

“Together We Achieve”

Annfield Plain Junior School

BEHAVIOUR POLICY

Updated September 2021 – to be read together with staff guidance for behaviour and positive handling policy.

To be reviewed autumn 2023

POLICY FOR BEHAVIOUR

Introduction

- THIS DOCUMENT is a statement of the aims. Principles and strategies for dealing with 'Behaviour' in Annfield Plain Junior School.
- IT WAS DEVELOPED originally in 1995 and is reviewed every 2 years through staff consultation, with appropriate changes made. It should be read in conjunction with the school's guidance for staff on Behaviour Management.

Why is good behaviour necessary?

- 'A school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. Bad behaviour disrupts these processes'

Aims

- There should be a whole school approach to promoting good behaviour which is based on collectively derived and shared values; as well as rights and responsibilities.
- The school recognises the importance of PSHE and Citizenship Education, as well as school's life skills programme, as a means of promoting the values of mutual respect, self-discipline and social responsibility.
- The school also recognises the crucial role parents have in shaping their child's attitude which produce good behaviour in school. Their behaviour will reflect the firm guidance and role model they present to their child. Therefore, the school will actively seek the co-operation of all parents in the implementation of this policy.
- Realistically we aim to reduce negative behaviour by positively acknowledging good behaviour amongst our children and setting out to create an orderly and purposeful school environment.
- Clear distinction should be made between minor and serious offences and individuals, rather than whole groups, should be sanctioned. Sanctions should as far as possible be positive, not damage relationships or a child's self-esteem; they should not infringe on the aims and principles of the school.

Principles in promoting good behaviour in our school.

PARENTS:

As a school we should promote a welcoming atmosphere which encourages parents to become involved, formally or informally, in school life. All parents should be made aware of the school's behaviour policy, information about which will be sent to them in the school brochure and will be available on the school website. They should be actively involved in seeking solutions to situations, involving their child, which are causing major concern. Parents should also be offered support to build a consistent approach towards improving behaviour.

Parents should be aware that the school's Charging Policy expects them to accept responsibility for loss or any intentional damage their child may cause to premises or equipment. E.g. ruler, library book etc.

An important component of our behaviour policy is that parents should be informed of their child's achievements as well as any behaviour incidents, through personal contact by staff and letters / certificates sent home.

CHILDREN

We are a rights respecting school. There should be opportunities for all children to take responsibility for their actions and for the standards of their behaviour. This is integral to school's behaviour system. Every opportunity should be given for older children to set good examples to younger ones, positive peer role models and for all children to look after each other's interests. It is essential for staff in school to recognise both the academic and non-academic achievements of each child. Teaching staff are encouraged to inform parents of both positive behaviour and areas for improvement in behaviour.

Children with severe emotional and behavioural difficulties, or those with behaviours impacting on learning, are offered additional support to overcome such barriers to learning.

Support school offers is:

- additional home-school contact through home-school behaviour book and/or regular contact;
- referral into school internal support (e.g. group Getting Along, social skills, Listening Matters);
- referral into school bought external support e.g. the EWEL team (emotional wellbeing and behaviour service), school counsellor, crisis response, educational psychologist;
- referral to external services e.g. off-site provision such as Waves or pupil referral units – Willows/Beeches, camhs referral for emotional wellbeing. This referral would result in an Individual Education Plan being produced to respond to the emotional and/or behaviour problems.
- exclusions are used for extreme behaviour issues where a child poses a risk to others, staff and/or pupils or themselves or causes extreme disruption making teaching impossible on a regular basis. Exclusions are a last resort and are only used if all the above have been exhausted.

STAFF

All members of staff, teaching and non-teaching, have the power to improve the standard of behaviour of the children in our school through effectively promoting an ethos of good work and positive behaviour. This should be reflected in the feelings of staff and children that they are both valued and respected within the school community.

Within the classroom it is generally agreed that if lessons are well organised and well delivered this will help to secure good standards of behaviour.

All staff working directly with pupils are encouraged to use our positive handling training to support them with the management of pupils with complex, unsafe behaviours. Time-out is a recommended technique, especially during playtimes and lunchtimes to allow pupils calming time down before discussing any incidents. Staff are recommended to use calming techniques such as asking pupils how they are feeling, rather than what they have done. If situations escalate positive handling techniques should then be followed (read the positive handling policy).

All staff should have the support of the school management when they are facing difficulties with behaviour. (For additional support for staff see staff guidance information)

GOVERNORS

The governing body can make positive contributions to developing and monitoring the school's behaviour policy. They also have specific responsibilities relating to exclusions of children from school for inappropriate behaviour, in line with agreed L.A. procedures.

The Head Teacher has a duty to ensure that the governing body is kept in touch with all significant developments in their school concerning behaviour. Regular updates on exclusions, support offered in school is given to governors in the Headteacher's report in the full governing body meeting each term.

Strategies for promoting positive behaviour:

- The school has produced “Annfield Plain’s Big Promise”, with associated rights and responsibilities relating to behaviour being displayed and discussed in classes both by staff and school council.
- We are a Rights Respecting School and pupils formulate their rights and responsibilities for their classrooms, the dining hall and house teams. Rules will be kept to an essential minimum and will include only those which the school can enforce. The children will be involved in the formulation of such rules and are encouraged to understand their rights and responsibilities. Pupils are encouraged to maintain this positive approach to rights and responsibilities outside of school, in their local community and homes.
- The school operates two systems of rewards. The first is a highly structured house point system which is meant to reward children positively for achievements reached. This system recognises the child’s accumulation of house points leading to the presentation of personal awards, whilst still contributing to a general house total. This system is separate from the school’s behaviour system.
- The school operates a highly structured behaviour rewards and sanctions green card system with daily and termly rewards for good behaviour (green card daily; bronze, silver and gold certificates termly with a letter home for good behaviour if a gold certificate is received, end of term treat for those not in detention) . This is displayed in all class rooms.
- The school also operates pupil of the week awards presented by the class teacher, weekly class attendance award and the headteacher’s happy face awards. All of these support and encourage pupils to demonstrate positive behaviours.
- Trained playground pals, playground leaders, hut monitors, librarians, eco group and rights respecting ambassadors are used at playtimes and lunchtimes to encourage pupils to have successful playtimes and lunchtimes, building positive social skills.
- **Some pupils may need time out before discussions take place to resolve disputes/ incidents; the rights and responsibilities language should be used during these discussions. In addition, following a dispute staff should ask the key questions, “What were you thinking when you...?” and “How were you feeling when you...?” not the question, “Why did you do it?”. This gains a clearer understanding for the staff and the pupil as to their actions.**
- All staff are encouraged to talk things through with children when they are being problematic and to foster good home-school relationships. (Again using the language of rights and responsibilities.)

GOOD BEHAVIOUR IS THE COMBINED RESPONSIBILITY of **all staff, teaching and non-teaching**, who should maintain good behaviour throughout the school and at all times be good models of behaviour, consistent with the school policy.

ALL CHILDREN HAVE THE RIGHT of equal access to learning, both social and academic, and should not be hindered by the behaviour of others.

Strategies for Recording and Reporting

- Each teacher will retain a book ~ a **consequence book**~ in which to record those incidents of inappropriate behaviour which they deem to be of a serious nature and for which a penalty point or points have been given. If a penalty point is given it is essential that the giver writes it in the consequence book. Remember, each term a pupil starts again with zero penalty points. Parents should be informed by the class teacher if their child receives a penalty point.
- When a child has had three penalty points in the consequence book they will be given a detention, **supervised by the class teacher**. Parents will then be informed by the class teacher of this detention, preferably through a phone-call or direct conversation, after school. The vast majority of our parents welcome contact with school at an early point if their child is behaving badly at school. **Please remember not to discuss any such issues at the school gate but ask the parent into school to allow privacy.** If a child receives a detention, they miss the end of term treat.

- In addition, for persistent low-level disruption a home-school behaviour book can be used with specific targets for that child to be met throughout the day. To encourage the child to accept responsibility for their actions they must honestly tick or cross each target throughout the day, the book should be signed by teacher, sent home and signed by parents to be returned next day. It is the class teacher, working with the parents/carers who monitor the book, although if successful pupils can then take their book to show the Headteacher or Deputy Headteacher at the end of a week for a special sticker and praise.
- If the above strategies fail to bring about the desired behaviour, then a meeting will be held involving the child, parent and school. Referral to outside agencies may then occur and there will be weekly or daily reporting to parents and personal targets set for the child to achieve. For referral to external agencies parental agreement must be sought in a written form.
- If all the above are exhausted then fixed term exclusions may occur. The Governing Body will be informed of exclusions, any subsequent contracts that are set up and external agency involvement. Following exclusions, a contract may be set up between school, the pupil and the parents if deemed necessary.
- Children will be presented with their behaviour achievement award certificates ~ Bronze, Silver and Gold ~ each term as they attain them. Parents of those children who receive their gold certificate will receive a commendation letter from the Head Teacher.
- When a class completes their class happy face pyramid they receive an extra 20 minutes playtime supervised by the Headteacher. (Headteacher's Smiley Face special awards).

APPENDICES

1. The School Charter and School Rules
2. Flow chart of Behaviour Reporting Strategies
3. An outline of the House Points System, Behaviour Achievement Awards and the Lunchtime Behaviour System

APPENDIX 1

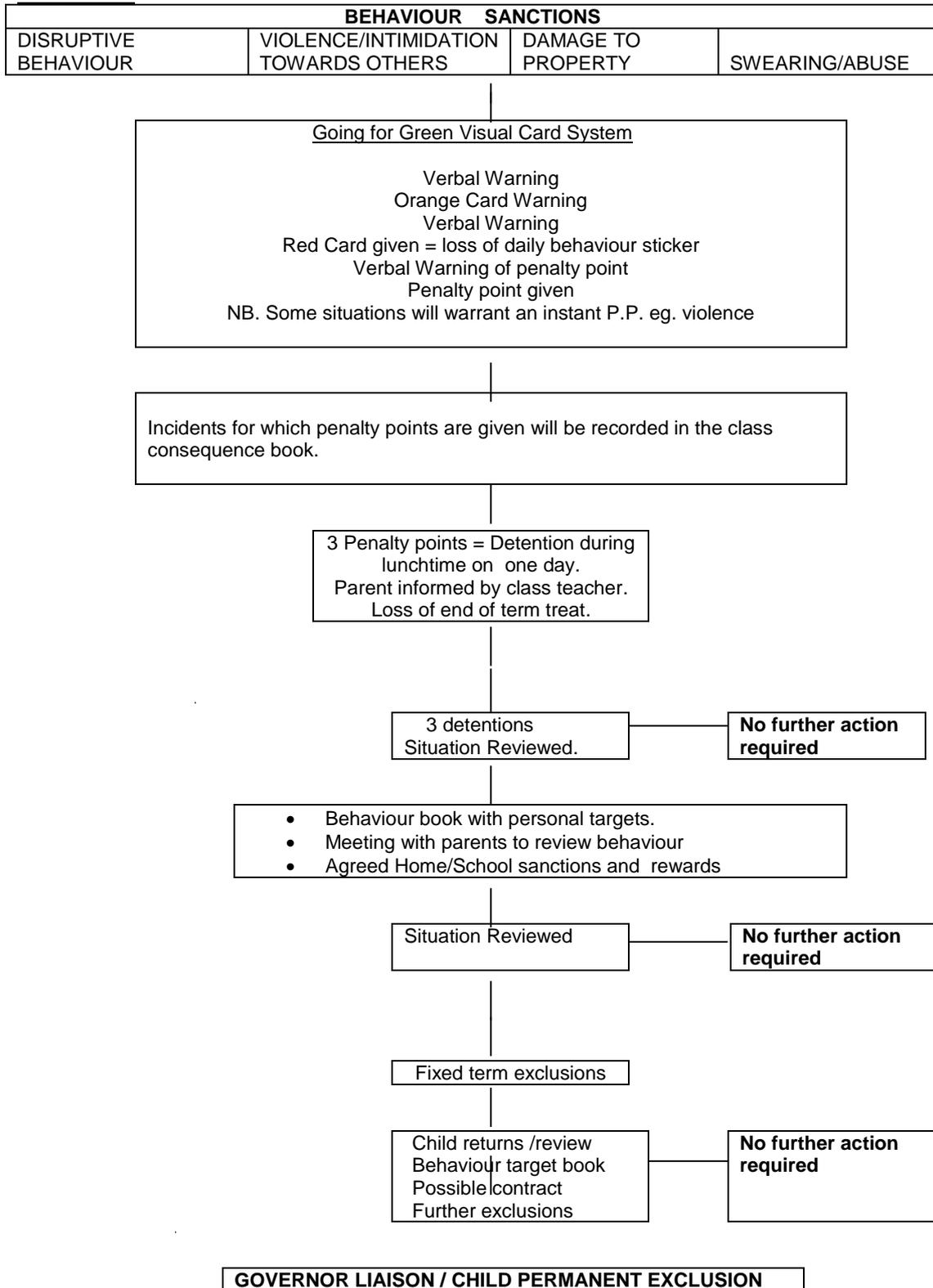
Our School Charter

- ❖ We will be tolerant of others, regardless who they are or what they believe in.
- ❖ We will not accept bullying or upsetting of any kind.
- ❖ We will not pass by if we see anyone being bullied – we will go for help.
- ❖ We will not allow bullying or upsetting of others going to or from school.
- ❖ We will use the seats in the playground correctly. We will respect the quiet area as a place for those children who do not wish to run around or be in games.
- ❖ We will keep our school tidy by not dropping litter or drawing on school property – walls, toilets, exercise books, etc.
- ❖ We will be honest when asked about anything we have done.
- ❖ We will be kind to others, even if they are not our friends, and will make new pupils and visitors welcome to our school.
- ❖ On school visits we will act in a way which bring credit to ourselves and our school.

SCHOOL RULES

1. At all times, we will be polite and friendly.
2. We will listen quietly to adults and other children, putting up our hands to speak.
3. We will always work hard and do our best.
4. We will move quietly and sensibly around school.
5. We will look after school and other people's property.

APPENDIX 2



APPENDIX 3

The House Point System – separate system to the school’s behaviour system.

Every child is allocated to one of four ‘Houses’ – Beamish, Greencroft, Harperley or Tanfield – represented by the four colours – blue, green, red and yellow. It is the intention that the children should then receive house points as a means of positively reinforcing achievement, academic or social. The house points are then totalled together to decide weekly and then termly and annually, which is the top house, thus contributing towards team and communal co-operation between the children. At the beginning of each academic year the children democratically vote as to which children from Year 6 will be House Captains and Vice Captains for the year. The importance of the House Captains and Vice Captains is further highlighted in the presentation of awards weekly and in other half-termly activities. At the end of the year a house trophy is awarded for the most house points throughout the year. In addition, a house trophy is awarded for the house team with the highest sport score from team events held in the summer term.

Besides obtaining house points for their house, the children are collecting their personal totals and on reaching certain pre-determined points, are presented with a tangible reward for achieving that total. At present the scale is:

50 H.P.	Colour	100 H.P.	Merit	175 H.P.	One Star
250 H.P.	Two Star	350 H.P.	Three Star	450 H.P.	Enamel Button
575 H.P.	Shield	700 H.P.	Merit Bar	1000 H.P.	Wristband
1250 H.P.	Calculator	1500 H.P.	Dictionary	2000 H.P.	£5 voucher
2500 H.P.	Pen	3000H.P.	£10 voucher	3500 H.P.	Special Award

Behaviour Achievement Awards

The Going for Green card system and daily behaviour sticker leading to bronze, silver and gold certificate awards encourage children to behave appropriately and also to recognise the significant number of children who do behave in an appropriate manner. Pupils who receive no detentions in a term take part in the end of term treat. Every pupil starts a new term with no penalty points and no detentions carried forward from the previous term.

Lunchtime Behaviour

For minor misdemeanours on the yard, or in the hall, time out may be given by the lunchtime supervisors (e.g. sitting on the bench for 5 or 10 minutes) to allow a cooling down time. Pupils should then be encouraged to apologise or resolve any disputes and return to peaceful play. It is possible during this discussion to talk about rights and responsibilities at lunchtimes (see lunchtime charter). If a child refuses to do this they will receive a warning. If further refusal to comply occur then this should be reported to the class teacher or senior member of staff. They will then decide the appropriate sanction in the daily green card system; as well as discuss the issue using rights and responsibilities language.

If a pupil repeatedly receives lunchtime sanctions, is a danger to others on the yard or repeatedly disrespectful, then further sanctions can take place e.g. removal from the yard. This decision is made by class teacher or senior management.