

# GREASBY JUNIOR SCHOOL

## BEHAVIOUR POLICY

### **1. Introduction**

The staff at Greasby Junior School believe strongly that in order to ensure a happy, safe environment in which children can learn and develop there needs to be a combination of positive behaviour strategies coupled with a fair and firm approach to unacceptable behaviour and a commitment to promoting social and emotional behaviour skills.

All teachers have a duty of care to children as outlined in the Teachers' Pay and Conditions Document. It states that,

**"...teachers are expected to exercise the same standard of care as would be given by a reasonably careful and responsible parent."**

It also states:

**"Teachers are required to maintain good order among pupils and to safeguard their health and safety, both when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere."**

This policy outlines the ways in which the duty of care is fulfilled by the achievement of exceptional standards of behaviour and the procedures in place to maintain these standards.

### **2. Code of Conduct**

The school's Code of Conduct, as agreed by its pupils, parents, governors and staff is based on the principles of Care, Courtesy and Consideration. The school's mission statement is as follows:

**"For all children and staff to achieve their potential in an environment of Care, Courtesy and Consideration."**

#### **Care:**

To demonstrate respect for each other by being kind, helpful, hardworking and truthful, as well as respecting the property of others and being responsible for our own actions.

#### **Courtesy:**

To be polite and respectful at all times to all adults and children in school.

**Consideration:**

To show kindness, co-operating with others and as a result, fostering a feeling of mutual trust and respect.

**3. Aims**

**We aim to provide all our pupils with an environment of Care, Courtesy and Consideration in which to learn.**

We will strive to achieve the following targets in our pupil and parent questionnaires:

Pupils

100% positive response to the statements:

- I am happy to come to school.
- Behaviour is good at my school.
- Behaviour is good in lessons.

Parents

100% positive response to the statements:

- There is a good standard of behaviour at this school.
- My child's lessons are not disrupted by bad behaviour.

Finally, we aim to minimise the time spent sorting out incidents of unacceptable behaviour by both mid-day supervisors and teaching staff/senior staff.

**4. Ethos**

The ethos of the school is crucial in promoting our Mission Statement (see Page 1) and is dependent on the quality of some key relationships between:

- members of staff
- staff and pupils
- parents and the staff
- pupils and their peers

These relationships should be based on mutual respect and on the knowledge that all views have value and will be listened to.

All adults in the school will provide models of good behaviour and will constantly provide encouragement in order to develop in the pupils self esteem, self discipline and the desire to achieve their potential.

The ethos of the school is further enhanced by developing its links with the wider community – visiting and facilitating visits from local primary and secondary schools, and the range of other agencies including our churches, local businesses, drama groups, artists, charities, and the local services; Fire and Police.

## **5. Other Policies**

The following policies demonstrate how the school's Behaviour Policy reflects the overall school ethos:

Anti-Bullying

Equality

Equal Opportunities

Health and Safety

The School Self Evaluation Procedures, including the bi-annual pupil and parent questionnaires and Open Forum Meetings with parents.

## **6. Promoting Positive Behaviour**

The school believes strongly that a combination of positive behaviour strategies coupled with a clear and firm approach to unacceptable behaviour is needed to produce high standards of behaviour.

The school has a wide range of strategies to encourage positive behaviour:

### **Golden Time**

All children are entitled to Golden Time as an incentive for behaving well and for following the Golden Rules. Golden Time is 30 minutes of 'free time' at the end of the week. A range of activities, from reading and craft to active play and electronic games are provided for the children to choose from. Deliberately breaking the Golden Rules results in a loss of Golden Time; the more severe the deliberate action, the more time is lost. (A guide giving examples of behaviours resulting in Golden Time loss is included in this policy - Appendix One)

The Golden Rules, which were developed by the Student Council, are:

Be caring, courteous and considerate

Be honest

Do your best

Look after property

Behave safely

These are displayed clearly throughout the school, in the main assembly hall and in each classroom.

### **Pupil Voice**

One child from each class is elected onto the school's Student Voice Council for a one year term. The council meets weekly to decide the agenda for the whole school

meetings which are held fortnightly. The agenda is decided using the suggestions from all of the children (Suggestion Boxes are available in all classrooms). Prior to the whole school meeting the agenda is displayed on the Student Voice Council's display board and in each classroom. Time is provided for the children to discuss the agenda in class before the whole school meeting. Hence, all children have a genuine say in aspects of the school that matter to them; this impacts extremely positively on their behaviour. Student Voice Council members also contribute to the school's reward systems, nominating their peers for awards for showing excellent behaviour around school.

## **Reward Systems**

- Classroom Reward Systems - each year group has its own reward system but each one feeds into the whole school House Team point system. Regular reviews of these individual systems ensure that no matter which year group a child is in, (s)he is rewarded consistently.
- Houses – every child and member of staff is allocated one of Bennett, Day, Royden or Shaw. Where children have siblings, or parents who attended the school, they are placed in the same House. Children are awarded Team points for demonstrating care, courtesy and consideration either in their work or through their general behaviour. Each year group's award systems lead to Team points being 'earned'. Team points are recorded by the House Captains on an individual and House basis, enabling children to receive individual awards for accumulation of Team points (see below) and each House to compete for the monthly House Cup (an extra break being awarded to all winning House members). Weekly updates on the progress of each House are given in Friday's Celebration Assembly, in which the children sit with their House Peers.
- Individual Awards
  - i. Bronze Award – 25 Team points (Bronze Badge)
  - ii. Silver Award – 50 Team points (Silver Badge)
  - iii. Gold Award – 75 Team points (Gold Badge)
  - iv. Platinum Award – 100 team points (Platinum Badge)
  - v. The most number of Team points in the month – Excellence Badge
- Weekly Merit Badge – one child from each class is awarded the Weekly Merit Badge. They will have demonstrated a particularly high level of achievement, effort, attitude or behaviour. The child wears the badge for one week and receives a certificate and a Team point.
- Gold Headteacher Award – is given for outstanding effort, whenever a member of staff feels a child's effort is deserving of the award. The Headteacher discusses the work with the child, who receives a Team point, as well as having his/her name and the reason for the award, written in the Gold Headteacher Award Book, kept in the entrance hall.

- Excellence Badge – each month the pupil(s) with the most Team points receive the Excellence Badge and a voucher. Their photographs are displayed on the newsletter, on the display board in the main corridor and on the website.
- Congratulations Cards – each half term each teacher nominates a pupil who has demonstrated a consistently exceptional attitude to school life. The Headteacher writes a letter to the parents of each child which is sent through the post.
- Chris Salmon Behaviour Cup (termly award) – one child is selected from each year group for displaying exceptional behaviour throughout the term. These children will not have lost any Golden Time all term. They receive a gift voucher.
- Character Award – a child from each class is chosen for this award each term by their peers for consistently demonstrating excellent behaviour. Each half term's winners and their characteristics are displayed in both main corridors and on the website.
- Golden Table – each week, four children, one from each year group, are chosen to sit at the Golden Table. They are selected by the lunchtime staff for displaying care, courtesy and consideration during the lunchtime period. The children chosen for the Golden Table also receive a certificate and a Teampoint during Friday's Celebration assembly. Photographs of each week's 'table' are displayed on the website.
- Annual Merit Prize – a gift voucher is awarded to a child from each class at the end of the academic year for demonstrating consistently high standards of effort, attitude or behaviour.
- Golden Certificates -all children who have not lost any Golden Time each term are presented with a certificate and Teampoint in assembly.
- The Stratagem Award – this is awarded annually to a Year 6 child who has shown great determination to overcome barriers to learning. The award is presented in the final assembly of the academic year by Mr Brian Barnes, a friend of the school who sailed around the world and showed great determination in doing so.

### **Assemblies**

- Weekly Celebration Assembly – children are rewarded for their outstanding behaviour throughout the week and school's core values are reinforced.
- Other assemblies – the school's values of care, courtesy and consideration are reinforced through the school's other assemblies, usually through a story or input from the local churches.

### **Staff Commitment**

- Teamwork – the staff throughout the school support each other in promoting high standards of behaviour in areas other than classrooms, such as corridors, making sure that they are present when the children are walking to and from assembly,

and working with the Student Voice Council to promote and reward positive behaviour in these areas.

- Extra-Curricular Activities – the school provides a wide range of extra-curricular activities. The time and effort given up by staff makes children feel valued and develops mutual trust and respect. The subsequent impact on children’s behaviour of the school’s extra curricular provision, is significant.

## **Curriculum**

- We believe that behaviour impacts greatly on learning and so strive to provide rich, exciting and fun learning experiences which motivate children to learn and develop positive attitudes to learning. Our curriculum has been consistently judged ‘outstanding’ by Ofsted (see Ofsted reports on website). It is another key factor in promoting exceptional behaviour.
- Eco-School Status – the school is a Green Flag Eco-school. Acquiring this status has involved all the children in activities to improve their school environment. Positive attitudes to the environment are developed through activities such as paper recycling, healthy eating, exercise, and safe and healthy travel to and from school. The school environment is safe and secure place to be, which further impacts on the behaviour of the children.
- Display – displays of children’s work are stimulating, colourful and attractive and make the children feel that their work is valued – another positive influence on their behaviour and attitude to the school and staff.

## **Playtime**

It is recognised at Greasby Junior School that it is in the less structured times of the school day such as playtime and lunchtime that incidents of unacceptable behaviour are more likely to occur. The school is fortunate to have two playgrounds (one for children in Years 3 and 4 and one for those in Years 5 and 6), and in order to ensure high standards of behaviour, the following activities are organised:

Equipment is provided on both playgrounds for football, basketball, cricket, swingball and other less structured activities such as skipping, hoops and a range of balls. All activities are given designated areas. Both playgrounds have a large, fenced quiet area with picnic tables to allow children to participate in quiet, calm activities. On the Lower School playground there is a dressing up box to encourage creative play and on the Upper Playground a creative natural area is currently in the design process. At lunchtime on the Lower School Playground Play Monitors from Years 5 and 6 work with the younger children to play social games and to involve those who appear not to be included in any activities. Play Monitors also help to organise indoor activities during wet playtime. A range of indoor games (snooker, board games) as well as the IT facilities, are available for children during wet playtimes.

## **Parental Involvement**

The impact on the child of parents and school staff working positively together cannot be underestimated. We encourage parents to work alongside the staff in a range of ways including helping with 'themed days', supporting children with their reading and attending school visits. We will immediately consult parents when there is a concern regarding behaviour in order to deal with the behaviour and to prevent anything more serious developing. A written report is sent to parents annually, and central to the report is the attitude and behaviour of the child. The strong partnership between the school and the parents has a very positive impact on the behaviour of our children.

## **The School Environment**

The school environment is an important factor in encouraging positive behaviour. One of our Golden Rules is to 'Look after our property' and we believe that in providing a smart and comfortable environment in which children learn encourages their respect for it. Improvements to the school playgrounds, hall, corridors, cloakrooms and toilets are on-going in order to provide such an environment.

## **7. Responding to incidents of unacceptable behaviour**

Standards of behaviour at Greasby Junior School are exceptional. However, there are occasions when children behave in an unacceptable manner. In the vast majority of cases these behaviours are minor and are effectively dealt with through the Golden Time System which works in the following way:

Stage 1 – Children sign up for their Golden Time Activity on Friday afternoon for the following week.

Stage 2 – Children who do not follow the Golden Rules will be given a verbal and visual warning. Clear, appropriate language should be used. For example, "You are breaking one of the Golden Rules. Your name will now be put on the board in red."

Stage 3 – If the unacceptable behaviour continues, the child's name will be written in the class Behaviour Log, and he/she will lose 5 minutes of Golden Time. This time cannot be gained back.

**NB: Some behaviours may be judged by staff to warrant an immediate loss of Golden Time (without a warning). These will be more serious behaviours such as deliberately hurting another child either physically or by using inappropriate language.**

Stage 4 – At the end of a school day, all names written in red on the board will be erased, so that those children who received a warning can start afresh the next day.

Stage 5 – If a child has lost 5 minutes of Golden Time and **on the same day** he/she still does not follow the Golden Rules, a tick is placed by the child's name, indicating a further 5 minute reduction in Golden Time. As the child will have already gone through the warning process, no further warnings will be given.

Stage 6 – If a child has lost time and he/she does not follow the Golden Rules **the next day**, the warning process (Stage 2 – 3) will operate again.

Stage 7 – If children make a determined effort to right their wrongs, they can earn back **all but** the first 5 minutes of Golden Time and given a reason why.

Ideally children should get at least 15 minutes of Golden Time so that they value it and do not want to lose it. This then gives them an incentive to keep more of it the following week, and to follow the Golden Rules.

Children who have lost some of their Golden Time will sit with a sand timer during Golden Time for the duration of the time they have lost. They will then be allowed to join in their chosen activity.

The Golden Time system can also be applied to children's organisation, to encourage them to be more responsible.

Where a child persistently loses Golden Time parents will be contacted to discuss ways of supporting him/her. Staff will also contact parents if a child behaves in a way which causes concern.

It is crucial that the response procedure is transparent, consistent, and clear to all pupils and staff. Our aim is to respond to problems using consistent language and strategies.

This procedure is as follows:

- i. The member of staff will discuss the incident with all concerned (including witnesses) – all staff know that it is essential not to pre-judge or to make 'snap decisions' but to hear all accounts of the situation before making a decision.
- ii. When all children concerned are in agreement that a true account of what happened has been given, the member of staff will decide on the appropriate sanction using the Sanction Guide. Where appropriate children may be involved in this part of the process. It is essential in deciding the sanction that the member of staff dealing with the incident considers the context of the situation (the Sanction Guide provides examples of past behaviours without information of what happened and why and should therefore be used with caution). This is particularly important when the behaviour has involved a child identified as having a special educational need (see Point 12, below).
- iii. In the vast majority of cases, the sanction will be a loss of Golden Time (above). This will be reported to the child's class teacher who will record it in the class Behaviour Log. The child's parents/carers will also be informed of the behaviour and the sanction in the child's Homework Diary. Where the behaviour is deemed more serious, or when the child continues to behave inappropriately, parents will be contacted and invited to discuss ways forward with the class teacher or where necessary the Headteacher.
- iv. Where a child behaves in such a way that is deemed unsafe to either him/herself or others, exclusion may have to be considered. In this case, Local authority guidelines will always be followed.

**Within the restrictions of time, all incidents will be investigated thoroughly with the sole aim of responding to and dealing with them in a fair, objective and consistent way. However, it must also be noted that in some cases, even after thorough investigation, the whole truth may not be discovered. In this situation, decisions have to be made by relevant staff based on the evidence they have.**

- Once the incident has been dealt with, children will be monitored and the school's Golden Rules will be reinforced through other areas of school life including Circle Time, assemblies and Pupil Voice Council meetings so that all pupils are constantly reminded of the correct ways to behave in different situations.

### **Lunchtime/Playtime**

Minor behaviours may occur at lunchtime or playtime which do not warrant loss of Golden Time but which do require sanction. For these behaviours staff are trained to use the 'Time-Out Zone'; an area where children are asked to go to on the playground for a few minutes to either calm down or to reflect on their behaviour. Mid-day staff are also trained to administer loss of Golden Time to children, where appropriate. Lunchtime staff meet regularly with the Behaviour/PSHE Leader to review practice and ensure consistency.

### **Dealing with behaviour outside the school gates**

In line with the guidance outlined in the Department for Education document, 'Behaviour and Discipline in Schools: Advice for headteachers and school staff' (January 2016), the school is able to apply its Behaviour Policy when children are:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

### **Retaliation**

It is made very clear to the children that retaliation is not an acceptable way of dealing with another child's behaviour. Children are always encouraged to inform a member of staff who will then deal with the incident as outlined above. If a child retaliates, with the intent to cause harm or hurt, his/her behaviour will be dealt with as described above. However, we do appreciate that retaliation is a reaction rather than a pre-meditated act and sanctions will be differentiated accordingly.

## **8. Working Party**

It is essential that all staff consistently carry out the Behaviour Policy to ensure equality and fairness for all pupils. However, there are some key people in the school who are particularly important in driving forward the beliefs and principles in this document. They are:

Year Group leaders

PSHE/Behaviour Leader

Eco-School/Healthy Schools Leader

Deputy Headteacher

Headteacher

## **9. Raising Awareness**

It is essential that pupils, parents, governors and staff are made aware of the Behaviour Policy. This is done in the following ways:

### **Pupils**

The definitions of unacceptable behaviour and examples from the Sanction Guide are discussed with the pupils in Circle Time at the beginning of each term.

The views of the Student Voice Council are recorded regularly in whole school meetings which take place fortnightly. The Student Voice representatives are encouraged to seek the views of the children throughout the school on a regular basis.

Further awareness of the Behaviour Policy will be raised among the pupils through PSHE lessons, Circle Time and assemblies as well as through many other areas of the curriculum. Two specific examples of ways in which the pupils' behaviour is enhanced through the curriculum are those of RE and PE/Games:

The school's Religious Education curriculum contributes to the spiritual development of the children, encouraging them to follow the best examples of human behaviour and to strive to the highest standards of integrity. The RE curriculum also teaches the children to value all cultures and to respect the views and values of all human beings. Through PE and Games, the children develop attitudes of co-operation, tolerance, interactive skills and self discipline. Within games settings they learn to

follow rules and conditions and to perform within accepted codes of conduct, as well as appreciating the concept of fairness.

Our skills based approach to learning which is consistent throughout all lessons and year groups further develops skills of collaboration, communication and co-operation.

### **Parents**

- Curriculum Meetings for parents of children in each year group in the Autumn term update them on the school's behaviour policy and provide opportunity for discussion.
- Parents can view the policy and comment on it on the school's website.
- Newsletters – updates of any behaviour strategies or initiatives.
- Parents' Evenings.
- Two Parent Open Forum meetings each year for parents of children in Year 3 in the Autumn term and for all parents in the Summer term, provide further opportunity for parents to express their views of the school's approach to promoting positive behaviour, and to have any concerns/queries answered.

### **Governors**

Through the Curriculum Committee, the governors are completely involved in the process of both developing and implementing the Behaviour Policy. Each year group has a Governor who regularly observes lessons and standards of behaviour. All findings are then reported back to the full Governing Body.

Feedback from the Parental Open Forum meetings is always provided to the full Governing Body and any necessary actions carried out.

### **Staff**

All staff are consulted when any aspects of the policy are reviewed. Their views are regularly sought through the range of staff meetings.

### **10. Extra Curricular Clubs/Visits out of School**

The school's behaviour system applies to all extra curricular clubs held at the school, whether they are led by members of staff, parents, or paid coaches. The system also applies when the children are out of the school grounds on an educational visit organised and led by school staff.

### **11. Behaviour on the way to and from School**

Although the children are the responsibility of their parents/carers on the way to and from school, we will apply the school's behaviour procedures, with parents' permission, when incidents occur at these times. This encourages in the children a sense of responsibility beyond the school gates.

### **12. Children with Special Educational Needs**

Behaviour is a learned process and all children are at different stages in that process. Therefore, our behaviour system is differentiated to meet the needs of the individual children at the school. We aim to deter all children from behaving inappropriately and we believe that we achieve this aim very effectively. However, we realise that there are some children for whom specific behaviour strategies need to be employed.

Sanctions are applied to the behaviours listed above when they are the result of a **deliberate** act, where the child has intentionally acted in a way which will cause hurt of some kind. Some children with specific emotional and behavioural difficulties have less control over their actions and with such children specific behaviour strategies need to be applied. In these cases, the School's Special Educational Needs Co-ordinator and, if necessary, the LA's Special Educational Support Service will be consulted in order to provide appropriate action.

### **13. Use of Reasonable Force**

It is possible, though extremely rare, that a pupil behaves in a way which is judged to be unsafe, either to him/herself or to others. In such instances, Greasby Junior School supports the use of reasonable, proportionate and necessary force, always with the aim of keeping the school community safe.

Where it is necessary to restrain a child for their own or other people's safety, this will be acknowledged in the child's intervention plan. Staff will note the guidance published by the DfE in 2003, 'DfES Physical Intervention'.

Where such action is necessary, parents will be kept fully informed and the incident will be documented and kept securely with the child's records, to be passed on to his/her future teacher/school.

### **14. Monitoring and Evaluation**

The Behaviour Policy will be reviewed annually by the Governing Body (See GB Minutes). Its procedures will be reviewed regularly in Senior Management Team meetings, staff meetings and the termly meetings between the Behaviour Leader and the Mid-day Supervisors. Further review will take place through the feedback given by pupils (questionnaire) and parents (questionnaire, curriculum meetings and Open Forum meetings).