



Working and learning together for success

SARISBURY CHURCH OF ENGLAND JUNIOR SCHOOL

BEHAVIOUR POLICY

Rationale:

At Sarisbury Church of England Junior School, excellent behaviour is as at the heart of our school's ethos, values and culture. In implementing our behaviour policy and as a Rights Respecting School, we believe that:

- Children, staff and visitors have a right to be safe and happy in school
- Children and staff have a right to attend a school in which learning takes place without disruption from other pupils.
- Teachers have a right to teach and ensure the welfare and safety of all.

In order to realise these aims, we value the partnership between home and school and the important part parents play in ensuring high standards of behaviour at Sarisbury.

At Sarisbury, good discipline is the collective responsibility of all staff; for all pupils all of the time. We recognise that children learn by example and through positive role models. There is an expectation that all members of our school community have a right to be treated with respect and courtesy. As a staff, we will participate in open discussion about behaviour, share expertise and offer full support to colleagues in dealing with any misbehaviour.

Parents and governors share the same desire as our staff to ensure children are happy and safe, well behaved and conscientious. We believe that everyone should feel valued and to this end all associated with the school at Sarisbury: - staff, parents, governors and children, will work towards promoting the school's ethos and sense of community.

Our whole school approach to good behaviour incorporates the school's organisation, the curriculum – with personal development learning at its heart – and the physical environment. We aim to maintain high standards in these so as to foster each child's:

- Self-esteem and responsibility
- Sense of security and of belonging
- Pride in his/her achievements and in the school

Core Christian Values:

Love, Hope and Forgiveness

To include:

Respect, Friendship, Equality, Inspiration, Courage, Determination and Excellence

Purpose:

This policy defines Sarisbury CE Junior School's expectations in promoting high standards of behaviour. Our policy aims to promote positive attitudes, self discipline and responsibility for the care of others. It details the rewards and sanctions used to encourage positive behaviour and relationships in support of the school's ethos and values.

Implementation:

Emphasis is placed on the positive aspects of children's behaviour – rewards and incentives are preferred to sanctions and punishments.

Staff at Sarisbury will follow agreed procedures for addressing behaviour; these are detailed in the policy guidelines. We aim for a consistent approach in all aspects of pupil behaviour and discipline.

We will involve parents at an early stage where concerns arise so that home school partnership can work effectively in support of pupil behaviour.

Related Documents:

Vision & Aims Statement
Christian Values
The Sarisbury Way – School Code of Conduct
The Sarisbury Learner – our approach to learning behaviours
Learning and Teaching Policy
Personal Development Learning Policy (PHSE)
Anti-Bullying Policy
Home / School Agreement
Rights Respecting Schools Framework
Restorative Practice in Schools
Hampshire / DfE Guidelines on Exclusion

Guidelines on managing behaviour and expectations:*Entry to and exit from school:*

Teachers are expected to be on the playground at 8:45am ready to receive classes when the whistle is blown. Children will stand still and listen for their year group to be called to line up; children will enter the school calmly and quietly. At the end of the school day, teachers are expected to supervise their classes and ensure a calm and quiet exit from the building.

Corridors:

Children are expected to move around the school calmly, quietly and in an orderly manner. Corridors at Sarisbury are used for small group learning and therefore, children should be aware of others at work. Coats and bags should be hung on pegs to ensure safe and unobstructed access. Children leaving classrooms and larger groups moving around the school should be supervised by their teacher.

During wet playtimes:

During wet playtime staff should operate in teams to ensure appropriate supervision while other members of staff take their coffee break. Teachers should ensure there is an adequate supply of activities (comics, games, paper, DVD etc) in the classroom to keep the children occupied during wet lunchtimes. A code of conduct for wet play has been developed by the pupil voice team; these should be shared regularly with children and on display in classrooms.

Breaktimes:

At the end of break teachers should be ready at 10:50am to collect their class from the playground or field. Likewise after lunch at 1:15pm staff should arrive promptly to meet their class on the playground or field to ensure an efficient and organised entry into school. A message will be sent to the staff room five minutes before the whistle is blown at the end of breaktimes.

Assemblies:

Assemblies, including collective worship, are a valuable opportunity to bring the school community together, to celebrate achievement and to reinforce expectations of behaviour. Children should enter and leave the hall quietly; be encouraged to participate in and contribute to the themes being explored.

Inclusion and the Management of Misbehaviour:

We recognise that children are in the process of developing attitude, personality and character and that is normal for some misbehaviour to occur as they are learning and testing boundaries of relationships and acceptable behaviour.

A minority of children will cause real concern due to repeated misbehaviour or misbehaviour of a serious nature. The reasons for these behaviours are varied and often complex and therefore, children with individual behaviour management needs will be supported by an individual behaviour management plan (IBMP). This will be designed to meet the needs of the child and will be agreed in consultation with parents and the child concerned. The plan will be supported by the Class Teacher, SENCO and Learning Support Assistants where appropriate and reviewed on a regular basis.

The success of our school is not to be measured by the absence of behaviour problems but by the nature and extent of misbehaviour and the way it is dealt with.

The Sarisbury Way - SJS Code of Conduct

We expect everyone at Sarisbury to follow the school's Code of Conduct:

- **Work and play together safely and happily**
Share a smile and look after others in our school
Be caring and cooperative
- **Treat everyone and everything with respect**
Treat people as you would like to be treated
Respect other people's rights to learn and play
Value our equipment, property and environment

- **Consider the feelings and needs of other people**
Be polite and remember please, thank you and excuse me
Try to speak, listen and act with courtesy
Refrain from words and actions that could hurt others

- **Take responsibility for our own actions**
Be responsible for your own learning
Be honest about things you get wrong
Try to solve your own problems
Reach for your own high standards and goals
Try to stick at what you are doing

Rewards and sanctions:

Recognition, encouragement, praise and reward form a major element of the SJS whole school approach to maintaining high standards of behaviour. Positive feedback and reinforcement should take precedent and include:

- Praise – showing respect and interest in each child; their strengths and weaknesses
- Individual text message sent at the end of the day
- Verbal and written comments in response to children’s work (see marking policy)
- Stickers to mark children’s contribution, effort and achievement
- Individual Merit Marks – ‘Going for Gold’ (awarded for going beyond the expected)
These accrue to achieve a variety of individual prizes
- Star of the Week
- Show work to another teacher / Year Leader
- Show work to Headteacher
- Name recorded in the **‘Achievements Book’** (1 team point awarded)
Names read out in assembly to recognise achievement & text message sent to parents
- Celebrating children’s talents and achievements in and out of school as part of the school’s assembly programme
- Head Teacher’s Excellent Work Award

We recognise that communicating praise for good behaviour and work at parents’ evenings or via letter or phone call are often highly effective and most rewarding for the child and family.

Reward System – additional guidance to ensure greater consistency:

<p>Team Points and Merit Marks</p> <p><i>Team points are awarded for when a child demonstrates their use of our school’s values. This can include a contribution in class, assembly or consistently meeting aspects of the school’s Code of Conduct ‘The Sarisbury Way’</i></p> <p>When a child goes above and beyond what is expected of them, they can also earn merit marks in their ‘Going for Gold’ reward card</p>
<p>WORK:</p> <p><i>Completing additional tasks (extended)</i> <i>Work beyond expectations (presentation & content)</i> <i>Self directed extension & extra home learning</i></p>
<p>BEHAVIOUR:</p> <p><i>Actively guiding others’ behaviour</i> <i>Leading by example – high standards</i> <i>Being a positive role model</i></p>
<p>FRIENDSHIP:</p> <p><i>Including and caring for others</i> <i>Acting maturely to solve problems</i> <i>Nominations from others</i></p>
<p>SCHOOL CONTRIBUTION:</p> <p><i>Offering a significant contribution in class or assembly</i> <i>Helping others without being asked</i> <i>The unnoticed acts (try to notice them!)</i></p>

Sanctions for misbehaviour:

The school takes a restorative approach to the management of behaviour. The sanctions outlined below are intended as a guide and should be implemented with sensitivity, discretion and fairness. Our aim is to apply a clear and firm but non-emotional, non-confrontational and non-escalatory approach which avoids an over reliance on a rigid application of sanctions. We recognise that many sanctions will be more effective if parental cooperation is obtained and some require that parents are involved.

Sanctions should not be implemented until the facts of the misbehaviour have been established and where possible they should be followed up by support and positive reinforcement.

- Child’s name or photograph recorded on the board on class ‘traffic lights’
Green – learning behaviours and attitudes are good

- Verbal advice, reminder or warning from a member of staff
Yellow – a visual warning that behaviours need to change
- Continued disruption following verbal warning (yellow)
Red – time out issued in the increments detailed below
15 minutes Time Out – to be taken in the library at 12:00
20 minutes Time Out – to be taken in the library at 12:00
30 minutes Time Out – to be taken in the library at 12:00

Parents will be contacted when a child is sent to three timeout sessions within a half term or when a referral slip is issued for a serious behavioural incident.

Other sanctions to be used:

- Removal from class to work with the year group leader
- Seclusion to work in the Headteacher's / Assistant Headteacher's office
- Use of break or lunchtime detention is appropriate when a child's work is unacceptable in quantity or quality.
- Exclusion from a school club or team.
- Exclusion from a school visit on grounds of misbehaviour when the safety of others may be at risk – this should be made in consultation with the Head and in line with the school's policy for inclusion; a full risk assessment will need to be completed

Timetable for pupil 'Time Out' held in the school library

Monday	Andrew Stockton	- Headteacher
	Rebecca Bleeck	- Assistant Headteacher
Tuesday	Penny Davies	- Y3 Leader
Wednesday	Lynn Hart	- Y4 Leader
Thursday	Sue Curran	- Y5 Leader
Friday	Simon Munsie	- Y6 Leader

The referral Slip:

When 15, 20 or 30 minutes time out are needed, children will **be issued with a restorative referral slip** explaining the misbehaviour and any rules broken. This will give the child an opportunity to reflect and change their chosen behaviour. All referral slips are to be retained by the Headteacher to log in the Behavioural Incidents Record.

Severe misconduct - sent straight to Headteacher:

- Causing deliberate physical injury to another person
- Using serious threatening behaviour
- Total refusal to follow instructions and do what is asked
- Swearing at a member of staff
- Theft of, or deliberate damage to, school property
- Racist comments / incidents
- Sexually inappropriate comments

In order to protect pupils and staff at SJS, a system of 'assistance required' cards is operated. These are to be taken by a child to a member of the senior leadership team who will then provide immediate assistance.

Response to severe misconduct to be taken by Head:

1. Child's name entered into the Behavioural Incidents Book
2. Child to write a letter of apology where appropriate.
3. Child to have time out of class supervised by Head / YGL.
4. Parents to be informed.
5. In appropriate cases, e.g. exclusion or in line with an IBMP, parents will be contacted to collect the child.

Breaktimes and lunchtimes:

Our expectations of pupil behaviour will be maintained during breaktimes and lunchtimes. In order to achieve this, Lunchtime Supervisory Assistants will receive training in the principles of positive behaviour management.

Examples of excellent behaviour will be recorded and reported through the lunchtime behaviour book. Team points will also be awarded to pupils that demonstrate excellent behaviour. At the end of each week, Lunchtime Supervisory Assistants will nominate a lunchtime star of the week for each year group.

In order to structure lunchtime play and therefore alleviate opportunities for misbehaviour, the school playground has allocated several activity zones.

In addition, a coloured band system allows a defined number of children to access the school's large adventure play area. This is to reduce congestion on the busy playground. Staff on duty are responsible for ensuring the smooth running of these zones and any child causing concern will have the following sanctions applied.

Sequence of sanctions for breaktimes and lunchtimes:

1. Verbal warning to include reminder of expectations
2. Withdrawal from a game or activity
3. Verbal or written apology where necessary
4. Isolating the child for period of time
5. Conversation with the class teacher resulting in issue of 'time out' for the following day

If problems with individuals persist, Lunchtime Supervisors will record names and incidents in the Lunchtime Behaviour Book and the Head / Year Leader will be informed. Where appropriate, parents will be contacted to discuss their child's behaviour. Where appropriate, staff should consult with the Headteacher or Year Leader as to other sanctions to apply.

To ensure efficient communication between lunchtime staff and class teachers / year leaders, lunchtime supervisors have been linked to year teams. They will feedback observations of good behaviour, issues that have arisen, or a general summary of the children's behaviour at lunchtime relating to that year group.

Major incidents

1. The child is referred to the Head who will agree on the appropriate course of action. Most referrals will result in exclusion from lunchtime play.
2. In line with our policy for severe misconduct, a referral slip will be completed and the incident recorded in the Behavioural Incidents Book. Where appropriate and dependent on the misbehaviour, parents will be informed to discuss the appropriate course of action and sanction for the child.

Exclusions:

In exceptional circumstances, and as a last resort, the Headteacher will use exclusion as one of the strategies available to the school for managing the behaviour of its pupils. Exclusion is never taken lightly, but is used as a way of communicating a clear message to the pupil involved and the whole school community that certain types of behaviour are unacceptable.

In taking the decision to exclude a pupil the Headteacher will follow Hampshire / DfE Guidelines for fixed period and permanent exclusions.

