

# ST. EDWARD'S JUNIOR SCHOOL



## BEHAVIOUR POLICY

### **Introduction**

This policy outlines the management of behaviour in St. Edward's Junior School. This policy has been drawn up as a result of staff discussion and has been presented to the school trustees. The implementation of this policy is the responsibility of all the teaching staff. It will be reviewed annually.

### **Aim**

It is a primary aim of St. Edward's school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to encourage the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

- St. Edward's School has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce them. It is a means of promoting good relationships, so that children and staff can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- The school expects every member of the school community to behave in a considerate way towards others.
- We aim to treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **Rewards and punishments**

We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children;
- teachers give children house points;
- teachers give children stickers;
- effort cards are awarded at the end of each ½ term
- 'Star Award' certificates are awarded at the end of each term

- ‘Tree of Praise’

The school acknowledges all the efforts and achievements of children, both in and out of school and awards are made in assemblies.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately in each individual situation.

### **Dealing with inappropriate behaviour**

For minor misdemeanours children will receive a sanction mark. These marks are recorded and an accumulation of five within one half-term will result in a lunch time detention. If a further three marks are collected in the same half-term a further detention will be given and parents will be informed.

A cascade model follows which involves dealing with disruptive and rule breaking behaviour in a ‘stepwise’ approach, from the least to the most intrusive. It is important that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly. The primary message to communicate is:

***‘You Own Your Own Behaviour.’***

#### **1. Cool off time in class**

A 5 minute ‘cool off to rethink’ in the classroom, but away from the other children. You may wish to give the child a timer, or ask them to rejoin the lesson when they feel ready.

#### **2. The ‘Partner’ System**

If a child is displaying behaviour that is likely to lead to classroom disruption then, if appropriate and if a colleague is available, they should be sent to that teacher.

The ‘partner’ will be a staff member in close vicinity and preferably of a similar year group. The child will be sent with a ‘partner’ note, on which it is indicated the child’s name, the date, which teacher the child is being sent to and for how long the child should stay with the ‘partner’; normally this will be about 10 minutes. The child will not be sent with work, as this time should be used by the child to reflect on their actions. The ‘partner’ note should be given to allow the child or teacher, or both, time to calm down and reflect on what has happened. The member of staff, or their ‘partner’, should give the child as little attention as possible. On entry into the ‘partner classroom, the child should be asked to sit in a chair quietly (Not facing the wall – this is not a punishment). After the nominated time has passed the ‘partner’ teacher will sign the note and send the child back to their own classroom. On entry back into the classroom a working relationship should be rebuilt, rather than continuing the incident. A smile, thank you, a welcome back can all help. Essentially it means ‘Let’s start again’.

‘Partner’ notes will be stored in a box in the classroom.

The ‘Partner’ notes will provide an indicator of a child’s behaviour when it is discussed with the child themselves, another teacher or the child’s parents.

### **3. Corporal Punishment**

Corporal punishment is not used at St. Edward's Junior School under any circumstances.

#### **Break/Lunchtime Behaviour**

Inappropriate behaviour in the playground is recorded in the Playground Log book, dealt with by the teacher on duty and reported to the form teacher. Consistent poor behaviour may result in a child being put on a 'Playground Report'. The child carries the report card with them and gives it to the teacher on duty as soon as they arrive in the playground or on the playing field. The child must then remain in sight of that teacher for the entire break/lunch time. At the end of break/lunch the teacher will sign or write an appropriate comment on the report card and return it to the child. The child will then take it to the Assistant Head to be signed at the end of the day. If a child's behaviour constantly causes problems at break/lunchtime then they may be removed from the playground situation.

#### **The Involvement of Parents**

If the child uses the 'Partner' system on a regular basis, e.g. 2 or 3 times a week for a period of 2 or 3 weeks, then the parents will be invited into school to discuss their child's behaviour with the class teacher. A daily behaviour card will then be introduced. The child will have their card signed and marked by the teacher after each lesson. If after 2 weeks of using the behaviour card the child's behaviour has improved then they will be taken off the card. If however there is no significant improvement in the child's behaviour, parents will be invited back into school for the introduction of a home / school behaviour log (Assistant Head's Report).

#### **Exclusion**

If a child's behaviour shows no improvement after the available options to the school have been used and all other procedures followed, then a child will be put on Headmaster's Report before exclusion for a fixed term.

A child will also receive fixed term exclusion if the incident in the opinion of the Headmaster is serious enough for the child to be immediately excluded without prior strategies being employed. Examples of this include physical violence to a member of staff or pupil or extensive vandalism to school property.

#### **Recording, Monitoring and Evaluating Behaviour**

Incidents of disruptive behaviour are recorded using the procedures outlined. These records can be used to inform the child or children involved in such incidents, other colleagues, parents / carers and other interested parties of an individual's poor behaviour when necessary. A class incident book is kept in the staff room (in the class teacher's pigeon hole) and should be filled in by a member of staff if an incident occurs in their lesson. The Assistant Head will regularly monitor these books.

The class teacher discusses the school rules with each class at the beginning of the Autumn term during PSHE lessons. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (Please see Anti-Bullying Policy)

### **The role of the class teacher**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly, the class or specialist teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Assistant Head.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour of a child.

### **The role of the Assistant Head and Headmaster**

It is the responsibility of the Assistant Head and Headmaster, to implement the school behaviour policy consistently throughout the school, and to report to the Board of Trustees, when requested, on the effectiveness of this policy. It is also the responsibility of the Assistant Head and Headmaster to ensure the health, safety and welfare of all children in the school.

The Assistant Head supports the staff by implementing this policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Assistant Head keeps records of all reported serious incidents of misbehaviour.

The Headmaster has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour,

the head teacher may permanently exclude a child. Both these actions are only taken after the School Trustees have been notified.

### **The role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

A copy of the School Rules can be found in the New Parent's Handbook and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the Terms and Conditions on the Admissions form. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Assistant Head. If these discussions cannot resolve the problem, then they should contact the Headmaster and then the Clerk to the Board of Trustees.

### **Monitoring**

The SMT monitors the effectiveness of this policy on a regular basis.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Assistant Head records those incidents where a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: details of any incidents are recorded in the Playground Log Book that is kept in the School office.

September 2009

Review Date: .....

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