



Introduction

At Dunchurch Junior School our Behaviour code is based on Christian values. We expect children to be polite, co-operative and considerate of others. Members of staff are committed to creating a school environment where these qualities are seen to be important and are positively encouraged.

The school aims to create a positive ethos in which there is an atmosphere of trust, tolerance, co-operation and mutual respect; and no-one is demeaned because of disability, race, gender, colour, belief or ability.

Good behaviour amongst our children will be encouraged; and self-centered anti-social attitudes discouraged.

We expect our children to work hard, to take advantage of all the opportunities the school has to offer and, of course, to take pleasure in their learning. We encourage the children to develop self-reliance and self-discipline; and we expect them to take pride in themselves, in their appearance and in their school.

This policy has been prepared to help everyone associated with the school understand what is expected in terms of behaviour.

Strategies for Reinforcing Good Behaviour

A high priority is placed on the personal and social education of the children, which is considered as important as academic achievement.

On starting at Dunchurch Junior School parents and children are asked to sign the **Home/School Contract** which details expectations of the school, parents and children.

In the Classroom

- Teachers will work out class rules with the children and outline rewards and sanctions. Each class will agree to a maximum of four classroom rules, written in a positive manner, at the beginning of each school year. Staff should be consistent in identifying rule breakers and applying sanctions.
- If a child is breaking a rule – they should be reminded of it and warned that if they break it again they will be moved (to another desk / away from where they are in class).
- If the child breaks the rule again – they should again be reminded of the rule and moved away from where they are – to another place on the carpet/ to another table. They should be warned that if they break the rule again they will be sent to another classroom and will have to stay in at lunch/playtime to complete the work (teachers should make arrangements with another teacher that they will receive the child). Children being sent to another class should stay in at lunchtime to complete the work missed.
- If the child persists in breaking the rule – they should again be reminded of the rule and sent from the class to another teacher. If they refuse to go then the Head teacher should be sent for to collect them. They should stay with the class teacher for the remainder of the lesson then return for the next lesson.
- If they break the rule again they should be sent to the Head teacher.
- Teachers may illustrate the above procedure by moving children's names from a green square to an orange square to a red square.

Note: The procedure should be persisted with – consistently. If it is not having any impact the situation should be discussed with the Head Teacher.

- If children are behaving well – they should be praised frequently.
- House points should be used as a reward.
- House point certificates are – bronze(50), silver(100), gold(200), platinum(300) and super gold(500).
- Use Star of the week and entry in the yellow book.
- Set achievable targets/stimulating work/extension activities.
- Use consistent and thoughtful marking of work to praise good work and attitudes.
- Use Circle Time to discuss class issues and strategies for resolving problems.
- Ensure good - teacher/child/parent relationships.
- Ensure teachers and teaching assistants are supporting each other and working as an effective team.

In and Around the School

- Establish and ensure children are clear about agreed procedures which operate before school starts, at break times and lunchtimes.
- Use and promote Peer mediation.



Assemblies and PSHE. Lessons

PHSE lessons and Circle Time are used to help the children to cope with their emotions and everyday experiences. Schemes of work deal with the issues of caring, sharing, friendship, fear, anger, bullying, jealousy, loving and forgiving.

Friday Assemblies are a special time of celebration as well as worship. Children's achievements are celebrated and the note-worthy things that they have achieved during the week are acknowledged and shared with the rest of the school.

Strategies for Coping with Unacceptable Behaviour

Unacceptable work or behaviour is discouraged by the removal of privileges or by the use of other sanctions. It is in this way that our children are able to appreciate what constitutes acceptable behaviour within the school.

Recording of poor behaviour

The following instances of poor behaviour should be recorded in the appropriate year group Red book, with the date and names of the children involved. If the behaviour is such or there are three poor behaviours noted in the Red book during a half term period then a letter will be sent informing parents. Children being sent out of class for poor behaviour should be kept in the next day to complete the work missed.

Bullying behaviours

Name calling.

Telling nasty stories about someone.

Calling someone gay.

Teasing someone about the way they look.

Kicking someone.

Punching someone.

Deliberately hurting someone.

Poor behaviour in class/ school

Being sent out of class following a third warning.

Rudeness to a member of staff.

Pushing/shoving when entering school.

Running in the corridors

Being inside school at playtime/lunchtime after being asked to go out.

Inappropriate use of internet.

Children displaying unacceptable behaviour will receive sanctions in the form of:-

In the classroom

- Teacher disapproval.
- Children being reminded of expected behaviour, rewards and sanctions.
- Withdrawal of privileges within the school day (whilst ensuring that they receive their full entitlement to the curriculum.)
- Time out / Loss of break / or part of lunchtime.
- If the behaviour is persistent and unacceptable the class teacher will contact the child's parents to discuss the situation.
- Doing work at home that should have been completed at school.

Corporal punishment is completely forbidden and should not be used.

In and around school at lunchtimes

- Lunchtime supervisors will encourage good behaviour during lunchtime by praising those children who are being particularly kind, helpful, honest or thoughtful.
- Children whose behaviour is unacceptable will be noted in the appropriate Red book. Depending on the severity of the behaviour they could miss part of the rest of their lunchtime or part of their lunchtime the following day.
- Children whose behaviour at lunchtime is consistently poor should be identified through the Red book or conversation with the class teacher and appropriate actions agreed. This could include being excluded from school at lunchtime.



Special Educational Needs

Children with special educational needs of a behavioral nature should be treated or disciplined in a way that is consistent with the long term educational view of their particular developmental need. Liaison with outside agencies will be necessary in these cases. Members of staff will work closely with the SENCO to ensure that progress can be made with such children.

Bullying - verbal or physical (including racist comments).

Racial harassment of any kind will not be tolerated at Dunchurch Junior School. We will challenge and record racist attitudes, behaviour and language and we will actively promote racial harmony. We strive at all times to be an inclusive school. Any incident of a racist nature will result in the Head teacher being informed immediately. It may then be necessary to inform parents and governors of the incident and action taken. Racial incidents will be reported to Warwickshire LA.

Incidents of verbal, emotional or physical intimidation towards other children will be dealt with in accordance with this policy. Repeated incidents of intimidation will be dealt with in accordance with the Anti-bullying policy.

Parental involvement

It is the school's policy to involve parents at the earliest possible opportunity should we become concerned about a child's behaviour.

Parents concerned about their children's attitude or behaviour: or about any problems their child is facing should contact the class teacher or the Head teacher. All parents will be informed about their child's attitude and behaviour through planned parent consultations.

Searching pupils

All staff are authorised to search children or their possessions, without consent, where they suspect the child has a weapon, alcohol, illegal drugs and stolen items.

Use of reasonable force

All school staff have the power to use reasonable force to prevent children injuring themselves or others or damaging property and to maintain good order and discipline in the classroom and on trips. In particular circumstances (e.g residential) the Head teacher may extend this power to adult volunteers.(see physical handling policy)

Malicious accusations against school Staff

In the event of pupils making malicious accusations against school staff, an enquiry will take place led by the Head teacher. The outcome of which could be either a fixed term or permanent exclusion depending on the severity of the case.

Behaviour off the school site

All pupils are expected to behave in a reasonable and considerate manner on the way to and from school, on school trips and when taking part in any school related activity.

Exclusion from School

The vast majority of incidences of disruptive behaviour can be effectively dealt with using the school's agreed sanctions. There are times, however, when an incident occurs that requires a pupil's exclusion in order to secure the continued provision of effective education for other pupils at the school, and the safety of other pupils and staff.

Behaviours which may lead to exclusion include:

- Physical violence towards staff
- Physical assault of another pupil
- Abuse towards staff
- Persistent disruptive behaviour
- Persistent bullying
- Persistent cyber bullying