

BEHAVIOUR POLICY

Our Behaviour Policy is based on the principles and values which we at Michael Drayton Junior School seek to promote. We are all members of this school community, pupils, parents, Governors, teaching and non-teaching staff. We value an ethos where children are encouraged to demonstrate positive behaviour.

This is a 'whole school' behaviour policy and its success depends upon a **calm and consistent** approach by all staff. All children should be treated equally.

ETHOS:

The school's ethos is promoted in the following ways:

1. The aim statement clearly set out in the prospectus and given to all parents, pupils and staff when they join the school. It is also displayed on school notice boards in entrance halls and is a component part of curriculum policies.
2. The creation of a positive and pleasant environment where children's work is valued and well displayed.
3. The buildings and grounds being kept clean and tidy and in good decorative order - creating a positive welcoming atmosphere for all.
4. School staff providing positive role models who demonstrate respect, politeness, equal opportunity and a neat standard of dress. Pupils have a smart school uniform.
5. **The regular use of rewards** ranging from teacher praise to the merit point system and referral to the Head for good work, celebration assemblies.
6. The transmission of values to children through assemblies, the curriculum, Personal, Social and Health Education and extra-curricular activities
7. An active Home-School Partnership is highly valued and based upon shared expectations. There is a Home-School Diary, website, and termly parental consultation meetings.
8. The effective use of behaviour management in classrooms and during non-structured times like breaks (refer to Staff Manual).
 - A clear demonstration that individuals matter and will be listened to.
 - Purposeful and differentiated work where pupils become confident and independent learners.
 - Pupils are given the opportunity to develop a sense of responsibility.

Through the above points we aim to nurture future citizens with a well-developed sense of responsibility, morality and self-esteem.

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PARENTS AND COMMUNITY

We encourage parents and community to support the school by co-operating with our aims as outlined in the school prospectus.

We welcome parents into school and value the positive contributions they can make, e.g. help in classrooms and on school visits etc.

Parents are made aware of what happens in our school at Induction Evenings, via the prospectus, the school website, school portal, Parents' Evenings, Newsletters and letters from Year Co-ordinators outlining forthcoming topics. We share our educational targets with parents, and of course they must also be aware of our praise and reward systems and methods of sanctions.

We invite our parents in at the early stages to emphasise working together so they become active partners in helping with reading, spelling, tables and projects etc.

However, we expect our parents to understand their responsibilities in getting the children to school on time with appropriate equipment and suitable school dress, but above all to ensure that our children conform to acceptable standards of behaviour so that they become respectful, considerate and responsible future citizens.

BULLYING is dealt with as a separate component of our **Behaviour Policy** as it is an identifiable discreet pattern of behaviour, requiring specialised work with both bully and victim.

REWARDS, RULES AND SANCTIONS.

REWARDS:

Praise is the most effective reward: this can range from a smile, to verbal private praise or public specific praise. Everyone needs approval in order to enhance self-esteem. It is most important to remember to acknowledge good attitudes demonstrated by pupils.

Merit points or certificates are awarded for merit-worthy achievements or behaviour. There is a monthly celebration assembly.

Year Group achievements and individual class achievements are celebrated and there are reward systems in individual classes and year groups

Parents are informed of good work or behaviour via Parents' Evenings, positive comments on work a specific letter, or phone call or via Homework Diaries.

We also have **social rewards** : sitting with friends, choosing own teams or the sharing of good work through display or discussion. Applause by peers for good teamwork or individual endeavour is a feature of our Assemblies.

RULES:

We require rules because we are a community and need an atmosphere where learning can take place in a secure and safe environment, where there is **respect** and **consideration** for people, property and buildings.

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School Rules

Our School Rules focus upon safety, common sense, respect and courtesy.

- a. Walk inside buildings and when entering or leaving the building.
- b. Respect other people's property. This includes your school buildings and equipment.
- c. Be polite and helpful with everyone in school. This includes both adults and children.
- d. Never bring dangerous or expensive items into school, including chewing gum.
- e. Never go into areas which are unsafe and out of sight. This includes car parks

Our School Rules demonstrate to children a sense of **appropriate behaviour and shared responsibility** as well as knowledge of right and wrong and fairness. They are often a means of resolving conflict, but above all they help to prepare pupils for adult life, promote self-esteem and develop assertive but empathetic and moral people. Within our individual classrooms we should seek to develop specific rules relevant to our environment. These rules should be formulated after discussion with our class to promote a sense of ownership.

How do we promote awareness of our School Rules and Rules for Our Individual Classrooms?

1. First and foremost by **example of staff**.
2. We involve children in **classroom discussion** so they contribute to the rule making and understand the reasons behind them. Rules should always be taught to pupils, no matter how obvious they may seem to us as adults. (**Circle time** is very effective here. Class targets can be discussed and individual targets identified).
3. The P.S.H.E. and Citizenship Curriculum.
4. We promote a **moral and spiritual awareness** through Assemblies, daily reminders, links with the curriculum.
5. The school prospectus and the Basic School Rules displayed in the classrooms.

SANCTIONS:

Children must know that there are consequences of **unacceptable behaviour**, and should be aware in advance of what those consequences will be. At Michael Drayton School, staff spend a great deal of time discussing and trying to help pupils who have problems. Some of these problems may be classed as 'low level' or irritating, such as calling out, disturbing other pupils etc.

The most effective climate for working is found in a classroom where the teacher is calm, consistent and firm, but is always kind and supportive. This does not mean that bad behaviour should be ignored. Stop it quickly without nagging and then try to find opportunities to praise. Consistency is vital - children have a great sense of injustice but respect fair treatment. Sanctions must be appropriate to the miscreants rather than blanket punishments to the whole group.

However, there are occasions when certain pupils need to be sternly reprimanded for **more serious offences**.

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Degrees of Sanctions

1. We have a **warning system** which allows for early redemption. Staff must be seen to be firm but fair and consistent.
2. After warnings, if **poor behaviour persists**, the child must be clear that sanctions will follow, e.g. **loss of privileges**, such as playtimes. If promised, sanctions are not carried through the wrong messages will be sent to the children and their parents. Letters of apology, written during pupil's own time, or some other sanction will be devised appropriate to the misdemeanour. Detention (with prior notice to parents) may be used on occasions.
3. **'Time Out'** may be used, where pupils are removed from the scene of the problem in order to calm down, think about what they are doing and get ready to rejoin the class. Afterwards, consequences of their unacceptable behaviour will be discussed. Time out can take place in a designated area within a class, or outside the classroom with supervision.
4. If **behavioural problems continue**, our policy is to **contact parents**, via by telephone or by letter. Where possible, the telephone is preferred, initially. Usually with parental support and a shared responsibility between pupil, parents and staff, the problems become resolved. A record of such a conversation should be logged. A central book located in the Deputy Head's office should be used.
5. For **pupils with distinct concerns**, after all other sanctions have been tried, we have the policy of setting targets - a Behaviour Contract - based on a reward system and a daily tick sheet to monitor these targets, again with parental contact.
6. **Persistent non-co-operation with Midday Supervisors** after parental contact may mean that a child has to go home during lunchtime for a period of time. Such action is the responsibility of senior staff. Each lunchtime exclusion is classed as a 1/2day exclusion.
7. On very rare and **serious occasions**, the ultimate sanction of exclusion will need to be used. The decision on length of exclusion is the responsibility of the Headteacher.
8. Staff and senior staff will always have to respond in a common-sense way to serious incidents such as temper outbursts, swearing, fighting etc., leaving **the pupil and parents** in no doubt as to how seriously we view such anti-social habits and that they will be dealt with in an appropriate manner involving one of the above methods of sanctions.

MONITORING OF RULES, REWARDS AND SANCTIONS

The monitoring of behaviour in school is ongoing. The **whole-school informal monitoring** is part of the role of the Head and senior staff, plus a general alertness by all (including non-teaching staff). There are periodic staff meetings to encourage **CONSISTENCY** and relevance, and regular reminders of identified issues.

At **class level**, teachers can monitor behaviour by ensuring that children clearly understand their expectations. Class discussions as part of social and moral education (PSE) are times for teachers and children to express their views. For the few who find difficulty in conforming to class rules, class teachers may have to apply a more rigorous monitoring, i.e. keeping a log.

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Monitoring of **significantly difficult individual pupils** requires reference to our SEN policy. This policy is formulated in line with the DFEE Code of Practice for Special Educational Needs (2001). Guidelines are clearly laid out here. Year Co-ordinators need to be informed of such pupils. Senior staff are always involved in supporting colleagues dealing with these pupils.

Individual pupils causing constant disruption in class are monitored carefully, written records are kept and parents are involved in this. There is regular review involving the child, parents and staff (plus LABSS, Educational Psychologist or ESW when relevant. Evidence is recorded and filed.

SYSTEMS AND ROUTINES

In order to promote good behaviour, **known and consistent routines** must be established. It is important that routines are taught to pupils to ensure ownership and understanding.

For both teaching and support staff, these routines are outlined in the Staff Manual.

Midday Supervisors have a written handbook and regular discussions with Senior Staff. Dinner time arrangements must be seen to be fair, (rotas etc.)

For pupils, a clear set of expectations and explicit routines is essential. Positive school rules are explained clearly.

In **common areas** of the school a shared responsibility is well established. This respect and responsibility for public areas reflects what happens in the classroom.

Systems and routines enhance relationships, develop mutual respect and courtesy through adult role models, through taking responsibility for own actions, through co-operating and accepting the consequences of any anti-social behaviour.

All systems and routines support equal opportunities, e.g. lining up, groups, sharing tasks etc.

All resources must be accessible and well organised to encourage independent learning. Children and staff must be encouraged to clear away. It is the responsibility of staff to train children to do this and reinforce.

Staff must make time to talk to children about our routines and resources, in order to sustain a positive, supportive and secure environment.

The School has a separate Anti-Bullying Policy

PHYSICAL RESTRAINT

Physical restraint should only be used in situations when there is an issue of safety. Training will be provided on physical restraint.

Review Date: November 2010

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DO ALL YOU CAN TO:

- use humour - it builds bridges
- use genuine praise - it builds up pupils
- keep calm - it reduces tension
- listen - it earns respect

be positive and build relationships

know your pupils as individuals

be consistent.

teach, encourage and model appropriate behaviour

DO ALL YOU CAN TO AVOID:

- over-reacting - the problems will grow and you will get stressed
- blanket punishments - the innocent will resent them
- over punishment - never punish what you cannot prove,
- giving warnings or threats which you are not prepared to carry out.
- shouting - it diminishes you
- humiliation and sarcasm - it breeds resentment
- Invading personal space - it exacerbates the situation