



MANOR FARM
COMMUNITY JUNIOR SCHOOL
BEHAVIOUR POLICY

This policy is reviewed annually by the Governing Body

Date of next review: December 2018

Behaviour and Discipline Policy

1 Introduction

1.1 By far the greatest single factor in determining a child's behaviour at school is the home. As a school, we aim to support parents in bringing up children who are able to make good behaviour choices. As a school we must work together with parents to promote positive behaviour.

1.2 OFSTED have stated that the features most often associated with an orderly school are:

- Good relationships, with mutual respect between pupils and teachers;
- Teachers' high expectations of pupils, academically and socially;
- Curriculum and teaching methods well matched to pupils' needs;
- The nurturing of pupils growing maturity and self-esteem.

1.3 The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. We want all our children to develop into young people who are able to make good behaviour choices by judging the effect that their behaviours have on themselves and others.

1.4 The maintenance of good order depends on the constant vigilance and insistence on high standards of behaviour from pupils by staff. In such a way, the children will learn what is expected from them, and will be rewarded with acceptance within the school community. The positive climate in this school is the result of staff applying this systematic approach. This climate is engendered by children having a feeling of worth and self-esteem, and by the realisation by children that the school is there for them and, within it, they have both rights and responsibilities.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly interdependent members of the school community.

1.6 The school does not tolerate bullying of any kind and has a separate Anti-Bullying Policy.

2 Manor Farm Code

2.1 The Manor Farm Code is at the heart of our expectations of behaviour and our strategies for promoting positive behaviour. They are not a set of 'rules'. Rather, they are a set of moral values that apply to the whole school community. Our behaviour policy and approaches to promoting positive behaviour are underpinned by the code.

- Be Honest
- Be Kind and Helpful
- Be Gentle
- Look after property
- Listen
- Work Hard

2.2 The code is displayed on every classroom, in home-school books and in Parents' Guides.

2.3 Each class teacher discusses the Code with their class at the beginning of each year and at appropriate times throughout the year. The code is reinforced through assemblies and through regular class-based Circle Times.

3 The role of school staff

3.1 We believe it is the responsibility of the whole school community to create a safe, orderly and calm environment conducive to successful teaching and learning. The curriculum must be relevant, planned and appropriately delivered to cater for all children's needs in order for them to be well motivated and successful. We should all promote a good role model in order to encourage children to develop self-esteem and self-discipline and to realise their full potential.

3.2 Class teachers should:

3.2.1 Plan lessons well and have resources prepared and to hand

- this will give confidence
- it gives the children confidence in the teacher
- well organised lessons encourage good working relationships and working habits
- be aware of the pace and progress of the lesson and modify if necessary
- make instructions clear and encourage questioning
- use teaching methods that are interesting and lively

3.2.2 Find out about the children in their care

- read profiles and records of children to familiarise yourself about them
- be aware of all ability levels and special educational needs
- be alert for any other difficulties which might lead to problems
- speak to child's last teacher and parents at Parents Evenings
- knowing children enables a teacher teach according to children's needs

3.3.3 Be on time for their lessons

- punctuality in returning to class after break times is essential
- avoid being side-tracked
- it is always more difficult to get order when disorder reigns

3.3.4 Always be courteous

- ensure every child receives respect and recognition
- learn children's names and friendship groups a.s.a.p.
- avoid 'highlighting' bad behaviour with undue teacher attention instead using positive reinforcement
- every child should be afforded their dignity - avoid using sarcasm or ridiculing children
- condemn bullying whether it be mental or physical
- try to foster an awareness of each other's needs

3.3.5 Be ready to

- let your sense of humour show through
- encourage children at every opportunity
- show your pleasure for both good work and behaviour
- praise small things and ensure that they are not taken for granted
- try to catch all the children doing something good, it is easy to miss people!
- use children's enthusiasm to generate new ideas
- offer a challenge to redirect children who are off task/bored

- be 'deaf' or 'blind' occasionally

3.3.6 Set clear boundaries and stick to them

- All children feel more secure in a well-ordered situation where they know what is acceptable and unacceptable
- Once you have established the rules be consistent in using them

4 Rewards

4.1 Each child has an entitlement to 20 minutes 'Reward Time' each week in class. This time is for all children who keep to the Manor Farm Code throughout the week. Children are able to select their own reward from a range of fun activities negotiated with the class teacher. Children who are unable to follow the code miss a proportion of that time (see section 5, Sanctions)

4.2 We praise and reward children for good behaviour in a variety of other ways:

- teachers congratulate children, often using verbal praise, stickers, stamps and certificates or a note in a work book
- teachers give children house points
- each week we nominate two children from each class to receive a certificate in assembly
- children can be sent to the headteacher to show an outstanding piece of work or to be congratulated for good behaviour
- informal or formal contact with parents
- other class based systems are developed from time to time with the approval of the headteacher or deputy head

5 Sanctions

5.1 We have adopted a range of responses for dealing with inappropriate behaviour which we have categorised according to the nature of the intervention.

Level 1 -General reminder and use of positive reinforcement

In the first instance, a general reminder or glance is enough to correct any slight behaviour difficulty. This can often be done without drawing attention to the behaviour or to the individual child. E.g. "Could I just remind everyone that you have been asked to work silently". Praise often works well in this situation as a way of positively reinforcing good behaviour. E.g. "Well done Samantha, you are working hard".

Level 2 -Warning

If a child continues to exhibit behaviour which is contrary to the Manor Farm Code, a member of staff will warn that child that continuing that behaviour may lead to a loss of reward time. We will endeavour to ensure that the child fully understands the warning. Wherever possible, the warning will remind the child of the significant statement from the Code e.g. "Jon, that is a warning, you are not looking after property". If this results in the required behaviour, we praise this. We are encouraging children to make good decisions about their own behaviour and the use of a warning gives them that opportunity.

Level 3 - Loss of reward time

If, having been warned, a child continues to exhibit the same behaviour, then that child will lose one minute of their Reward Time. Asking for the toilet does not equate to losing minutes. When it comes to the class Reward Time, those children with lost minutes sit silently until they are permitted to join their activity. If a member of staff other than the child's class teacher takes away a minute they will inform the child's teacher. Children will be entered into the yellow book

for persistent negative situations, parents will be informed and a copy will be sent to the Headteacher. Three consecutive entries in the yellow book will lead to a red book entry.

Level 4 - Involving senior staff

If poor behaviour of the type in Level 3 becomes persistent or if the misdemeanour is judged immediately serious enough to warrant it then the child or group of children should be referred either to the Headteacher or, in her absence to the Deputy Head or another senior member of staff. Their name will also be put in the red book, Parents will be informed and a copy will be sent to the Headteacher. Three consecutive entries in the red book will lead to a formal warning and the child will be put on report.

Action taken may include removal of privileges for a fixed term and working under the supervision of an adult for a short "cooling off" period of time.

Level 5 - On Report

If Level 4 type behaviour persists, or if the misdemeanour is judged immediately serious enough to warrant it a child will be placed "on report". S/he will be expected to report to their teacher or senior member of staff on duty at the end of each session to have a report card marked. Parents are asked to sign the report card each evening. The report card typically will be in place for one week.

Level 6 - Log Book

If Level 4 type behaviour persists, then the class teacher will keep a log book of a child's behaviour. This should include details of the child's behaviour, positive and negative, throughout the school day.

Level 7 - Meeting with Parents

Parents will be informed from Level 3 and upon the issue of a red book entry class teachers will explain the events leading to the entry. In cases of very persistent poor behaviour, or where a single offence is of a very serious nature, a parental meeting may be requested. After the meeting, the child will be placed on the Special Needs Register at School Action for Emotional and Behavioural Difficulties, if not registered already. A CAF (Common Assessment Form) may also be appropriate.

Level 8 - Written warning

If level 4 type behaviour persists, then a formal written warning will be given to parents that the child is at risk of being excluded for a fixed term.

Level 9 - Fixed Term Exclusion

Fixed term exclusion will take place when, following Level 8, further level 4 type behaviour persists or where the offence is regarded in itself as sufficiently serious. Such a move is necessary to provide time to ensure that the child and the parents fully understand the seriousness of the situation.

A rough and ready guide to the use of exclusion for a single incident would be where the offence committed outside by an adult would lead to a custodial sentence; examples being theft, serious assaults, criminal damage, arson etc.

At this stage, a Pastoral Support Programme (PSP) will be written for that child to analyse the difficulties and develop strategies for future work.

Parents have increased responsibility at this stage for the first five days. In exceptional circumstances where children are allowed to roam free then the Exclusion team will issue a Penalty Notice (section 105). Following a warning there will be a £50 fixed fine.

Should a fixed term exclusion last for six days or more then the school will take responsibility for the supervision of a child during normal school hours.

Level 10 Permanent Exclusion

The ultimate sanction provided in the school is permanent exclusion. This will happen if behaviour at that required for fixed term exclusion persists.

Local authority will provide full time education from day 6 of any permanent exclusion from school. This will normally be in the local Pupil Referral Unit (PRU).

5.2 Children are likely to move through levels at different rates. It may sometimes be necessary to miss one level or enter the procedure at a level as high as 9. Decisions on moving children beyond level 2 will be taken by the Headteacher in consultation with the Deputy Head and Class teacher. Parents will be involved informally from an early stage.

5.3 For all Fixed Term and Permanent Exclusions, the school follows the guidelines established by the LA in response to government guidelines. These guidelines are contained within a file, a copy of which is kept by the headteacher and by the Chair of Governors. This file is available to parents who wish to view it. The Headteacher is the only person permitted to exclude a pupil from the school.

5.4 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF latest Circular, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not use any physical contact intended as a punishment or sanction.

5.5 Staff only intervene physically to restrain children if it is felt that:

- The child may be putting others in danger
- The child may be putting themselves in danger
- If the child is at risk of damaging property
- If the child is stopping the school's ability to educate other children

The actions that we take are in line with government guidelines on the restraint of children and those published by the LA.

6 Children 'Beyond'

6.1 For some children, often classified as having social, emotional or behavioural difficulties, the school will need to respond in a way that is additional to or different from other children in order to positively manage their behaviour.

6.2 If this is the case, that child will be placed on School Action or School Action Plus within our Special Educational Needs provision and an Individual Education Plan will be written for them detailing specific behaviour targets and strategies for meeting those targets.

6.3 Additional strategies may include individual reward schemes, circle times, circle of friends, target cards and one-to-one support.

6.4 The school will endeavour to liaise with external agencies that may be able to offer support and advice for staff dealing with children who exhibit particularly challenging behaviour. The agencies we may involve include; Primary Behaviour Support Team and Woodlands Pupil Referral Unit, Educational Psychologist, Special Needs Support Service, Pupil Support Team, School Doctor or Nurse, Child and Family Support CAMHS.

7 Monitoring

7.1 The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

7.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records persistent classroom incidents in the yellow book. The headteacher records those incidents where a child is sent to him on account of bad behaviour and a red book entry will have been completed. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

7.3 The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded

7.4 It is the responsibility of the governing body to ensure that the school policy is administered fairly and consistently.