



MAYHILL JUNIOR SCHOOL

BEHAVIOUR POLICY

Mayhill Junior School strongly believes that high standards of behaviour lie at the heart of a successful school that enable all of its pupils to make the best possible progress in all aspects of their school life and work as well as for all staff to be able to teach and promote good learning.

To ensure that Mayhill Junior School is a happy, safe and purposeful place, where all children, staff and visitors feel safe and have respect for themselves and for others, this policy will be followed throughout the school, within the framework of statutory guidelines and the Anti-Social Behaviour Act 2003.

Specifically staff should:

- ensure that all children are treated according to their needs and that at all times the approach is fair and consistent;
- reinforce and reward good behaviour in a positive way;
- help children understand that they are responsible for their own actions;
- help children understand how their behaviour affects others;
- ensure that all children are given the opportunity to receive praise and rewards for their good behaviour and achievement. Mayhill is an inclusive school;
- give children positive encouragement to tell the truth, they must be able to learn from their mistakes;
- ensure children have an opportunity to make amends for any misdemeanour;
- discuss children's actions with them, give a warning and ensure children know what the sanctions will be should they continue to misbehave. All sanctions will be carried out.
- ensure parents are involved and kept informed of all strategies used to improve their child's behaviour.

All members of the school community should be free from discrimination of any sort (Equality Act 2010). Mayhill has a clear and comprehensive Anti-bullying policy that is consistently applied and monitored.

At the beginning of each school year and regularly throughout the year, teachers and pupils will discuss expectations of behaviour, both in the classroom and around the school. Children's understanding of the Behaviour Policy will be a progressive teaching and learning experience from Year 3 through to Year Six based on the UNICEF Charter, Rights and Respect.

Pupils should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school and this is achieved by working in partnership with parents. This is outlined in our 'Home School Agreement' which pupils and parents/carers are asked to sign when joining the school.

Charters covering different areas of school life are drawn up with children based on Rights and Respect. However, expectations for behaviour in school will be broadly consistent with the following, to ensure fairness and consistency:

- *Be polite*
- *Be kind*
- *Respect the school and things in it*
- *Listen carefully*
- *Be calm Walk around the school*
- *Inside the building, keep to the left*
- *Put litter in a bin*
- *Stay in designated areas*
- *In the dining hall, eat quietly, remembering table manners*

Incentives

Ideal incentives are the intrinsic rewards offered by high self-esteem, on relationships based on mutual respect and a stimulating curriculum. All individuals need to receive regular praise and encouragement and this is fundamental to effective behaviour management. However, tangible rewards will recognise, and regularly celebrate, all forms of social and academic achievement.

Incentives and sanctions will be adapted to the individual needs of the child.

All children have a 'House Card' in which they record team points, awarded for effort and achievement and to positively reinforce good behaviour. Badges/certificates are awarded as follows:

- 25 stars Bronze
- 75 stars Silver
- 125 stars Gold
- 200 stars Platinum (across a year)

House point totals are announced weekly in celebration assembly.

Celebration assembly identifies children who have worked particularly well and certificates are given out. Every month, children are identified from each class who have excelled in one of key life skills. Trophies with their names on are in the school entrance.

At the end of each term, the Governors' Trophy is awarded to one child in each year judged by the staff to have made the most improvement in work or behaviour.

Attendance stickers and pencils will be given out to children who have 100% attendance at the end of each term/year.

Once a month, pupils are awarded certificates for one of our 7 school values. Their names go on display in our entrance hall.

Good behaviour and achievement can also be rewarded to individuals/classes in any of the following ways:

- Stickers given by key staff outside class e.g. Head Teacher, Deputy Head
- Individual reward charts, class marble jars leading to whole class rewards (curriculum based)

Sanctions

All adults working with children are expected to use a range of initial behaviour management strategies, both verbal and non-verbal before proceeding into warnings. See Appendix One. All adults are expected to understand the different needs of some children and be proactive in seeking advice on how best to manage their behaviour from their class teacher and/or SENCo.

Staying on Green

1. In the classroom, if a child breaks a class rule, a clear verbal warning will be given. If the poor behaviour is repeated, a second warning is given. Children will be warned about the consequences faced if the poor behaviour continues.

The teacher may use a range of small behaviour management strategies e.g. timeouts in PE, or movement to a different table before giving a 3rd warning. Children should not be sent outside the classroom as a consequence for poor behaviour.

2. If the behaviour continues to be inappropriate for a 3rd time, the child will move to 'Amber'. This will result in the child spending 20 minutes during 'lunchtime supervision' completing a 'behaviour reflection sheet' (see Appendix 2) and the class teacher will file this and contact the child's parents in the playground at the end of the day or by telephone that day. The rationale is to work with parents to ensure the child learns from their mistakes.

3. If the behaviour of the child deteriorates further and the child becomes unresponsive towards his/her class teacher, a senior member of staff may be called for. It is at this stage that a decision will be made as to whether the child goes onto 'red'. The teacher will need to pass on a completed

reflection sheet and some work to do. The senior member of staff will then contact the parents immediately or at the end of the day.

All children who go onto amber or red will be monitored by the teachers to see if other intervention is required. This will be done in consultation with the SLT. Children will return to green at the end of each morning or afternoon session to start the next session 'fresh'. Children with persistently challenging behaviour will have an Individual Behaviour Plan with a separate reward chart. This will be set up with the support of the Inclusion Manager and parents will be involved.

In the Playground

All children should know and understand the rules for the playground as stated in the playground. Any form of bullying or teasing will be treated very seriously in line with our Anti-Bullying Policy.

Children should play games which are not a danger to themselves or others e.g. play fighting. Climbing equipment only to be used under supervision (See Climbing Apparatus Policy).

Morning playtimes

Class teachers and LSAs on duty will continue to follow the same incentives and sanctions as in class. They will ensure any warnings given out are communicated to the class teacher.

Lunchtimes

Lunchtime supervisors are largely made up of our LSAs and children are expected to show the same level of respect to every adult in the school. The school is responsible for ensuring there are a range of games, activities and equipment available to keep all the children stimulated throughout their lunch.

Rewards at lunchtime

- Lunch-time supervisors will reinforce good behaviour by giving 'golden tickets' to children who behave well. All tickets are entered into a half termly prize draw drawn in assembly.
- Lunchtime supervisors will also identify dates when House points can also be earned at lunch. 'Super lunches' where double points are awarded will be identified throughout the year.

Sanctions at lunch

- 1st time: Warn the child firmly that their behaviour is not acceptable. If it involves other children bring them together to discuss the situation. Explain the acceptable way of behaving and warn the children they will be watched carefully. Lunchtime supervisors may seek support from other adults at this stage if they believe the situation is likely to continue. Peer Mentors may also be used at this stage to help defuse behaviour without adult intervention.

- 2nd time: If the poor behaviour reoccurs then the child will have a time out of between 2 and 5 minutes and be asked to stand next to the adult or peer mentor. Explanations will be given to the child and time spent talking with them. Reasons may be discovered for their actions. At the end of this, the child will be asked if they can be trusted to play sensibly. If they think they can they will be allowed to but they will continue to be watched carefully. There may be times when an adult on duty asks the child to attend 'Chill Out' club in order to diffuse a situation.

If there are further incidents the lunchtime supervisor will contact their class teacher or member of SLT. They will decide whether the child should remain on the playground or not. Children may then receive an 'Internal lunchtime supervision'. Teachers may also further investigate the incident which could result in contacting parents. There may be occasions when a child's behaviour is so unacceptable that other sanctions will be appropriate.

Internal lunchtime Supervisions

These last for 20 minutes from 12.10 – 12.30pm and will be supervised by a LSA. The child is expected to reflect on their behaviour and will complete either a reflection sheet or work from class. Any child who receives an 'Internal lunchtime supervision' will not receive a 'Staying on Green' certificate at the end of the half term.

Lunchtime exclusions

In exceptional cases children may have great difficulty in modifying their behaviour to that which is safe for other children, themselves or staff. In such cases the school may find it necessary to ask parents to take their child home for lunch. This sanction will only be used when all other forms of helping the child have been tried and proved unsuccessful. Before a child is debarred the following procedures will be followed.

- Behaviour problems will be addressed though the guidelines set out in our Behaviour Policy (see above).
- All concerns will be fully discussed with the child's parents.
- The age/ maturity of the child will always be taken into consideration.
- The child will be warned in front of his/her parents that debarment will take place.
- The reasons for the sanction and the time the sanction will be in place will be clearly stated.

This will only be used as a last resort. We always work very hard with children to prevent such a situation arising.

Managing consistently challenging behaviour

Whenever the school becomes concerned that a child's general behaviour is deteriorating, or in the event of exceptionally aggressive or poor behaviour, parents will be contacted by telephone or in writing and, if appropriate, invited to come into the school to discuss concerns. Behaviour Monitoring Charts (see appendix) and Individual Behaviour Monitoring Plans (IBMPs) will be used to help manage

and rectify poor behaviour. Class teachers and senior special needs staff will regularly meet with all parents of children on Behaviour Monitoring Charts or IBMP's to discuss progress with both the parents and, where appropriate, the child present. In the event of an extremely serious incident for example, one in which the child has lost self-control, or in the event of gradual deterioration in behaviour, despite many interventions and appropriate warnings, a short-term exclusion may be imposed. This is a decision made by the Head teacher or Deputy Head teacher. 'Unofficial' exclusions are illegal and will be avoided.

Should a child's behaviour be so extreme that physical restraint is necessary the school will adopt the guidelines set down in our Physical Intervention Policy. In this it states: 'We only use restrictive physical intervention where the risks involved in using force are outweighed by the risks involved in not using force.' Any accusations against the behaviour of staff will be dealt with initially by the Head teacher or Deputy Head teacher and in line with the policy 'Dealing with Allegations of abuse against Teachers'.

Permanent exclusion would be an ultimate sanction and one which would be reluctantly imposed.

Children with Special Needs

Whilst continuing to follow the Behaviour Policy, we do understand that some children have specific needs in this area, and they will follow an individual support plan. All children are supported to develop understanding of their own feelings and those of others by teachers during circle times and the PSHE curriculum (see PSHE policy), however some children may also require support social skills groups, and by ELSAs (Emotional Literacy Support Assistants).

The school recognises that the development of a school community which is a secure and purposeful environment, in which children have high self-esteem and respect and tolerance for others, is an aim shared with parents, and that the successful implementation of this policy depends upon the support of parents. It is expected that parents share the aims and content of this policy with their children and that the Home School Contract is signed in agreement.

Agreed/reviewed: November 2017

Next review: November 2018

APPENDICIES

- 1 Managing behaviour on a day to day basis
(Notes for staff)
- 2 Behaviour Reflection Sheet
- 3 Internal Lunchtime Supervision form.

Appendix One Day to Day Behaviour Management techniques to be adopted by all adults.

The Black Dot in the White Square:

The Black Dot in a White Square: What do you focus on?

It is often necessary to get class or individual behaviour into perspective in order to maintain a positive atmosphere in the class. In this model, the black dot represents the negative, disruptive behaviour of certain individuals or the class as a whole; the white square represents the positive behaviour of the majority or the normally good behaviour of an individual. By focusing on the black dot, we are forgetting the white square. This illustrates the need to keep things in perspective and helps to avoid using sweeping statements that can harm positive working relationships e.g.

- The class is awful
- The group never works sensibly
- The student is unable to behave
- Everyone is being too noisy

It is important to not pick up on the late-comers, the noise makers and the students off-task, at the expense of reinforcing the good behaviour of the majority. It is so much healthier for all concerned to swap that around. I find it applies to homework too... focus on the bits you get in, rather than the ones you don't.

Using Positive Language

Instead of "will you stop talking" you say "I'd like everyone listening, please". Instead of "John, stop turning around and distracting Mike" you say "John, I'd like you facing this way and getting on with your work... thanks."

Choice direction and 'when...then'

- Jamil, you can either work quietly by yourself or you can come up and sit with me,
- James, you can go next door to work with Mr Anderson or you can work sensibly with Andy as I've asked.
- When you have finished tidying up your area... then you can sit wherever you want....

This works so much better than a demanding "do what I say" command language.

Pause Direction

Students are in the bubble of their own a lot of the time. Just because you start talking, doesn't mean they hear you. Make a deliberate pause between gaining a student's attention and a direction to ensure they have had sufficient "take up" time. E.g. "Michael pause...David...pause...could you face this way and listen, thanks".

You gain their attention, with eye contact, before you say what you want to say.

Take-up Time

Simply, "Michael...(pause to gain attention)... come up here a sec please." Then deliberately look

away... talk to someone else. Michael will come. In his own time. It also works in the corridor. "John, come over here for sec please... then walk away to a private area, away from peers. John will follow – and not lose face." You can then have a quiet word about the behaviour without the showdown.

Partial agreement (aka being the Grown-up)

Bill Rogers has a strong line on teachers being able to model the behaviour they expect. This includes not wanting the last word. Partial Agreement is an essential strategy for avoiding or resolving conflict. It means teachers not trying to have the last word, or asserting their power in a situation when a student disputes their judgement.

- Student : "I wasn't talking, I was doing my work"
- Teacher: "OK, maybe you were but now I want you to press on to finish the task".
- Student: "It wasn't me... it's not mine... I didn't do anything"
- Teacher: "Maybe not – but we're all clear on the rules about that aren't we...and I'd like you to help me out next time, Thanks. "

The focus is on the primary behaviour, giving children take up time and a choice about consequences. Expecting compliance is key but we should not regard "giving in" as a sign of weakness. Communicating to children that you may be wrong is an important part of building relationships whilst maintaining your authority.

Classroom Organisation

Create a stimulating and purposeful learning environment. Walking into a purposeful classroom automatically calms children. Disorganisation creates chances for pupils cause disruption. The same for lunchtime.

Be Ready

Make sure all lessons are planned for and basic equipment is set up before children enter the classroom, make sure you are clear what you are teaching or supporting them with and they are learning. E.g. "Not doing last minute photocopying".

Appendix 2: Amber Reflection Sheet

NAME: _____ CLASS: _____ DATE: _____

Pupils may draw and label or write in the boxes

1st warning

My first warning was because I

2nd warning

My second warning was because I

AMBER

I am now on amber because I

Rights, Respect and Responsibility

is very important to all staff and children in our school.



What am I going to do to fix things and get back on GREEN?

Signed _____ (pupil)

Signed _____ (staff)

I was put onto Red because:

Internal Lunchtime Supervision Form

Internal Lunchtime Supervision on (date)

Name:

Class:

Decision made by:

Reason:

.....

.....

Work provided by teacher? Yes/No

LSA undertaking supervision:

Pupil to meet LSA at the office at 12.00pm. They will be eating at 12.35pm.

Feedback given to teacher? Yes/No