Behaviour Policy

February 2016
**Mission statement**
Here at Perry Beeches Junior School we work hard to ensure that all our children achieve their potential.

We aim for our children to be healthy, confident, independent, well-rounded learners; learning in a safe, enjoyable, fun environment.

Through the experiences we provide for them we hope they develop respect for themselves and others whilst preparing them for life in today’s diverse society.

**Believe and achieve**

**Rationale**
This policy is a statement of the arrangements for behaviour management at Perry Beeches Junior School. It replaces and encompasses the previous policy. It has been written to make expectations and procedures for management of behaviour explicit and to ensure consistency of practice across the school.

Our school is a community of adults and children, all contributing to and benefiting from its success. A community functions best if there is a mutual respect between all members and an agreed code of conduct providing the background against which all aspects of school life may flourish.

**Philosophy**
At Perry Beeches Junior School we operate a positive behaviour policy which has high expectations of all within the school community.

**Aims**
At Perry Beeches Junior School we aim to:
- provide an environment conducive to effective learning for all pupils and staff,
- raise and promote self-esteem in all members of the school community,
- promote consideration and respect for others and the school environment,
- encourage a shared responsibility between home and school,
- provide guidance for staff, pupils and parents, enabling everyone to know what is expected of them,

The school:
- has a whole school approach to behaviour to ensure consistency with high expectations of co-operative behaviour from the very beginning,
- involves all pupils in the creation and review of class charters,
- provides a purposeful learning environment conducive to on task behaviour,
- involves parents/carers by communicating well to ensure their support,
- makes positive recognition of pupil achievement,
- has strategies for dealing with behaviour,
- uses Circle Time, PSHE lessons, peer mediation, assemblies and a School Council as tools for developing responsible, respectful children,
- gives children the opportunity to reflect on their behaviour.
School rules and class charters should be clearly displayed in school/classrooms so that each child is clear about what is expected from them and the opportunities for reward should also be clearly stated for the children.

**Our School Rules**
We all have the right to be safe, to learn and be respected. We must be responsible in following the school rules.
- follow instructions;
- listen when others are speaking;
- stay on task;
- keep hands, feet and objects to yourself;
- only touch other people’s property if you have their permission;
- no name calling, swearing or teasing; kind words should be used.

**Complaints**
In the event of a child complaining about another child’s behaviour, the incident will be investigated by an appropriate member of staff at a suitable time and, if necessary, sanctions will be imposed and the incident will be recorded on a Behaviour Incident Form (BIF). Parent/carers of both victims and perpetrators will be informed where it is deemed necessary by staff.

**Rewards**
We aim to:
- a) positively recognise and reinforce good behaviour,
- b) provide rewards, which are valued by the children,
- c) promote appropriate behaviour through the provision of a variety of activities both in Golden Time and as team rewards.

**Golden Time**
Golden Time is a weekly reward for children; it is possible for children to achieve 30 minutes of Golden Time weekly. This is a time when the children choose from a variety of different activities. The activities are subject to change after discussion with the children but may include activities such as sports, cooking, art and craft, ICT.

In addition to frequent praise from staff, children’s work/attitude/effort is rewarded through presentation of ‘pupil of the week’. A shield is presented through our weekly celebration assembly, children are presented with their shield, a small reward and their photo is also displayed on our screen in the reception area.

**Whole Class Rewards**
In addition to this, each class works together for a whole class reward. In order to achieve this, the class must receive thirty behaviour marbles.

To achieve a marble, classes have to demonstrate teamwork that achieves a positive outcome, eg walking to assembly or impeccable behaviour on a trip. This entitles the class to ten minutes extra play and they can choose an activity of their choice eg adventure trail, dodgeball.
Children are also part of whole school teams and work to collect team points. Reward experiences for team points are received termly.

**Sanctions**
The school aims to develop a positive climate of praise and encouragement supported by class charters engendered by pupils. However we recognise that, from time to time, there will be recourse to sanctions when behaviour is deemed unacceptable and not conducive to learning, safety or harmony.

Any sanction should be:-
- in close time proximity to the violation where possible, so that the young person knows why they are receiving the sanction;
- be fair, appropriate and proportional;
- applied consistently but take into account individual circumstances.

Each classroom has a ladder of success. Every child begins each day at the top of the ladder, if they stay there for the day they will have earned six minutes of golden time. If, however, a child displays inappropriate behaviour they move down rungs of the ladder and therefore lose some of their golden time. Pupils are able to earn back minutes back through good behaviour at the discretion of staff. The children collect all their minutes daily until Friday afternoon when golden time is held. Any minutes lost on Friday afternoon are lost from the next week’s total.

When children fail to follow any of the school rules, a member of staff may decide it is appropriate to give the child a detention. This means that they will miss the first fifteen minutes of the next dinner time, and will spend this time reflecting on what has happened. If a child is given a detention on Friday afternoon, they will complete this during Golden Time; this will be a loss of fifteen minutes.

If a child reaches zero and then another misdemeanor occurs, the child will be sent to the Year Group Leader for internal exclusion. If behaviour doesn’t improve then the Year Group Leader will refer the child to a member of the Senior Leadership Team.

<table>
<thead>
<tr>
<th>Drop One rung of the ladder for each misdemeanor</th>
<th>WARNING first.</th>
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<tbody>
<tr>
<td>Shouting out, not following instructions, muttering inappropriately, poor manners, purposefully distracting others, answering back, lying, inappropriate comments, crawling underneath table, defacing books/work, lack of respect, negative body language.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Drop up to three rungs of the ladder for each misdemeanor</th>
<th>Detention / Parental involvement</th>
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</thead>
<tbody>
<tr>
<td>Not keeping hands and feet to themselves, stealing, being confrontational, swearing, unsafe behaviour towards others, name calling, damaging school property.</td>
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**Challenging behaviour**
Most children are able to manage their behaviour positively with only slight intervention, responding well to positive management. A small number of children have significant difficulties in managing their behaviour and need a more individual approach. In these cases;
class teachers, the learning mentors, the SENCo and parents work closely to support the children through a targeted IEP and the use of appropriate outside agencies where appropriate.

**Behaviour Incident Forms**
All major incidents are recorded on a Behaviour Incident Form (BIF) by the member of staff dealing with the incident. These will be kept on file for record keeping and monitoring by the SLT.

**Severe Misbehaviour**
Any child demonstrating severely disruptive behaviour will be sent to HT/DHT/AHT immediately and without prior warning. This may include such behaviour as:

- fighting,
- vandalising school property,
- defying a member of staff,
- preventing other children from carrying out their work to the best of their ability.

At Perry Beeches Junior School we are aware of our pastoral responsibility towards every child. We use de-escalation strategies wherever possible to defuse and divert in order to prevent the need for positive handling. We only use positive handling to manage physically challenging behaviour which is a threat to a pupil, staff or school property.

The Local Authority, (LA) considers exclusion to be an appropriate response to a disruptive incident preceded by a series of disruptive events, where the school has attempted to gain compliance through other sanctions and the use of outside agencies. It follows that we are extremely reluctant to formally exclude any child from school. However Birmingham LA have emphasised that exclusion should be considered a reasonable and appropriate response to serious misbehaviour. Examples are listed as being:-

- deliberately assaulting a pupil or member of staff;
- threatening to possess/possessing, or threatening to possess, a weapon;
- persistent racial abuse;
- bullying;
- threatening or intimidating a member of staff;
- selling or distributing drugs.

**Playground Rules**
Class rules still apply plus these additional rules which are displayed on the walls in the playground:

- we treat everyone as a friend,
- we use the quiet areas properly,
- we take care of the garden and play equipment,
- we respect the grown-ups on duty,
- we put litter in the bin.

In addition the following rules also apply to the playground:

- walk to and from the playground,
- stand still and silently as soon as the whistle is blown at playtimes.
- Line up without talking, any child not conforming to lining up quietly will be given a five minute card by a member of staff or prefect on duty. They will miss five minutes of their next play.

**Lunchtime Rewards (for demonstrating appropriate behaviour)**

Rewards will be issued by the lunchtime supervisors:

**Top Table.** The lunchtime supervisors will nominate children who have been helpful or have performed good deeds and these children will be invited to sit on the ‘Top Table’ on Fridays. These children will be announced during the celebration assembly.

**Reward Stickers.** Where appropriate the lunchtime supervisors can give individual lunchtime reward stickers to a child. Children can earn Certificates and Prizes through earning multiple reward stickers.

**Lunchtime Consequences (for demonstrating inappropriate behaviour)**

1) **Reminder**
The child is reminded of the acceptable behaviour and of the consequences if he/she continues to choose the wrong behaviour.

2) **Withdrawal from game/activity**
The child is removed from the game/activity under the lunchtime supervisor’s supervision. They return once they have reflected upon their behaviour.

3) **Referred to Senior Lunchtime Supervisor**
If the incident is deemed serious enough by the lunchtime supervisor it is recorded as a BIF. During lunchtime the senior supervisor will deal with it themselves (loss of privilege/time inside) or refer to Learning Mentors or if necessary the AHT or DHT.

**E-safety**
We have high expectations of our children, especially when they are using electronic resources. The behaviour policy is used in conjunction with our e safety policy.

**Working with Parents**
We aim to involve parents with pupil interventions at the earliest opportunity offering a regular review system with full information exchange. We do this by:
- responding promptly and considerately to parents communications and letters;
- recognising that the most effective progress is made when all concerned are working in partnership;
- using home link books as a form of communication between school and home.

**Working with outside agencies**
- the DHT/HT/AHT/ BeCo to initiate and liaise with outside services and support agencies.

(H.T Headteacher DHT Deputy Headteacher AHT Assistant Headteacher
BeCo Behaviour Co-ordinator)