



St Meriadoc C of E Junior Academy

Whole School Behaviour Policy - reviewed October 2016 by all teaching and support staff and the current pupils (2016-17) through their elected School Council

BEHAVIOUR AT ST MERIADOC JUNIOR

Show respect and good manners at all times

Care for everyone and everything

Follow instructions with thought and care

ETHOS

At St Meriadoc Junior Academy we believe in promoting high standards of behaviour and good attitudes to learning. The management of behaviour is intrinsic to effective learning and teaching.

As a Christian school, we strive to set our behaviour management within the context of forgiveness and opportunity for a fresh start. This school is an inclusive school and this policy reflects that ethos. Behaviour Management is seen as the responsibility of all staff and support with behaviour is given within a 'no blame' culture. All staff can ask for support and know that they are not judged to be failing because they asked.

We believe that children have the right to learn and teachers must be enabled to teach. We also strive to help children realise that their behaviour is their responsibility and that they can behave if they choose to do so; poor behaviour is also a choice. Our pupils will also understand that success brings plentiful praise and positive reinforcement.

At St Meriadoc Junior Academy, we believe that all adults can learn effective behaviour management strategies to support the learning of both individuals and groups.

We support all pupils, whatever their needs, to learn the desired behaviour. If a child does not demonstrate appropriate learning and school behaviour, we will endeavour to support their learning through the interventions of the classroom staff and also through working with our Learning Mentor and/or Thrive Practitioner if appropriate. However, if despite our very best efforts, an individual continues to demonstrate:

"If one part of the body suffers, all the other parts suffer with it, if one part is praised, all the other parts share its happiness"

1 Corinthians 12:26

- inappropriate behaviour that prevents their own learning
- inappropriate behaviour that prevents other children's learning,
- inappropriate behaviour that prevents their teacher teaching,
- inappropriate behaviour that raises a safety issue,
- physical assault on a child which is identified as bullying,
- physical assault or threatened physical assault on a member of staff,
- ongoing racist behaviour despite support to learn how wrong this is

The Headteacher may have no other option but to issue a warning that could ultimately lead to a fixed term or permanent exclusion from St Meriadoc Junior Academy.

Parents, who choose to send their children to St Meriadoc Junior Academy, are also choosing to accept the terms of this policy.

ROLES AND RESPONSIBILITIES

All staff members in the school have shared responsibility for modelling and maintaining high standards of behaviour. Therefore, it is essential that they deal with any exemplary or inappropriate behaviour with children from any age group within the school - not solely their own class - when incidents occur, or at least within the next school day.

It is the responsibility of staff to record or inform other relevant staff about any serious behaviour they have dealt with. For certain children who are already a high focus for behaviour, a home-school diary may be used to communicate.

CLASS TEACHER

Classroom staff are responsible for managing the behaviour of the children in their class. Positive strategies should always be used. Behaviour to meet the school rules needs to be taught and not assumed.

Level 1 intervention is when the Class Teacher plans whole class intervention to improve behaviour.

Level 2 intervention is when a member of the SMT and the Class Teacher plan an intervention, possibly in partnership with the Learning Mentor, for a small group of children and their parents are informed of the intervention and why it is taking place.

Level 3 intervention is when a member of SMT, the Class Teacher and the parents/ carers would meet to discuss the behaviours and approaches already put in place and what the next step should be. The pupil may be invited to some or all of this meeting to discuss their behaviour.

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Level 4 intervention is when the class Teacher, having liaised with the SMT and Sendco, discuss the behaviour of individual children and permission is sought from the parents to involve an outside agency or if necessary start the Common Assessment Framework process.

When a child moves to Level 2, it is the Assistant Head / Headteacher who becomes the Lead Person. S/he will arrange a review and invite parents to attend and an Individual Behaviour Plan - IBP - will be drawn up. If it is necessary to request support from the outside agencies the Sendco will be the first point of call.

At the level of IBP, when a child has a medically diagnosed behavioural or emotional condition that impacts on their school behaviour, they will receive support to work towards following the whole school policy.

HEADTEACHER AND ASSISTANT HEADS

Exceptional and extreme behaviour will be reported to the Headteacher or Assistant Head; if necessary parents will be contacted. Exclusions are the responsibility of the Headteacher or the Assistant Head if s/he is deputising for the Headteacher.

PROCEDURES AND PRACTICE

- ❖ **The influential way to promote positive behaviour is through adult modelling.**
- ❖ The school rules are displayed in every classroom.
- ❖ Staff should refer regularly to the rules.
- ❖ Behaviour to meet the rules needs to be taught.

REWARD SYSTEMS

Research has shown that rewards are a more effective way of changing behaviour than punishments:

- ❖ Praise
- ❖ Stickers
- ❖ Responsibility
- ❖ Shining Examples certificates/name on display.
- ❖ Headteacher's awards/certificates
- ❖ Golden Time

TRANSLATION INTO PRACTICE

The previous information was the policy and this is how it is put into practice.

"If one part of the body suffers, all the other parts suffer with it, if one part is praised, all the other parts share its happiness"
1 Corinthians 12:26

OUR SCHOOL CODE

These are displayed in all classrooms.

Show respect and good manners at all times
Care for everyone and everything
Follow instructions with thought and care

WHEN CHILDREN CHOOSE TO FOLLOW THE SCHOOL RULES

The teacher will always seek to give positive praise.

Individually children will be rewarded for good work and good behaviour by:

- ❖ Giving stamps or stickers for good work
- ❖ Staff can award Shining Examples Certificates
- ❖ Children can be given certificates/ postcards to alert home to their good behaviour
- ❖ Various certificates are awarded publicly during 'Shining Example Assemblies.'
- ❖ Individual Teachers may also use internal class awards such as Table Points, etc .

IF CHILDREN CHOOSE NOT TO FOLLOW THE RULES THE FOLLOWING CONSEQUENCES ARE APPLIED:

(after sympathetic judgement by the staff of the circumstances involved)

1. The teacher or teacher assistant will give a verbal warning, making clear the behaviour that is unacceptable.

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praised, all the other parts share its happiness"*

1 Corinthians 12:26

2. If the behaviour does not improve - the child will be given a yellow card.
3. If the behaviour does not improve - the child will be given a red card.
4. At this point, the child will be sent to another designated classroom; here they will complete a reflection form. This is an opportunity for them to reflect on the behaviour that they displayed and why it was unacceptable, it also allows them to reflect on the impact it had on their own education as well as others. It is a 'cool off' period; the return to class is a 'fresh start' opportunity which will be emphasised to the child.
5. The child's parent or carer will be informed verbally by the class teacher at the end of the day, if their child has reached the point of being sent out.
6. If the behaviour does not improve and a pupil is sent out of class 3 times in a week SMT will be informed. A member of SMT will call the parents/ carers at this point to discuss the behaviours being displayed.
7. If the behaviour does not improve - the Headteacher or Assistant Head will contact the parents, informing them of their child's refusal to follow the rules and this will usually be followed up with a written letter, which will be posted to the parents and kept on file in the school.
8. Should it become apparent that the child or family decide the child cannot manage at St Meriadoc Junior School then if necessary the school will negotiate a "Managed Move" when the child has shown that they cannot or will not follow the rules. This will follow the guidelines laid down by the CPR and involve the BSS.

During this process, all supportive strategies will be used and staff will use different behaviour management strategies to keep the behaviours at points 1 to 5.

Each child has the opportunity to a fresh start; however if a child chooses to continue to behave in a totally unacceptable manner within the range described on page one of this policy, consequences will be accumulative.

PLAYTIMES AND DINNER TIMES

Teachers on duty and Lunchtime Supervisors use the same rules and these are displayed outside.

To reinforce the rules staff on duty may:

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- ❖ Award stickers
- ❖ Inform teachers, Assistant Headteacher and Headteacher of positive behaviour.

Children who choose not to follow the rules:

1. Are given a verbal warning
2. If behaviour does not improve the pupil must remain in the designated area of the Reflection room with a member of staff. Here they will complete a reflection form, giving them opportunity to reflect upon their behaviour and the impact it has had on themselves and others if appropriate. The Class teacher will have this reflection form passed on to them at the end of the lunchtime.
3. If behaviour does not improve - the pupil is brought to a member of SMT by the class teacher and a formal warning is given. Parents/ carers will be informed at this point.
4. If a pupil is sent to the reflection room 3 times in a week a member of SMT may organise a meeting with the parents/ carers to discuss the behaviours being displayed and agree a lunchtime behaviour plan.
5. If behaviour does not improve - discussion with the parents or carers will include exclusion from dinner time at school for a fixed period.
6. If behaviour still does not improve after the child returns to school for the Lunchtime break and points 1 to 5 have been followed again, they will be placed on a Fixed Term Exclusion from Lunchtime for an agreed number of days.
7. **For isolated but serious incidents of behaviour, the Headteacher will use his or her discretion concerning the consequences.**

Parents will be informed of outcomes.

It is to be hoped that a child will never have to be sent home more than 3 times as this could cause a Permanent Exclusion from Lunchtimes at school.

THE HEADTEACHER'S ROLE

The head teacher will:

- ❖ Give liberal praise

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- ❖ Will give Headteacher awards and stickers spontaneously
- ❖ Will give Headteacher's Certificates/ postcards
- ❖ Will ensure that all support strategies are in place
- ❖ Will ensure that all staff have access to appropriate training and role modelling of successful behaviour management strategies.

To reinforce the consequences of poor behaviour, the Headteacher will:

- ❖ Give a verbal warning and record the child's name, passing it to the SENDCo.
- ❖ If behaviour does not improve - contact the parents or carers.

A SEVERE CLAUSE:

If a child:-

- **WILLFULLY** insults another child or adult using ongoing racist behaviour despite support to learn how wrong this is
- **WILLFULLY** inflicts physical harm on another child or adult
- **WILLFULLY** destroys property
- **REFUSES** to do as he or she is asked (outright defiance)

They will be brought to the Head teacher immediately or someone will be sent to fetch the Head teacher or Assistant Head.

The Head teacher reserves the right to extend exclusion or convert it to a permanent exclusion following investigation into the circumstances. Parents will be informed of their right to appeal.

TEACHERS WILL ENDEAVOUR TO:

Apply the rules consistently and fairly.

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Apply the awards system consistently and fairly.

Always identify and praise for positive behaviour and achievement, ensuring children have a fresh start

Impose consequences automatically when children choose to break the rules.

OCCASIONAL BEHAVIOUR DRIVES

From time to time, the school will focus on an area of behaviour in the school and classes will have the opportunity to earn a prize for their class. This treat will vary and the method for earning it will also vary.

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