

# **Behaviour Policy**

## **Minworth Junior and Infant School**

**Ratified: September 2017**  
**Review: September 2018**

# Minworth Junior and Infant School – Behaviour Policy

*"Where learning is alive"*

*"Good behaviour is a necessary condition for effective teaching and learning to take place."*

The Governing Body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

## **Aims**

- To create an effective learning environment and ethos which encourages and reinforces good behaviour.
- To define acceptable and unacceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To support children in managing their own behaviour in the classroom and social situations.
- To prepare children for the wider world, providing foundations needed for them to become successful, respectable future British citizens.

## **School Ethos**

We aim to create a warm, friendly and caring ethos where parents, carers, staff and children are highly positive about behaviour and understand the role they play in this. Both the adults and children within the school are expected to make every effort to ensure that all pupils can access their right to learn and thrive in an atmosphere of respect and dignity. The adults encountered by the children at school, including parents, have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;

Ratified: September 2017 – to be reviewed September 2018

- show appreciation of the efforts and contribution of all.

## **The Minworth Jigsaw**

As a means to creating and sustaining the intended school ethos, Minworth Junior and Infant School adheres to the principles outlined in our Minworth Jigsaw. Taking the key headings of Awareness of Myself and Others, Community Spirit, Attitudes and Application and High Aspirations, we have defined our expectations of the contributions that all children and adults within the school are expected to make towards our intended ethos.

All children and adults are expected to adhere to the following principles:

- Awareness of Myself and Others
  - I will respect others' possessions
  - I will share and join in
  - I will take pride in myself
  - I will be thoughtful towards others
- Attitudes and Application
  - I will use good manners
  - I will follow the rules I've been given
  - I will treat others how I would like to be treated myself
  - I will be honest, truthful and positive
- Community Spirit
  - I will respect my own and others' beliefs and opinions
  - I will be welcoming to everybody
  - I will help and take care of others
  - I will work in a team
- High Aspirations
  - I will reach for the stars
  - I will keep trying
  - I will take pride in my work
  - I will have my own dream
  - I will take part in opportunities to learn

Both children and adults will be regularly reminded that failure to adhere to any of the above principles will mean that a '*piece of the jigsaw is missing*' (Hannah Walker – Former Y6) and subsequently our school ethos is not as it should be.

## **Rights and Responsibilities**

All children have the right to a good education where they can thrive, feel valued and make excellent progress in their learning and development. They also have the right to be safe at all times and to enjoy their learning experiences accessing each of the principles outlined in the Minworth Jigsaw, without compromise.

Ratified: September 2017 – to be reviewed September 2018

For their rights to be maintained, children need to take responsibility for following the agreed school code of conduct which reads as follows:

### Minworth Code of Conduct

We will:

1. Never run in corridors.
2. Line up quietly before entering the classroom.
3. Settle down quickly and quietly.
4. Say please, thank you and be polite to all children and adults.
5. Take care of how we look.
6. Let all children learn.

In addition to the code of conduct, each class will establish further rules drawn up through discussion with the children as relevant to their age.

At Minworth Junior and Infant School we believe that it is the responsibility of all adults to support children in adhering to the school code of conduct and following the principles outlined in the Minworth Jigsaw and as such we undertake and value the following responsibilities:

- 1) We will consistently and fairly challenge children who break the school code of conduct.
- 2) We will position and conduct ourselves appropriately when working with or supervising children to ensure that issues are dealt with before they arise.
- 3) We will be appropriately prepared for all learning experiences.
- 4) We will fairly and consistently reward good behaviour as relevant to the age of the children.
- 5) We will model good manners and attitudes.
- 6) We will enforce rules related to the expected appearance of our pupils and set good examples through our own appearance.
- 7) We will manage classrooms and other spaces effectively, establishing consistent and appropriate routines relevant to the age of the children.

### **Good to be Green**

We believe that employing positive discipline strategies best results in achieving the high standards of behaviour that we expect of all children. A key approach we adopt to employing positive discipline is through the use of '**Good to be Green.**' This is a visual, whole school approach to behaviour management that sees every child within school given the opportunity to remain on green at all times by demonstrating good behaviour and in doing so, earn rewards appropriate to their age and class.

Where indiscretions in behaviour occur and rules are broken, children will initially be given a **verbal warning** and if there is no improvement, they will be issued with a **yellow 'warning' card**. Children will remain on yellow for the duration of that morning / afternoon. If a child is on a yellow card and their behaviour should deteriorate further, they will be issued with a **red card**. Children receiving red cards will be removed from

Ratified: September 2017 – to be reviewed September 2018

class for 'time out' and teachers will inform their parents at the end of that day. Class teachers are the point of contact for parents with regards to behaviour concerns.

Teaching staff will record red card incidents on the school behaviour system and will also detail how frequently children have been issued red cards. This will impact on the rewards they receive. Children who remain on green will gain the opportunity to earn privileges appropriate to their class.

As part of the agreed rules within each class, teachers and children will discuss and agree unacceptable behaviours that will result in warnings being given and these will be made explicit to all children.

### **Red card without prior warning**

On very rare occasions where children display completely unacceptable behaviour, they will be issued with a red card without any prior warnings. Examples of such behaviour include violence to other children or adults, threatening behaviour including bullying, discrimination of any form, deliberate defiance, use of inappropriate language and deliberate vandalism of school or other children's property. When such events occur the child will be spoken to by either the Pastoral Lead, KS1 Assistant Headteacher, the KS2 Assistant Headteacher or Headteacher and an action plan will be put into place prior to them returning to the classroom at the appropriate time. Parents will be informed in person by the class teacher, however if there is a child with persistent poor behaviour, parents will be expected to meet a member of the Senior Leadership Team to discuss the aforementioned action plan.

### **Rewards**

Rewards issued to children, either resulting from remaining on green or through a separate, significant achievement, will include all or a combination of the following:

- Merit marks which are collected weekly and give a cumulative total for each house.
- Merit certificates which are awarded to children nominated by their teacher on a weekly basis.
- Dinner time superstar wristbands given to children nominated by our lunch time staff.
- Stickers which will be issued to children impressing their teacher or other adults in school.
- Golden time may be awarded to individuals or classes where children earn the right to spend an agreed period of time participating in enjoyable activities of their choosing.
- Jigsaw postcards which will be sent home to children nominated by their teachers for particularly significant achievements.
- Jigsaw assembly, (selected once a term) where two children from each class are selected by the class teacher and awarded the jigsaw certificate.

Children will also be rewarded for their high attendance and punctuality with classes competing against each other on our Minworth Attendance Tree.

Ratified: September 2017 – to be reviewed September 2018

## **Sanctions**

Although rewards are central to the positive approach to discipline that we adopt, realistically there is also a need for sanctions to register the disapproval of unacceptable behaviour and to protect the safety and stability of the school community. The use of sanctions will come as a consequence of children failing to remain on green and should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid further sanctions.
- There should be a consistency and fairness in the issuing of the sanction.
- It should be the behaviour rather than the person that is punished.

Sanctions employed are agreed and reviewed within phases and range from the issuing of warnings, through withdrawal of privileges including playtimes, to referral to the Assistant Headteachers, Pastoral Lead, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

## **SENCo and Pastoral Referrals**

The aims of this behaviour policy apply to and are for the benefit of the entire school community. However, the school fully recognises that for some children, particularly those with a special educational need, the issuing of rewards and sanctions will need to be adapted and flexible. Usually, these children will be subject to individual plans but the two key factors leading to positive outcomes for all are high expectations and consistency of approach.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate these as contributory factors. Additional specialist assistance and advice from the outside agencies i.e. the educational psychology service, may be necessary. If such support is required for individual children, the SENCO will seek consent from parents prior to this process being started.

We acknowledge that much as they do in reading or writing, some children may have specific additional needs and therefore require further help and support with regard to meeting the high behavioural expectations we hold of our pupils. These children will be referred to the Pastoral Team in order to devise individual, tailored behavioural plans, designed in consultation with the class teacher, learning support mentor, parents and, if appropriate, outside agencies such as the educational psychology service, intended to help support, manage and improve the child's behaviour. It will then be the responsibility of the class teacher, in collaboration with other named adults on it, to ensure the effective implementation of this plan.

Ratified: September 2017 – to be reviewed September 2018

## **Anti-Bullying**

At Minworth Junior and Infant School we define bullying as the deliberate and persistent intention to harm (either physically or emotionally), threaten or frighten others. Examples of bullying behaviour include the following:

- Repeated physical aggression.
- Repeated name calling or teasing intended to emotionally harm an individual or group.
- Repeated, deliberate damage to a person's possessions or clothing.
- Repeated discrimination towards a person or group including the use of racist or offensive remarks.
- Repeated threatening behaviour to an individual or group.
- Repeated and deliberate attempts to ostracize an individual.

Bullying will not be tolerated at Minworth Junior and Infant School and it is essential that staff, governors, parents and children work together to create an anti-bullying ethos through consistent application of the school's behaviour policy and Minworth Jigsaw. Furthermore, we endeavour to identify early signs of bullying and strongly encourage children and parents to communicate their concerns with us. *'We are a telling school.'*

Any allegations made related to bullying will be treated swiftly and seriously and investigated fully. Where instances of bullying prove founded, detailed records will be kept and monitored by the pastoral team and Headteacher. The issue will always be tackled immediately. Parents of both the victim and the perpetrator will be consulted and appropriate, constructive sanctions will be implemented relevant to the severity of the issue.

## **Communication and parental partnership**

At Minworth Junior and Infant School we recognise and acknowledge the need for clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. A positive partnership with parents is crucial to building trust and developing a common and consistent approach to behaviour expectations and strategies for dealing with problems. It is a key aim of this policy to make these expectations and processes explicit.

## Minworth Junior and Infant School – Consequence trail

Stage one	No behavioural concerns - Child is regularly 'green' and meets school expectations.
Stage two	Child receives infrequent yellow cards – these are not formally recorded but teachers should monitor.
Stage three	<p>KS2: Child receives a red card – Twenty minutes time out in another class (either Y5 or Y6), completion of a reflection sheet.</p> <p>KS1: Child receives a red card – ten minutes time out in another class (YR) and Mrs Armstrong to be informed.</p> <p>If child refuses to leave the classroom / complete a behavioural reflection sheet, a second red card will be issued and a member of the school's pastoral team or SLT called.</p> <p>All red cards are logged by the class teacher and parents are informed on the day of the incident.</p>
Stage four	Child receives a tally of three red cards in any given half term. Child receives one day internal exclusion, including all play and lunchtimes to be spent with a member of SLT. Teacher considers referral to pastoral team to identify any support needs.
Stage five	Child receives a tally of five red cards in any given half term. SLT arrange first formal behavioural meeting with parents to share the school's behaviour policy and expectations, discuss the child's behaviour, discuss the support available to improve this and to agree a common, shared approach behaviour plan in order to reduce the likelihood of fixed term exclusions.
Stage six	Frequent poor behaviour and frequent repetition of stage five will likely result in fixed term exclusion, the length of which to be determined by the severity of the actions.
Stage seven	Child receives frequent exclusions and despite significant support, there appears to be no improvement in behaviour , SLT will consider permanent exclusion, being guided by local authority policy.

As detailed within the behaviour policy, on the rare occasions that children display completely unacceptable behaviour, a red card may be issued without prior warning. This red card will be subject to the same process detailed above unless SLT deem it appropriate for a more significant sanction proportionate to the event, for example a fixed term exclusion.

Behaviour that is likely to warrant a yellow card:

- Deliberately interrupting learning
- Failing to follow basic instructions
- Early defiance
- Minor physical contact with another child
- Inappropriate language
- Breaking the Minworth code of conduct
- Dishonesty

Behaviour that is likely to warrant a red card:

- Failure to respond to warnings following any of the above
- Swearing
- Fighting
- Use of homophobic language
- Use of racial language
- Use of any prejudice
- Deliberate physical acts intended to harm
- Significant defiant and uncooperative behaviour
- Deliberate vandalism
- Making unsubstantiated allegations or threats to other children or staff

Behaviour that is likely to warrant exclusion:

- Repeat incidents of the above
- Deliberate physical acts that cause harm
- Leave of school premises
- Significant and persistent disruptive behaviour to other children or staff
- Significant and persistent aggressive behaviour to other children or staff

