



Ruskin Junior School Behaviour Policy

Introduction

This policy details the approach to behaviour management in our School. It has been developed by the whole staff team, pupil body as a whole and approved by the Governing Body and has also included new guidance from the Government (DfE publication: **Ensuring Good Behaviour in Schools** - Summer 2012) on a school's responsibility in developing the behaviour of pupils within its school. The policy and our expectations have been communicated with parents.

"good behaviour is a necessary condition for effective teaching to take place."

(Education Observed 5 - DES
1987)

Positive behaviour for learning lies at the heart of Ruskin Junior School's ethos: without it, learning cannot take place effectively and ultimately a child will fail to make sufficient progress. To this end we are wholly committed to ensuring that the school does its utmost in providing an outstanding learning environment: an environment where children are able to grow and flourish as learners.

This policy is an accurate reflection of current practice within the school and all members of staff are responsible for its fair and consistent implementation.

Governing Body

The Governing Body accepts and seeks to create an environment in the School which encourages and reinforces good behaviour. Furthermore, good behaviour is an important outcome of the educational process. Intrinsic good behaviour is a life skill – and one which, as a school, we are aiming to nurture, foster and support.

Government

The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn. The Government expects:

- All pupils to show respect and courtesy towards teachers and other staff and towards each other
- Parents to encourage their children to show respect and support the school's authority to discipline its pupils
- Head teachers to help create the culture of respect by supporting their staff's authority to discipline

- pupils and ensuring that this happens consistently across the school
- Governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupils and at the same time supports the person who is the subject of the allegation; and
- That every teacher will be good at managing and improving children's behaviour.

The Aims of This Policy are:

- To define acceptable standards of behaviour and the positive outcomes which good behaviour can bring.
- To create an environment which encourages and reinforces good behaviour.
- To encourage a positive learning environment.
- To encourage pupils to co-operate with one another, with staff and people beyond the school.
- To encourage consistency of response to both positive and negative behaviour.
- To provide a forum for discussion and agreement on issues relating to behaviour through a curriculum which is supportive and responsive to the needs of our children and their families.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the School's expectations and strategies are widely known and understood within and beyond the school environment.
- To encourage the involvement of both home and school in the implementation of this policy.
- To minimise the occurrence of misbehaviour and confrontations both in school (and in some cases) outside of school.
- To help give pupils, staff and parents a sense of direction and a feeling of common purpose.
- To help pupils feel good about themselves and others and to share their concerns.

Rationale

We believe that in order to achieve these aims there must be a consistent approach to behaviour management throughout our School in relation to:

- Clear values and expectations
- Specified rewards and consequences
- Positive parental partnership
- Detailed procedures for playtimes and lunchtimes

We have a central role in our children's social and moral development just as we do in their academic progress. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so too do we measure standards of behaviour in terms of the children's developing ability to adapt to and flourish within our behavioural expectations. Children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At Ruskin Junior School we work towards standards of behaviour based on the principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

Whilst previous Behaviour Policies focused on challenging and developing behaviour within school, there may well be times when Ruskin Junior School will tackle inappropriate behaviour when it occurs outside of school when witnessed by a member of the school staff or reported to school by another person. Such behaviours include:

- Bullying (physical, verbal, emotional, cyber)
- Anti-social behaviour (offensive language, threatening behaviour, actual contact behaviours)
- Online unacceptable behaviour (use of online gaming, social network sites, cyber bullying)
- Other behaviours which could put the child, or others at risk.
- Other behaviours which put the school's good reputation at risk.

The Mistakes Process

This process is designed to enable children to address their mistakes and move on positively by finding ways to resolve the issues themselves. Initially, adults will assist children in using a series of questions designed to resolve conflicts and disputes. Below is an exemplar of the process:



The school's aim is to enable children to use the process independently and indeed ultimately to train others in how to use it. The School Council will be the first set of children trained in how to follow the Mistakes Process and will act as mediators in addressing children's problems. Ultimately, the school aims to embed the Mistakes Process in school policy and for all children to use it when resolving disputes and addressing issues.

School Ethos

All adults encountered by the children at our School 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. All adults 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;
- show appreciation of the efforts and contribution of all
- not conduct arbitrary punishment where whole classes/groups of children are punished in front of other staff/children i.e, where a whole class is made to line up in the playground during other children's playtime. Any occasions where children are

deemed to need to reflect upon their actions collectively, must be meaningful and not conducted in a humiliating manner

Roles and responsibilities

All members of staff are required to share the responsibility of guiding our children in their behaviour. Specifically, class teachers are responsible for employing effective classroom management strategies and resources (including teaching assistants) and delivering a well-matched curriculum using a variety of teaching styles.

The Senior Leadership Team is responsible for overseeing the implementation of this policy, monitoring weekly behaviour feedback sheets and coordinating this area, which includes identifying any training needs and issues as they arise.

Parental Partnership

We give high priority to 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 Home/School Agreement is published and is expected to be signed by every parent and child in school, along with the child's class teacher. This is an agreement which ensures that all those working with the child understand the expectations placed upon them in order to ensure that every child achieves their true potential. The Agreement is normally signed at the first Parents Evening of the Year (September/October).

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Senior Leadership Team so that strategies can be discussed and agreed before more formal steps are required. Systems and policies are in place and should be followed (Safeguarding Policy – September 2014)

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of our Schools life is encouraged and this assists the development of positive relationships.

Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising an IBP (Individual Behaviour Plan) and any further disciplinary action will be discussed and communicated clearly.

Good behaviour is also reported to Parents through discussions and regular text messaging.

Whole School Rules

Whole school rules have been developed with the implementation of Achievement Stickers, Certificates and class based rewards. These have been discussed with the children and are

continually reinforced through assemblies, lunchtimes and when praising/addressing behaviours.

Parents will:

- Be invited into school to undertake E-safety awareness training with PCSO and SWGFL/SBC internet support manager
- Be invited into school to discuss any issues relating to the behaviour and safety of their children

We feel that by talking openly and regularly about bullying, it is less likely to happen. If it does happen, it means that children can talk confidently, with associated vocabulary, about what is happening, how they feel and seek support to deal with it quickly and effectively.

Classroom Rules

At the beginning of the academic year, each teacher and class devise a set of rules in order to create an environment conducive to effective teaching and learning. These are reviewed and amended on a termly basis, or as and when required.

Rewarding Good Behaviour and Reflecting on Mistakes

Any low level poor behaviour in the classroom will earn a warning from the class teacher. If this behaviour persists, children may have minutes taken off breaktimes or Golden Time.

Alongside this scheme, a range of other ways of celebrating good behaviour are conducted by staff and parent helpers: some of these are detailed below:

- Non-verbal gestures providing instant positive feedback on behaviour to the child.
- Verbal praise, both informal and formal, public and private (to individuals and groups)
- Motivational stickers.
- Lead learner reward and learning displayed within the school hall
- Text message home to parents/communication at the end of the day
- Class stickers and certificates.
- Reward time in various formats, i.e Golden Time, iPad useage etc.
- Recognition from Headteacher.
- Recognition from parents and whole school community (collective worship).
- Caught Being Kind awards
- Learning Warrior certificates in assembly

House Points

All children are allocated to a specific House on entry to the school. They will remain in this house for the duration of their school career. House points are awarded for good work and exemplary behaviour. These are recorded by the children themselves and collected at the end of the week. A weekly and termly house cup will be awarded during celebration assemblies. These will be celebrated visually in the school hall.

Negative Behaviour

Rewards and sanctions are used in conjunction with School and class rules. Before engaging the assertive discipline model, staff will ensure that they have used a number of the following strategies:

- Non-verbal gesture
- Praise other children for appropriate behaviour, allowing child to modify behaviour
- Verbalise appropriate behaviour
- Remove property belonging to the child if this is the cause of the issue (return to parent/child later in the day)
- Verbal reminder
- Stand up and move away from the situation, work with others who are demonstrating good behaviour, or work alone

We believe that the use of rewards is preferable to sanctions and assertive behaviour management strategies are used throughout the School. If the previous strategies are not working in supporting the support of behaviour for learning and are having an adverse effect on the learning experience of the other children within the class, the following strategies are employed:

Playtime Procedures

Children are never on the playground without adult supervision. Should a child's behaviour be inappropriate, the duty teacher will resolve the disagreement/problem and if necessary remove the child from the situation. Serious offences, will be managed in the same way as they are at lunchtimes.

Specific programmes for individual children

If a child continually chooses to behave inappropriately and has to be given sanctions on a regular basis, it is likely that they will need an Individual Behaviour Programme. The SENDCo, members of the SLT will work together to implement a personalised programme which may include a Behaviour Chart:

Individual Behaviour Programmes will follow the guidelines of the Code of Practice and be additional to and different from the policy for the whole School but they will still remain within the general ethos of the School.

Searching pupils

The head teacher, and staff authorized by the head teacher (Senior Leadership Team) have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Restrictive Intervention

Very rarely, a member of staff may be required to physically intervene with a pupil. This type of intervention only occurs when the situation cannot be de-escalated. Physical intervention would occur when:

- a child is injuring themselves or others, or is in danger of injuring themselves or others
- a child is seriously damaging property or in danger of seriously damaging property
- a child is disrupting the education of pupils

There is a policy on restrictive intervention that covers this aspect of behaviour and outlines procedures to be followed. Any member of staff can physically intervene if required to do so. Parents of pupils who are then placed on a Positive Handling Plan are invited into school to discuss the plan and provide written consent.

Refer to the school's restrictive intervention policy.

Allegations of abuse against staff

In the event of an allegation against members of the school staff, the head teacher will follow the guidance within the Safeguarding Policy and SBC protocols for dealing with allegations against school staff.

In the event of false accusations being made by pupils, the parents will be requested to attend a formal meeting with members of the governing body. In the event of this occurring, the details and severity of the accusation will have been investigated fully by the head teacher (or in the event of the head teacher being at the centre of an accusation, Chair of Governors) and will be explained fully to both the parents and the governing body committee – including the impact which the allegation has had. The governing body will then work with Swindon Governor and the Behaviour and Exclusions Team (SBC) to decide the outcome of the child's position within Ruskin Junior School.

Refer to the school's Safeguarding Policy

Exclusions

The Head teacher, in consultation with the governors, has the right to exclude pupils if the need arises. Swindon Education Authority sets the criteria for this and when such an occasion does present itself, these guidelines will be followed. This is seen as a last resort by all, and would only take place if a **gross act of misconduct was performed (including false allegations)**, or if all else has repeatedly failed. Parents would be well informed of the steps along which a child had proceeded to get to this stage and we would be working in very close contact with them and other agencies, for example, the educational Welfare Officer, Social Services or county support teams.

If exclusion is entered into, parents have a right to make representations to the Governing Body about an exclusion. The Governing Body must review the exclusion decision in certain circumstances – which include all permanent exclusions. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent appeal panel.

When a child is excluded, Ruskin Junior School will provide activities for the child to complete at home for the first five days. It is expected that this work will be completed. On the sixth day, Swindon Borough Council will seek alternative educational arrangements.

Parents are expected to attend a reintegration interviewing following any fixed period exclusion from primary school.

In the event of an exclusion lasting for more than one day, parents will receive guidance from Ruskin Junior School on the expectations placed upon parents where a child has been excluded from school. Refer to the school's exclusion policy for further clarification.

Attendance

Parents must ensure that their child attends punctually and regularly. The cluster of Kingsdown Schools are working closely to develop a cluster wide Attendance Policy, ensuring consistency between schools where families may attend more than one school (in some circumstances, three different schools). If children do not attend punctually and regularly, the local authority may ask the parents to sign a parenting contract or may issue a penalty sanction. The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Refer to the school's attendance policy.

Children Leaving School Without Permission

If a child leaves the school without permission, staff must monitor the child from a safe distance. At least two members of staff should follow the child and all attempts to de-escalate the situation and encourage the child to return to school must be made. If the child refuses to return to school and/or cannot be found, the police and parents/carers must be informed.

Review and Monitoring

Behaviour systems in place are regularly reviewed and monitored and new staff are given training in their use to ensure understanding and consistency.

Parents' opinions are sought with regards to our behaviour policy through group, 1:1 discussions and parent questionnaires. The policy is on the website. This policy will be reviewed on an annual basis or when the head teacher and/or governors perceive there is the need.

Policy produced with staff, pupils and parents:

Updated October 2018

Policy agreed on _____

Signed on behalf of the Governing Body _____

Signed on behalf of Ruskin Junior School _____

Policy due for review: September 2019 _____