

BEHAVIOUR POLICY

April 2009

Reviewed January 2010 Reviewed Autumn 2010 Reviewed April 2012
Reviewed October 2013 Governor review May 2014 Reviewed
December 2014 Reviewed April 2015 Governor review May 2015
Reviewed by governors, staff and pupils May 2016 Reviewed June 2017

See also policy on "Use of reasonable force"

Aims:

- ❖ To promote self-discipline and proper regard for authority among pupils
- ❖ To encourage good behaviour and respect for others
- ❖ To ensure pupil's standard of behaviour is acceptable
- ❖ To regulate student's conduct

Principles:

- ❖ At John Randall we believe that rules are necessary for the safety, consideration and well being of all.
- ❖ A consistent behaviour policy will support a calm environment where teachers can teach and children feel safe.
- ❖ Children should know the rewards that good behaviour brings.
- ❖ Children should know the class rules and school expectations and the reasons for them.
- ❖ Parents should know what the school expects and what will happen when behaviour falls below the expected level.
- ❖ Good behaviour is the shared responsibility of all staff.
- ❖ The school recognises the need to teach the children good behaviour within the curriculum.

To achieve our aims we will have the following expectations displayed around the school.

- ❖ *Be kind to everyone and treat them with respect*

- ❖ *Work calmly so that everyone can learn*
- ❖ *Do as we are asked first time*

Each class has classroom rules, which are drawn up with the children.

To encourage children to follow our rules we will recognise appropriate behaviour with praise, smiles, raffle tickets, class treats, golden time and positive notes home. However if a child chooses to break a rule, the following steps will be taken.

Foundation Stage

A visual traffic light system will be used prior to steps 1 to 5 below unless the behaviour is severe. All children will begin on green and move to amber and then red. When on red, they can redeem themselves and get back to amber. Any adults walking into the room can see and react appropriately to the traffic lights.

KS1 and KS2

- Step 1 Warning and the child's name is written on the behaviour tracker.
- Step 2 5 minutes working away from the group.
- Step 3 10 minutes working away from the group.
- Step 4 Sent to another class to complete a Behaviour Journal. This is then sent home for the parents to sign. Red journal slip given to headteacher which is logged and then recorded on the computer.
- Step 5 Sent to the head teacher. Excluded from the classroom for the remainder of the session.

Strategies to promote positive behaviour:

- ❖ Praise
- ❖ Positive letters home
- ❖ Certificates
- ❖ Smiles/raffle tickets
- ❖ Behaviour Chart

- ❖ Golden time

Behaviour certificates:

Each class teacher keeps a class record of behaviour on a tick chart (a tick represents a week of good behaviour). If the children reach a number 2 or above they lose their tick on the behaviour chart.

- ❖ All ticks = RED 'excellent' certificate.
- ❖ Half or more ticks, but not all achieved = BLUE 'good' certificate.
- ❖ A covering letter for any journal to be sent home to inform parents
- ❖ 3 journals within a half term - a letter is sent home to invite the parents to meet with the class teacher and headteacher. An action plan to be developed at this meeting

Discipline hierarchy involves the use of a behaviour tracking sheet (see attached).

This provides a permanent record of childrens' behaviour. Once completed these must be kept in the behaviour file.

A separate record is kept in the behaviour folder/log severe incidents.

Definitions of severe Disruption:

A fixed term exclusion will be considered for the following:-

- ❖ Blatantly abusive - If the abusive language is directed towards another person with malicious intent (if they really mean it).
- ❖ Violent behaviour - thumping, kicking, biting, pinching and throwing objects to threaten or injure another person.
- ❖ Absconding - taking themselves off without permission.
- ❖ Use of inappropriate sexual behaviour.

- ❖ Vandalism - Parents are requested to pay or make a contribution.
- ❖ Stealing with intent (there must be substantial evidence.)

In addition if pupils use offensive language (I'm not doing that ***** work) that is not specifically directed at an adult, the parents will be informed by letter in the post. They will be sent to the Headteacher who returns with them to class and tells the class about the letter home.

Liaison with Learning Mentor.

A CAF (Common Assessment form) may need completing with parents and a TAC (team around the child) meeting set up.

When a child continues to display disruptive behaviour, they may be referred to the Fair Access Panel for a managed move, placement at a Pupil Referral Unit or advice

Use of Parenting contracts

A parenting contract may need to be drawn up to enable school and home to work together in cases of on-going poor behaviour or where a pupil moves from another school with extreme behavioural issues.

Consequences for inappropriate behaviour in assembly:

- ❖ Will be asked to leave assembly and go back to the classroom.

Dinner time

Consequences for inappropriate behaviour

All instances of inappropriate behaviour are dealt with by the lunchtime supervisors and reported to the Play Leader. If necessary the Play Leader will refer this to the Class Teacher and/or Headteacher.

More serious incidents are recorded by the Play Leader. This may result in a child missing a lunchtime break.

Persistent offenders will be identified.

Parents will be sent a letter stating that if their child continues to be a persistent offender during the next week he/she will receive a week of lunchtime exclusions at the end of half term.

Leaving the classroom or school grounds

If a pupil runs out of a class we will establish where he or she has gone. Adults must not run after them but will send a message to the office for support. It is advisable to keep a watchful eye on any child who has taken him/herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises parents will be contacted. If they are not at home the police will be informed that a pupil has left school and is at risk.

The power to use reasonable force or make other physical contact

Refer to policy on 'Use of reasonable force'

When a multi- agency assessment should be considered for pupils who display continuous disruptive behaviour

Referral to FAP (Fair Access Panel)

Power to discipline beyond the school gate

Through assembly and PHSE lessons pupils are made aware that their behaviour both within and outside the school gate should be acceptable. Incidents of unacceptable behaviour outside of school will be dealt with on an individual basis.

Screening and searching and the power to use reasonable force.

School staff can search a pupil for any item banned under the school rules, if the pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or possessions without consent where they suspect the pupil has certain prohibited items.

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.