.

Level 5:-

- Send child to Headteacher.
- Headteacher to request parents' attendance to discuss incidents.
- May result in exclusion

Responses to low level inappropriate behaviour will usually start at Level 1 with a warning, and progress up the levels each time the action is repeated within an appropriate timescale: eg, wandering around the classroom, if repeated that day, but not if repeated two weeks later. Staff must use their judgement, remembering that sanctions must be immediate and proportionate to be most effective.

Responses to more serious incidents will usually start at Level 1 for first offences, but staff will need to use their judgement to decide if it should go straight to Level 3. This will often depend on whether the child has committed this offence before, and will also be influenced by whether other children have been upset by their actions.

Behaviour at Level 3 or above will be recorded on the child's records in SIMS.

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In the case of very serious incidents the Head must always be notified.

The Head will maintain Behaviour Records on all children who commit very serious offences and on children who repeatedly misbehave at a lower level.

If child's behaviour is still unacceptable, after the implementation of an action plan and a period of monitoring, then exclusion procedures may be utilized in accordance with the Local Education Authority's Exclusion Guideline.

INDIVIDUAL BEHAVIOUR PLANS

In some cases, following a Risk Assessment or in accordance with recommendations from a Review Meeting, a child may have an Individual Behaviour Plan (IBP), in which case the procedures in this Behaviour Policy may be varied for that child. An IBP will be reviewed on a regular basis and the aim will be to modify behaviour patterns to a point where the plan can be withdrawn.

EXAMPLES OF UNDESIREABLE BEHAVIOUR:-

Inappropriate behaviour – May get no further than Level 2 unless persistent

- Wasting resources.
- Wandering around the classroom.
- Doing no work.
- Dropping litter, throwing or flicking objects in the classroom or out of the windows.
- Calling out or shouting in class.
- Unsocial behaviour at the lunch table.
- Telling lies.
- Swearing as part of general conversation.
- Teasing or deliberately 'winding up' other children.
- Answering back.
- Unhelpful, unco-operative behaviour.

More serious incidents – May go straight to Level 2

- Blatant refusal to accept adult's instructions
- Vandalism, including writing graffiti on walls, desks or books.
- Leaving the classroom without permission.
- Spoiling other children's work, including making fun of another child's work.
- Misuse of toilets and wash areas.
- Interfering with another person's property.
- Threatening or intimidating behaviour to peers, including swearing at another person.
- Irritating noises - antisocial, crude behaviour (passing wind and belching), spitting.
- Arguing with an adult, including walking away when adult is talking.

Very serious incidents: Straight to Level 4

- Theft.
- Running out of school.
- Physically violent behaviour (fights and physical attacks on others).
- Racist or minority group remarks or behaviour.
- Inappropriate touching.
- Bullying (i.e. repeated and persistent threatening, intimidating or harming behaviour).
- Refusal to follow safety instructions, misuse of equipment.
- Stone throwing or any dangerous play.

Lunchtime Detentions

Children may be detained in a classroom for half an hour at lunchtime if they fail to meet the basic expectations for polite, sensible and safe behaviour in classrooms and around the school.

A detention may be given by a member of staff who finds a child:

- Talking to a neighbour in assembly
- Running in a corridor or stairway
- Crowding on a staircase
- Pushing through a doorway
- Pushing past people
- Talking too loudly or shouting in the classrooms, corridors, stairways or hall, either during lesson time or playtime or lunchtime
- Behaving in a way that is dangerous or detrimental to the working atmosphere inside a classroom

The member of staff should first stop the child and in a calm but firm voice tell them that what they are doing is unacceptable, and explain what they are expected to do instead.

If they subsequently

- Repeat the behaviour
- Fail to respond when spoken to
- Answer back in an insolent or arrogant manner
-

then the child should be given a lunchtime detention – at the next available lunchtime.

Teachers giving detentions will need to record the name of the child and the date in the Detention Book (kept in the staffroom).

Lunchtime detention will take place in a designated classroom (or Meeting Room if wet) from 12:45 to 1:15 each day. It will be supervised by a member of the teaching staff on a three week rota.

During lunchtime detention children will be expected to sit at a desk in silence. They will be given paper and pencil and asked to write out the Golden Rules. They will then be expected to copy out the golden rules and highlight the ones that they have broken, and then consider how they should have behaved. They will be expected to complete a Behaviour Diary Sheet which needs to be signed by the teacher on duty and returned to the class teacher.

Children will be expected to arrive on time for lunchtime detention. There will be penalties for late arrival in the form of lost golden time. Very late

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attendance or failure to turn up at all will mean the detention is carried over to the next day.

The teacher on duty will tick off the names of those attending in the Detention Book. In the classroom will be a tray containing paper, pencils, copies of the Golden Rules, the Detention Book and Behaviour Diary sheets. The teacher on duty will note if these are running low and will request more from the Reprographics Room.

SMSAs will have small pocket notebooks. They must place these in the DHT's pigeon hole if there are any names in it. The DHT will write the names into the Detention Book. The notebooks will be returned to the SMSAs locker to pick up when they arrive for work the next day.

If a child misbehaves during the detention time, part of their time may be carried over to the following day. A single detention will be for a maximum of 30 minutes, and children will be allowed out at the end to get fresh air and exercise prior to afternoon lessons.

Conclusion

This policy, which will be reviewed and updated as appropriate, should be read in conjunction with:-

Henleaze Junior School Anti-Bullying Policy.
Henleaze Junior School Anti-Racism Policy.

Name:		Date:	
What I did	Why this was not a good thing to do	How I can put it right	What I will do next time

Signed: Teacher _____ Parents / Carers _____

Name:		Class:	
Date	Summary of incident	Summary of action taken	Dealt with by:

