

BEHAVIOUR POLICY OF HUNSDON JMI SCHOOL

This policy applies to the whole school including the EYFS.

Rationale

Hunsdon JMI School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act (2010). Effective behaviour management is essential to the smooth running of a school, and in the creation of an environment where everyone's rights are respected and their responsibilities understood. This policy indicates the philosophy and the structures which will support that process in our school. The key goals of the 'Every Child Matters document' (2003) are reflected in our policy, those being:

1. To be healthy
2. To stay safe
3. To enjoy and achieve
4. To make a positive contribution
5. To achieve economic well-being

Our Governors' 'Behaviour Statement' (2017) underpins the development of this policy.

Aims

- We aim to develop a moral framework within which initiative, responsibility and sound relationships can flourish
- We aim to enable children to develop a sense of self-worth and a respect and tolerance for others
- We aim to produce an environment in which children feel safe, secure and respected
- We aim to provide a behaviour management system which contributes to enabling effective learning in the classroom, the quality of life in school and the functioning of the school as an orderly community.
- We aim for children to sense the need for, and develop self-discipline.
- We aim to record and evaluate behaviour to impact on our provision, in a sustainable way.

Objectives

For children to show:

1. To enhance the development of positive relationships between children, parents, teachers and other members of the school community. All individuals are to be valued and treated with respect.
2. To clearly communicate the rights and responsibilities of children, parents and school staff and to ensure these are honoured.
3. To provide a physical and emotional environment for learning and teaching which is safe, secure and appropriate for the children.
4. To implement the school's policy and procedures in a fair, logical and consistent way.
5. To help children develop their self-confidence and self-control whilst maintaining sensitivity and consideration for others.
6. To ensure that children have an interest in their activities and a pride in themselves and their school.

For children to develop:

- Responsibility for their learning and their environment
- An independence of mind
- A sense of fairness
- An understanding of the need for rules

- A respect and tolerance for others' ways of life and different opinions
- Non-sexist attitudes
- Non racist attitudes
- A persistent approach to tasks
- Awareness that bullying and verbal abuse are unacceptable
- Self-discipline
- Sensitivity and consideration of others with special needs
- Respect for people in authority and each other.

Implementation

All Staff:

- Will treat all children equally, irrespective of gender, race or religion
- Play an active part in building up a sense of community
- Will apply consistently the agreed standards of behaviour
- Have a responsibility to model the type of behaviour felt to be acceptable
- Will be alert to signs of bullying and racial harassment and will deal firmly with it and will alert other staff to such problems
- Will record any incident of racial harassment or unacceptable behaviour
- Will deal sensitively with children, will listen to them and deal with any incident appropriately
- Will support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties
- Will ensure that there are opportunities for discussion of problems, issues, concerns, differences through the use of Circle Time and assemblies / School Council
- Will ensure that the children are aware of the school rules and the consequences of breaking them
- Children's achievements, academic or otherwise, will be recognised
- Rewards will be accessible to all children
- Assembly will be used as an opportunity to acknowledge and to foster a sense of community
- Children will be encouraged to share their achievement with a senior member of staff, their parents and other children when appropriate
- Examples of children's work and achievements will be displayed in the classrooms and around the school
- All adults – staff, volunteers and governors – will set excellent examples of behaviour to the children at all times
- All adults will adhere to the advice given in the DfE's publication 'Use of reasonable force' (2013, reviewed 2015) document which can be found in the policy folder on the Teacher drive.

Children

The school will aim to ensure that children:

- have a clear understanding of the rules and the consequences of breaking them
- are encouraged to respect the school rules and follow them
- Take responsibility for the school environment and their property
- Have an understanding of what constitutes unacceptable behaviour
- Have an appreciation of each other's achievements
- Have an ability to listen to each other and value other people's points of view
- Understand a need for tolerance of other people's beliefs, cultures and opinions
- Show respect and understanding of different genders, physical appearance and ability
- Demonstrate sensitivity and respect towards differences, e.g. gender, physical appearance and ability

Hunsdon School rules

- We line up quietly
- We always walk
- We enter classrooms politely or when invited
- We use quiet voices
- We respect each other's property
- We are kind and helpful
- We keep everything tidy
- We treat adults and children with respect

Unacceptable behaviour

- Disobedience
- Biting, spitting, hitting and kicking
- Foul language and swearing
- Making unkind remarks
- Damaging property or hiding other people's property
- Answering back, rudeness or aggression to adults
- Stealing
- Truancy
- Racist comments
- Gangs
- Bullying including cyber bullying
- Lying

Sanctions

A firm reprimand from a member of staff is expected to be sufficient to correct errant behaviour with the teacher explaining why the behaviour is not acceptable. However if this fails to correct the behaviour of a child the following procedures may be adopted:

In the classroom

- Minor misdemeanours – eye contact, mentioning a child by name, talk to individual child and remind them of sanctions if behaviour continues. Loss of specified time either at playtime, lunchtime or during Golden time as decided by the class teacher. If poor behaviour continues child sent out / to Head teacher
- More serious incidents - Time out – removal from the scene of an incident. This may mean working at a different place, working in another classroom by arrangement with the class teacher or with the Head teacher

In the playground

- Minor misdemeanours – explain why behaviour is not acceptable, if carried on send to stand at the wall for five minutes or in to school to stand outside the office. Ask to see them at lunchtime to discuss the incident
- Serious incidents – child is sent to the Headteacher, allowed a cooling off period, time for reflection/ calming down, then discussion about the incident takes place. Incident recorded and appropriate action taken which might include missing playtime/lunchtime play or / and Parents invited into school to discuss the incident.

- At lunchtime the Midday Supervisory Assistant will refer to a teacher for advice if necessary

If the sanctions do not lead to a modification of behaviour then the following may be considered:

- Letter/telephone call to parent / carer from the Head teacher
- Parties involved to discuss what happened
- Meeting with parents / carers

- Written apology
- Other sanctions following discussion between parents, class teacher and Head teacher
- Regular report to Head teacher
- Establishment of a behaviour record
- Setting up behaviour contract linked to I.E.P. if appropriate
- Fixed term exclusion from school (HCC guidelines to be followed)
- Permanent Exclusion from school (HCC guidelines to be followed)

Racist remarks

- Child reprimanded and record of incident kept
- Repeat offence - record kept and inform Headteacher
- Repeat offence – record kept and parent(s) informed and invited in to discuss the problem with the Headteacher and the child/ren involved, including the parents and child/ren who are the victims of racist abuse, if appropriate
- In persistent cases parents may be asked to discuss the matter with the Headteacher and a school governor
- Fixed term exclusion from school (**HCC guidelines published September 2017 to be followed**)

Rewards

- Praise by staff
- Responsibilities given
- Quality time in the classroom when good work and good behaviour are acknowledged
- Showing good work in assembly
- Stars/stickers/ points (table and individuals) – Headteacher and/or individual staff may wish to award stars/stickers/ points for merit and do so at their own discretion
- “Star of the Week” sticker given during “show and tell” assembly, with the teacher explaining why it has been awarded

Parents

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important.

The school has a right to expect that parents will give their full support in dealing with their child’s behaviour.

We expect parents:

- To keep us informed of behaviour difficulties they may be experiencing at home
- Inform us of any trauma which may affect a child’s performance or behaviour at school e.g. death in the family / break up of a relationship
- Inform us about their child’s ill health and any absences connected with it
- To have agreed and signed the Home School Agreement

- To inform school of any concerns or worries their child may have shared with them at home relating to school
- To conduct themselves appropriately when discussing any issue with a member of staff or governor.

The school will endeavour to achieve good home/school liaison by:

- Promoting a welcoming environment within the school
- Giving parents regular constructive and positive comment on their child's work and behaviour
- Encouraging parents to come into school on occasions other than parents' evenings
- Keeping parents informed of school activities by letter, newsletter etc
- Involving parents at an early stage in any disciplinary problems
- staff making themselves available at a mutually agreed time to meet with parents to offer advice or discuss any concerns/ anxieties that parents may have about their child

Other agencies

Full use will be made of such agencies such as Education Welfare, Social Services, Health Services, Educational Psychologist, Counselling Service etc when and if appropriate.

Police

Value is placed on good relationship with the police and liaison is encouraged.

Care of school premises and sites

Everyone in the school is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment.

- Staff display children's work to a high standard
- The building is expected to be kept clean and tidy
- The grounds are expected to be kept litter free and the plants well maintained

Bullying – see the Anti- Bullying Policy

Safe handling - see the Restrictive Physical Intervention in School policy

Reviewed: November 2017

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