

# Alvaston Junior Community School



## Behaviour Policy

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## INTRODUCTION

At AJCS we believe that children learn best when:

They are happy

They feel safe

They feel valued as individuals

They feel that they are treated fairly by everyone

We believe that parents and school should work in partnership to promote the beliefs and operation of this policy.

School and parents work together to develop social skills which will help each child live happily in the world and which allows them to co-exist peacefully in an atmosphere of care and support. These values are implicit in the delivery of the National Curriculum and the development of a good school

AJCS is a place which works from a positive position, a school where children are successful and where all children adhere to the required standards of behaviour in the school. Staff act as role models from whom children can gain a great deal in developing their own life skills.

This Behaviour Policy and its principles and beliefs will be implemented throughout AJCS. All aspects of school life have the same beliefs and expectations to ensure consistency for the children.

## Aims

Through the operation and delivery of this policy we would aim to:

1. Ensure that all children are kept safe.
2. Ensure that children remain happy in school and enjoy coming to school in order for them to attain their full potential.
3. Ensure children understand the policy and the reasons behind its development having been part of all decisions made
4. Ensure that all our actions are underpinned by a commitment to equality of opportunity.
5. Apply the policy consistently and fairly to all children by all staff including supply staff and is available to parents.
6. Ensure that we work from a belief in the positive aspects of discipline and behaviour, taking every opportunity to reinforce good role models within the group, class or the wider school community.
7. Ensure that we as staff members set an example to the children which they can respect and follow.
8. work to encourage children to manage their own behaviour so that they can become effective citizen.

## SCHOOL RULES

These are our whole school rules which are explained to children regularly and displayed around school. They are also shared with parents in a variety of formats:

1. Behave in an exemplary way in class and around school.
2. Treat everyone with tolerance and respect.
3. Care for each other, our school and the wider world.
4. Work hard and achieve your best

## **POSITIVE REINFORCEMENT [Rewards]**

Positive reinforcement is our primary method of developing good behaviour. All classes and staff will have their own reward systems to develop this in their classrooms and working areas.

School wide reward systems focus on good behaviour, good work, good manners, and helpfulness - in any part of school life.

They are as follows:

### **Class dojo's**

Interactive tool where parents can sign in to see how many points children get. Parents get message teachers and teachers can post on the 'wall'.

### **Team tokens**

Children can earn tokens from the all members of staff to go towards team rewards.

### **Raffle Tickets**

Awarded by staff and dinner-ladies and fed into weekly whole school assembly.

### **Star of the Week Awards**

Star of the Week Awards for 2 children in each class presented in Friday Assembly with parents and carers invited. We attempt to ensure that all children will receive an award at some point during the year if appropriate.

### **Top Table**

Mid-day staff have the opportunity to select children who will be eligible to sit at the TOP TABLE on Fridays and be served their lunch by school leaders.

### **Golden Time**

Each Friday p.m. [ day for year 6 due to ppa] all year groups will have 30 minutes of Golden time which is a range of practical, high interest activities. Children who have had no behaviour sanctions throughout the week will be able to take part for 30 mins. Children who have had sanctions will have reduced time or none and will catch up with any missed work or be given additional practice by their class teacher. The amount of Golden Time missed will be dependent upon the sanctions. If a child has had 2 sanctions in any week, they may miss the whole of Golden Time.

### **Team points rewards**

Each term, the classes with the most tokens receive a treat - pizzas, film, park etc.

### **Gold Award**

Children who successfully complete a half term in school without receiving sanctions will be eligible for Gold Awards which are awarded half termly.

### **Platinum Award / Alvaston Oscars**

Similar to Gold Award but awarded at the end of the school year and can be given for behaviour related reasons.

## **DEALING WITH UNACCEPTABLE BEHAVIOUR [Sanctions]**

If a child chooses not to follow school rules for behaviour the following sanctions will be used:

All children are reminded of the rules around the school and positive behaviour is reinforced before negative sanctions are given.

**5 positive to 1 negative!**

For classroom management - 3 warnings given before action is taken. This will be designed by the class teacher - e.g. ticks on the board or listing the reminders given.

Examples of behaviour - shouting out, answering back, not trying best getting up and wandering around the classroom etc...

3 warnings given = Loss of class dojo

If low level behaviour continues - 15 minute break time detention or sent to another class.

3 per week = Lunch time detention with SLT on Friday

### Lunch-time detention

Run by a teacher - record kept on staff shared. Children in detention have been sent there because:

They have had 3 break time detentions during the week, physically assaulted a child/member of staff, persistently disobeyed rules, swearing (persistent) etc.

3x detentions in half a term results in meeting with behaviour manager and HT/DHT with parent/guardian

All lunch time detention are written in the detention diary - stating who and reason why.

Persistent offenders will follow the process of:

1. PHSE in class - address issue as a class, re-set ground rules and resolve at this level first.
2. Children sent to the den at Lunch Times to offer extra support to develop social skills.
3. Children sent to the A Team Thursday Lunch to help build social skills.
4. If persistent offending continues - home school diary behaviour log, exclusion from class to isolation, exclusion to federation partner, temporary exclusion, permanent exclusion.

For serious incidents detentions maybe by passed and a child may be given an internal exclusion or formal exclusion based on the seriousness of the incident.

Children move through the sanctions if they choose not to improve their behaviour.

**If the behaviour justifies it steps may be 'missed out'**

## **ROLES AND RESPONSIBILITIES**

Promoting and ensuring good, positive behaviour throughout the school is the responsibility of all staff.

### **TEACHERS AND TEACHING ASSISTANTS**

They will be responsible for developing a positive learning environment within their classroom. In ways that are appropriate to the teacher and the age of the children, they will seek to promote the positive aspects of this policy. Teachers will choose at least one person daily to receive the Achievement Award.

They will be responsible for ensuring that the aspects of this policy which deal with poor behaviour are operated fairly and sensibly. They will ensure that a child has passed beyond the reasonable class based discipline before they invoke a stage.

Staff will also ensure that all children know the importance of incurring a stage and will make sure that children are aware of their displeasure and that children have not only let themselves down, but the teacher and their classmates. Class teachers will need to ensure that the Stage 1 and 2 slips are completed and are taken to the person on Stage duty by each child. Members of the Senior Leadership Team will complete the morning stage duty.

### **ASST HEAD / BEHAVIOUR MANAGER YEAR GRP LEADER**

In their roles across the school, the Ast Head/Beh. Manager will promote the positive aspects of our beliefs. They have a far wider responsibility for the children in school and will be a visible presence around school supporting individual class teachers. The Beh. Manager will also be responsible for monitoring the data in the behaviour File.

### **DEPUTY / HEAD TEACHER**

All staff are committed to the belief that it is their responsibility to provide a high quality working environment in which teachers enjoy teaching and children enjoy learning in an atmosphere free from bullying and oppression. The Headteacher will ensure that she is present at most awards assemblies and that children are made to feel special in receiving their award. The Headteacher and the other members of Senior Leadership Team will also be an extremely visible presence throughout the school and may address behaviour issues at any stage.

### **PARENT/CARERS**

The Behaviour Policy is an aspect of the Home School contract that **every parent is expected to sign and as such the school will expect full support from parents.**

Parents who feel that their child has been unfairly treated will initially go to the teacher and then to the Year Group Leader. If they are still not satisfied they will seek an appointment with the Headteacher/Deputy Headteacher. However, the Home School Agreement makes it clear that parental support will be expected.

## **ADDITIONAL INFORMATION**

As part of our commitment to high quality behaviour, children who cannot be trusted to behave sensibly in school will have the privilege of out of school activities immediately withdrawn. For instance, the school will not allow a boy or girl to play in a team against other schools if it cannot trust that child to behave in an appropriate way.

In the same way, class and year group trips and outings, including residential experiences, will be denied to those who may prove a danger to either themselves or other children through various aspects of their poor behaviour.

## **EXCEPTIONS TO THE SANCTION APPROACH**

There are very few exceptions where the sanctions approach will not apply.

- The outright refusal to do as a teacher asks a child is one example. In cases such as this, the child will be accelerated through the sanctions.
- If any child strikes, kicks or verbally abuses a member of staff, or is witnessed physically assaulting another pupil, this may lead to an immediate exclusion for a fixed period.
- Where a child has special educational needs, individual arrangements may be in force.

## **THE ROLE OF THE Behaviour Manager**

The Behaviour Manager will play an important role in both the monitoring and operation of the Behaviour Policy.

Children who have separate behaviour plans or who are on the Special Needs Register for behaviour may need to be dealt with by the Behaviour Manager rather than by the traditional stages approach.

Those children will be discussed by Senior Leadership Team and class teachers and individual specific approaches will be agreed.

## **EQUALITY OF OPPORTUNITY**

Our approach as a school will be characterised and underpinned by a commitment to Equality of Opportunity.

We will not deal with children in a different way "just because they have a reputation".

Nor will we assume that in any particular incident, the child is immediately to blame.

It is absolutely critical to the success of our approaches to behaviour management that ALL children believe that they have had a fair and honest

hearing and that they have been dealt with in exactly the same way as other children would have been, given the same set of circumstances.

That is not to say, however, that a child who has already been reprimanded for a particular problem and who has been warned as to his/her future conduct will be treated in the same way as a child for whom this is the first occurrence.

Equality of Opportunity is particularly powerful in the context of the reinforcement of positive behaviour. A child who is consistently "good" must not be able to wonder why a "naughty" child who has behaved appropriately is praised more than they have been!

## HEALTH AND SAFETY

It is essential that staff do not put either themselves or their class at risk in dealing with a particular incident. Staff must err on the cautious side and send for another member of staff to help them. Staff should familiarise themselves with the guidelines on Handling (see policy) and the DCfS publication, "The Use of Force to Control or Restrain Pupils" (November 2007). If a member of staff has had to positively handle a child, then the Headteacher must be informed as soon as possible, by the end of the school day at the latest, in order that the appropriate recording can take place. In the hopefully VERY rare instance where a child strikes or attempts to strike a member of staff, then the Headteacher will require a detailed, written account of the incident. **Staff are advised that they have the power to use 'reasonable force' to restrain a child and/or remove a child from a situation or incident. Parental consent is not required before staff can use reasonable force.**

Signed (Chair of Governors) \_\_\_\_\_

Date \_\_\_\_\_