



LARKS HILL J&I SCHOOL

Behaviour Policy

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Owner	James Parkinson

Larks Hill J&I School

Behaviour Policy

Introduction

The establishment of a calm and orderly learning environment in school and in the classroom is key to effective learning and teaching in our school. Effective learning and teaching is dependent on positive relationships between staff and pupils, and between pupils themselves. Our policy at Larks Hill Junior and Infant School is based on a positive approach towards managing behaviour. A major part of our policy is based on using positive reward strategies; also the use of agreed sanctions to ensure the behaviour is maintained at a high level. At Larks Hill Junior and Infant School we have a responsibility to ensure that everyone has the right to learn in an environment where they feel safe, happy and valued.

Key Points:

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. (section 91 of the Education and Inspections Act 2006)
- The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can confiscate pupils' property.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure the school are compliant with to safe guarding and promoting the welfare of children.

Aims:

Our school aims to:

- Provide an environment where learning is enjoyable.
- Care for and value everyone in the school community.
- Provide a secure environment where everyone is respectful to each other.
- Encourage children to share the responsibility for their own education.
- Promote good relations with others at school and in the community.
- Help each individual to discover and develop new skills and abilities.
- Encourage children to be moral, self-disciplined, hardworking and caring.
- Provide challenge and support to achieve high standards.

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

Objectives:

To meet these aims through our Behaviour Policy we have set the following objectives.

- All members of the school community will be involved in implementing this Behaviour Policy.
- Staff and children will behave towards each other with mutual respect, consideration and tolerance.
- We will celebrate positive behaviour with agreed strategies to share praise and rewards.
- The school will involve parents at an early stage if their child is persistently behaving in an unacceptable way or if a serious incident has occurred.

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, arrangements of furniture, 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. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption and be well labelled to promote independence. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise is used to encourage good behaviour as well as good work.

The Curriculum and Learning:

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

School Ethos:

Positive behaviour is consistently reinforced. The school teaches around the philosophy of the 6 R's which are Responsible, Reasoning, Resilient, Resourceful, Respect and Reflective. This philosophy intends to improve learning through attitudes and dispositions through a focus on the six areas of learning behaviour. Children are provided with consistent positive encouragement and recognition when they demonstrate positive behaviour.

Incentives:

We have "whole school" incentives and rewards to recognise and celebrate good behaviour, good work, helpfulness to peers and adults.

Whole school incentives are:-

Celebration Assembly:

This is a valued and special time, at 2.30pm on a Friday afternoon the whole school come together for a celebration assembly. Throughout the week children who try hard and show many attributes of the 6Rs are identified. They will be presented with a certificate providing the reason why they have been chosen and then their names will be published in a newsletter which goes out to parents on a Friday afternoon.

Team Points:

Team points can be awarded by any member of staff. All members of staff need to carefully monitor the use of the team point charts in their classroom. Each child will be part of a School Team (Tree names) and will be awarded team points for a variety reasons. At the end of each week all the team points in all classes will be counted and the winning team receives a leaf onto their branch which is displayed in the hall. This is celebrated each week and the Team with the most leaves at the end of each term will take part in a reward activity which will be agreed at the beginning of each term. At the end of each week when the team points are counted, for each class there will be a points system that produces a winning tree. Each class will have a point's score that is 5 points for the winning tree, 4 points for second and so on. All the class points are added together to identify the winning tree which will then receive a leaf on the school tree. At the end of each term the winning tree have a celebration.

Team Points will be awarded for:

Outstanding behaviour – full engagement in learning, listening to the teacher and others, showing outstanding attitudes, trying hard with their work, contributing to discussions etc. Team Points should be awarded for exemplary attitudes and behaviour. Team Points can also be awarded to children who have significantly modified their behaviour during a session.

Teachers should display a 'Team Point Tally Chart' in each classroom where it is visible for children and when awarding a child a Team Point, they should immediately receive a tally. The child should be told why they are receiving a Team Point. If a pupils behaviour deteriorates in a lesson, they would also move down the structured consequences, however, if they significantly modify their behaviour in the same session, they can be still be rewarded a Team Point. Team Points should not be removed from previous sessions.

Sanctions:

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- It should be the behaviour rather than the person that is punished.

At the start of each new session (Lesson) there would be a fresh start for each pupil and each individual would have the opportunity to re start and maintain the expected positive behaviour in their learning.

Classroom Sanctions:

Level and Action:	Sanction
Level 1 Child daydreaming, fiddling, looking out the window, messing, doodling (not disrupting learning of others) etc	Non – Verbal A look, standing near the child, rewarding those following rules, praise children next to them.
Level 2 Talking, distracting others, slow to complete work, swinging on chair, arguing over equipment, non-verbal signals across room, refusal to follow instructions etc. Continuation of this will result in 1 minute loss of reward time.	Verbal Warning A verbal warning to the child explaining their action and the consequence if they continue. Praising and rewarding others around who are following instructions.
Level 3 Continuation of level 1 or level 2 actions.	Lose 5 minutes of a break time. If the pupil continues to make the wrong choices then they have a section of their break time taken away. This cannot be earned back.

Level and Action:	Sanction
<p>Level 4 Continuation of Level 1, Level 2 or level 3 action - rudeness to staff, throwing equipment etc</p>	<p>Loss of Playtime (15 minutes of lunch) If the pupil still continues to disrupt the learning or distract others from their task then they will lose all of their morning break or 15 minutes of their lunch break.</p>
<p>Level 5 Swearing directly at an adult, threatening behaviours- verbal and non- verbal. Racist or homophobic name calling, deliberate physical violence towards a child, lying to an adult</p>	<p>Sent to a member of the leadership team. The pupil will spend time with a member of the leadership team where a discussion will be held as to why the pupils behaviour has continued to disrupt others from learning. During this time their parents will be informed.</p>

Exclusions:

Larks Hill Junior and Infant School complies with current DFE exclusion guidance (2012)

- If an incident is deemed serious enough to involve fixed term exclusion, the Headteacher will endeavour to contact the parents on the day of the incident.
- A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them.
- Work will always be provided for the length of the exclusion. It is expected that this is returned to be marked.
- Parents must meet with the Headteacher or Deputy Headteacher on the day that the child returns to school to ensure such events don't reoccur.

Fixed term ('temporary') exclusions:

This involves the child being asked to remain at home for a defined period. During this period, responsibility for the child passes to the parents. The Headteacher informs the Governing Body about any fixed-term exclusions beyond five days in any one term.

Permanent exclusions:

The decision to exclude a child permanently is a serious one and governors should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have been a number of fixed term exclusions first but, in extreme cases a permanent exclusion may be appropriate. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The Headteacher informs the Governing Body about any permanent exclusion. The Governing Body has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors - (see DFE exclusion guidance 2012)

Lunchtime Supervision:

At lunchtime, supervision is carried out by the Lunch time Supervisors. Children can be awarded Team Points and Lunch Raffle Tickets by the lunchtime supervisors for good behaviour, kindness to others, helpfulness etc. The Raffle tickets are put in a box and 3 pupils are randomly chosen each week in the Achievement assembly. They will receive of school prize which is a pencil and a rubber. The Lunchtime Supervisor and mid-day assistants are expected to ensure that all children are behaving appropriately. Usually this consists of reminding children of the standard of behaviour expected. The mid-day assistants keep note of children who continually misbehave. Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher or the Deputy Headteacher. This results in loss of playtime or a higher consequence if necessary.

Lunch time sanctions: