

MOORLANDS JUNIOR SCHOOL



BEHAVIOUR POLICY

Consulted upon:	September 2012
Reviewed:	January 2017
Due for review:	January 2018

Moorlands subscribes to a positive social behaviour policy based on a specific structure of behaviour reinforced by reward.

We affirm that good behaviour will reward all, whereas only the individual will suffer if there is inappropriate behaviour.

AIMS

It is the aim of the school and governors that all children should behave in a caring, considerate and cooperative way in all areas of school life and in their relationships with other children and adults.

The subject of discipline is considered consistently throughout the school, with an emphasis on shared values.

RULES

At the beginning of the academic year every class, in discussion with their own teacher formulates their own class rules.

SCHOOL RULES

It is important to establish clear school rules that are accessible to all pupils. Here at Moorlands we have the following Code of Conduct:

We always listen and follow instructions from all adults in school.

We always work hard- we don't waste our time.

We always speak politely to all the children and adults at Moorlands Junior School.

We always walk sensibly about the school.

We always look after our school and everything in it – we don't waste or damage things.

We always wear our uniform smartly.

We always treat everyone with kindness and respect- we don't hurt anyone with words or actions.

ROLE AND NATURE OF REWARDS

Good work, appropriate behaviour, improvement and the performance of specific acts of kindness, helpfulness or consideration towards peers or adults are recognised through a system of rewards.

Awards system

Our aim is to employ a positive system that involves all of the pupils:

- (a) it enables us more effectively to motivate appropriate behaviour;
- (b) most of all, it is fun to do.

Bookmarks

Bookmark stickers are awarded to children to reward diligence, kindness, politeness, good behaviour and for following school and class rules. Once full a completed bookmark is exchanged in Awards Assembly for a credit card which entitles the holder to a reward from their class teacher; usually a small gift from the class stock of prizes.

There are 5 credit cards to collect, then the children proceed onto the more prestigious cards starting with Bronze, which earns a dip in the prize box kept in the main office; next is the Silver credit card where they are awarded with a £2 WHSmith gift voucher; followed by Gold credit card where they are awarded with a £3 WHSmith gift voucher and finally, when they achieve their Platinum credit card they receive a £5 voucher and their photograph is placed on our achievements board for all to see.

Team Points

The school is divided into 4 teams:

- (1) Chapel
- (2) Temple
- (3) Priory
- (4) Abbey.

Brothers and sisters join the same teams.

Teachers award team points on an individual basis for good work.

Team captains are appointed each year from Year 6, one boy and one girl for each house. The Head boy is responsible for collecting the team points from each class on a weekly basis. A silver plate is awarded to the team with the most team points each week. At the end of the year, at the Leavers' Service, the team with the most points is acclaimed with the awarding of the House Cup each year at the Leavers' Service.

Golden Postbox

Outstanding behaviour by individuals or groups of children are posted here and read out once a week during the "Awards" assembly.

Awards Assembly

The Awards Assembly is held every week. Children are encouraged to bring into this assembly awards/certificates received from activities they have attended out of school time. Other school-based awards are given out in this assembly e.g. swimming certificates. Regular events in this assembly include the awarding of "Star of the Week", presenting of credit cards, the award of Big Worker of the week and the announcement of team points.

Leavers' Service

This is held on the last day of the academic year. At the leavers' service, good behaviour, academic achievement, sporting and musical excellence are celebrated. The following awards are made:

- Prizes to a boy and girl in each class, for exemplary effort in behaviour and work
- Medals and certificates for 100% attendance during the academic year.
- Players of the Year for sport.
- Year 6 - Commemorative medals/badges for playing in school teams, for being members of the school choir, recorder group and orchestra.
- The Quirk Music Prize.
- The Headteacher's Award for four years of exemplary service to the school.
- Commemorative gifts for the retiring Head Boy and Girl.

Monitors

Monitors are appointed at the Leavers' Service from the children in year 5. Appointment to one of these offices is highly regarded by the children and is much sought after.

The Headteacher appoints a Head Boy and Head Girl, team/house captains for each of the teams, sporting captains, leaders for our various musical groups and a host of other monitors.

Individual certificates

These are used to positively reinforce a required behaviour, outstanding improvements or specific work pattern and can be highly significant motivators for many children.

- (a) Every day a pupil from each class receives a certificate for "Star of the Day".
- (b) Every week a "Star of the Week" award is given to one pupil from each class in the "Awards Assemblies".
- (c) Following each sporting event, match or tournament, a certificate is awarded to the player of the match. The award may be for sporting excellence or for good sportsmanship.

- (d) "Something to be proud of" certificates are sent home when a child has made an outstanding achievement. This could be in representing the school, behaviour, academic achievements or attitude to learning.

Toast Day

All classes who achieve full attendance for the previous week are awarded with a certificate in Awards Assembly and they celebrate by holding a "toast" lesson. Toast and toppings are shared and enjoyed among the class.

Showing good work

To reinforce a teacher's approbation, excellent work by a child, may be shown by the child to other teachers.

Verbal and nonverbal responses

Great importance is placed on the use of praise to express satisfaction at a child's efforts. Nonverbal interventions such as a smile or pat on the back are also recognised as important in reinforcing approval and increasing self esteem.

Presentation Champions

Teachers decide on a class presentation champion at the end of each term. A bronze, silver or gold award is presented to each child (depending on the number of times they have been awarded) by the head teacher, along with a certificate. Their work is shared with the rest of the class.

ROLE AND NATURE OF SANCTIONS

While recognising that punishment and sanctions are less effective in securing long lasting behavioural change than positive reinforcement of acceptable behaviour, it is necessary that all children are aware that some behaviours are unacceptable and will result in action being taken to demonstrate the school's disapprobation.

These are the school's agreed sanctions:

We use a traffic light system where each child begins the day on green but may move through to amber and red if they do not follow the rules in the Moorlands Code of Conduct. Each new day is a fresh start.

1. The first time a child breaks a rule, they are given a verbal reminder of the rule they are not following- child remains on **green**
2. If in the same day, a rule is broken again by the same pupil, the child's name is moved to **amber**. A sanction is given- the child is given time out within their classroom, they may be asked to move places or to sit on the floor close to the teacher.

3. If there is a further incident then the child's name is moved to **red** and this leads to the loss of free time – a portion of their morning or afternoon break supervised by staff in class. (If this consequence is reached in the last lesson of the afternoon the child will miss part of their break the next day)
4. A further incident the same day will result in the child being sent, with work to the Team Leader for no more than 30 minutes. This will also result in the loss of free time at lunchtime where they will stand in the library for their allotted time. (If this consequence is reached in the afternoon the child will miss their lunchtime the next day)
5. Further misbehaviour will result in the child being taken, with work, to the Pastoral Lead who will log this and write to parents in the child's planner which must be returned signed the next day. If appropriate the class teacher will try to speak to the parents in the playground at hometime.
6. Further misbehaviour will result in the child being taken, with work, to the Deputy Headteacher. This will result in a half day isolation from class. The DHT will log this and formally write to parents by letter outlining the behavior which led to isolation. A copy of this letter must be returned signed the next day. The DHT will also speak to the parents in the playground at hometime.
7. If a child continues to misbehave they should be taken to Headteacher who will contact the parents to arrange a meeting to discuss their child's persistently poor behavior and strategies that both school and home can implement to change this.

If a child is persistently misbehaving in a non-serious way it might be appropriate to consider, in consultation with the SENCO and SMT, other sanctions:

- (a) "A behaviour contract" the child promises to follow certain behaviour(s) for a set period, usually a week.
- (b) Behaviour books half daily, daily, and weekly as appropriate. This can be used to keep parents regularly informed of their child's behaviour. The notes should be of a positive nature and will be combined with regular meetings between parents/teacher/Headteacher.

Serious Misbehaviour Firmer Sanctions

On a rare occasion a child's behavior may be such that it is posing a health and safety risk to themselves, other children and/or staff, or impeding the learning of other children.

In such cases the teacher should contact the Headteacher as soon as possible. The parents are then contacted. These types of incidents may lead to the exclusion of a child.

These arrangements should ensure that the distinction between minor and more serious misbehaviour is clear to all pupils.

EQUALITIES

We acknowledge the school's legal duties under the Equality Act 2010 and in respect of pupils with special educational needs (SEN). We will, therefore, be sensitive to the fact that there will need to be reasonable adjustments made to these sanctions for children who have characteristics protected under this Equalities Act 2010. This will include for example, children on the Autistic Spectrum and with ADHD.

EXCEPTIONAL CIRCUMSTANCES AND EXTREMELY CHALLENGING BEHAVIOUR

It is possible that there may be circumstances where careful adherence to the behaviour policy and guidelines has failed to be effective.

Such cases will be treated on an individual basis. The class teacher, support staff, senior management team and outside agencies will work together to modify behaviour. It will be the responsibility of the class teacher to keep all staff informed of the strategies adopted so that consistency in response is assured.

The following strategies will be considered:

- Meeting of all involved, including parents / carers, to draw up a Behaviour Contract/ Pastoral Support Plan. This to be reviewed regularly.
- Designation of a member of the senior management team to be the first point of contact in exceptional circumstances.
- Limited access for the child to whole class teaching on a planned basis.
- Extra one to one support-internal
- External agency support
- SEN staff and class teacher to plan appropriate differentiated work.
- Daily plans and targets with appropriate rewards.
- Extra training for staff.
- Application for an Education, Health Care Plan in the longer term, if appropriate.
- At least weekly liaison with parents/carers.
- Home - school books or good news books.

Keeping records

It essential that a written record of behaviour is kept in case further action is required. This will be the responsibility of the class teacher and the Pastoral Lead together with contributions from any other staff who are involved. Appropriate forms are kept on the notice board in the staffroom.

Crisis Management

Written guidelines cannot cover every eventuality and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in a given situation.

- Members of the Leadership Team are available to help in a crisis.
- If a child leaves the school premises without permission either the Head teacher or Deputy Head teacher is informed. They will confirm that the child is not in the school or the grounds. The parents will be contacted and asked to bring the child back to school. If the parents cannot be contacted the police will be informed.

- In extreme circumstances if a child acts violently in a lesson, endangering others and cannot be controlled, the teacher should ensure the safety of the other children and themselves. This may involve:
 - Phoning or sending a child for help from other staff
 - Issuing instructions for the child to stop, clearly using their name
 - Removing the child from the area where they are causing disruption and only restrain the child in line with the Guidelines on Physical restraint
 - If necessary taking the class out of the room leaving the child with an adult if possible
 - Reassuring the class afterwards

It is acknowledged that at these extreme times a teacher cannot guarantee the health and safety of the child concerned. They will use the strategies outlined to ensure as far as possible the safety of other children and themselves. The power to use reasonable force will only be used when all other options have failed and the child's actions are preventing other children from learning or there is a high level of concern for the safety of others. Parents / carers will need to receive an honest report of any incident including concerns raised.

EXCLUSION

New arrangements for school exclusion come into force in September 2012.

The school follows the following DfE guidance.

The Education Act 2002, as amended by the Education Act 2011

The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

The Education and Inspections Act 2006

The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

Copies of which are available on the DFE website

Only the headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the headteacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

Exclusion should not be decided in the heat of the moment although a rapid response can be made if there is an immediate risk to the safety of others in the school or the pupil concerned. A decision to exclude a child will be taken if:

- the pupil seriously breaches the school discipline policy in a violent way;
- a range of alternative strategies have been tried and failed;
- if allowing the pupil to remain in school would seriously harm the welfare of the pupil, other pupils, or staff.

Exclusion can be in response to a single very exceptional incident or more usually as a result of a number of incidents growing in seriousness over a period of time.

Before reaching a decision the Head teacher will:

- Consider the written evidence.
- Allow the pupil to give their version of events.
- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration.
- If necessary consult others.

The class teacher of an excluded pupil is required to set and mark work for the duration of the exclusion period in line with the DfE recommendations.

The process for challenging a school's decision to permanently exclude a pupil will be heard by an authority run independent review panel.

Power to Confiscate and Power to Search

There are two sets of legal provisions set out in Section 550ZA of the Education Act 1996 which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out. Property confiscated at Moorlands Junior School will always be returned to the child or their parents at the end of each day.
2. Power to search without consent for prohibited items including:
 - knives and weapons
 - alcohol,
 - illegal drugs
 - stolen items
 - tobacco and 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.

Section 550ZA of the Education Act 1996 states that weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Here at Moorlands Junior School if any of the above items are found in a child's belongings the parents will be asked to attend school for a meeting with the Head Teacher to discuss the matter.

ROLE OF THE STAFF TEACHING AND NON-TEACHING

The class teacher has overall responsibility for the wellbeing of the children in the class. He/she has a vital part to play in the enhancement of pupils' self-esteem through the sensitive handling of a child's achievements.

The class teacher is responsible for the maintenance of standards of good behaviour outlined through the classroom rules and pastoral care. The class teacher is always available to assist children who have a particular worry and need advice or support. In addition, children may choose to confide in a previous teacher, a teaching assistant or a midday assistant who maintain close contact with the children, through their role in helping the children when they are ill or hurt. In this instance, the problem will be referred to the class teacher who will establish the best way to help the child. Should the class teacher feel the problem would benefit from wider discussion, she can consult the SENCO and ultimately the Deputy Headteacher/Headteacher.

ROLE OF GOVERNORS

The Governing Body plays a key role in influencing the ethos of the school, its general atmosphere, philosophy, and the standing of the school in the community it serves.

The Governors have a responsibility to support the Headteacher and staff in maintaining the highest standards of discipline in order to secure an effective learning environment.

The Governors will monitor how the Headteacher discharges her statutory, contractual and locally agreed responsibilities.

The Governors are aware that exclusion is a last resort. They will exercise a clear responsibility to decide on the appropriateness of exclusion; will make arrangements to ensure they know what is happening about an individual case throughout the exclusion process and to keep the position under review.

The Governors work with the Headteacher to have re-entry arrangements with pupils and parents, specifying the conditions under which a pupil will be readmitted to school after exclusion.

ROLE OF PARENTS

To bring any concerns to the attention of the school and support the school in the maintenance of appropriate behaviour.

It is important to demonstrate to the pupil that teacher and parents are working together.

BULLYING

Bullying is unacceptable and will not be tolerated in school.

Bullying is the use of physical, verbal or emotional aggression repeatedly over a period of time- it is not an isolated incident.

Children are supervised at playtime by members of staff and at dinner time by midday assistants.

Children should report any problems which arise to the appropriate adult. Where a child is experiencing persistent difficulty with another child it is vital that the child tells his/her class teacher so that we can deal with any incidents speedily and effectively.

Parents will be kept informed and should also inform the school immediately if bullying is causing their child distress.

PERSONAL AND SOCIAL EDUCATION

This promotes thinking on moral and ethical issues, and can be used as a basis for developing positive attitudes towards good behaviour.

Teachers should take into account gender differences involved in pupils behaviour, misinterpretation of nonverbal signals or speech patterns from pupils of different cultural backgrounds, and should avoid modelling any kind of insulting or discriminating behaviour.

The Headteacher and teachers should:

- (1) Ensure staff are strategically placed during times of mass circulation.
- (2) Take responsibility for pupils' behaviour as and when classes are moving about school.
- (3) Remind parents regularly about the school's behaviour policies and inform them of any change to these policies.

Malicious Accusations Against Staff

Any accusations made against staff will be investigated. Those found to be malicious will be subject to disciplinary action as recommended in the "Behaviour and Discipline in Schools" document, 2016. All investigations will include a meeting with parents. Disciplinary actions

following this may include (but are not confined to) loss of a privilege, internal exclusion or temporary/permanent exclusion from school.

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