

# **Behaviour Policy**

**Staff Responsible: Mrs J Stephenson**

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**To be adopted by Governing Body: December 2016**

**To be reviewed: Autumn 2018**

## **A. Policy and Principles**

### **1. Introduction**

This policy outlines the discipline strategies used and management of pupil behaviour at Chellaston Junior School. The implementation of this policy is the responsibility of all staff.

### **2. Aims**

**We aim to:**

- teach the children to show respect for all and be responsible members of the community
- provide a safe and nurturing environment where children can reach their full potential
- encourage and reinforce good behaviour
- promote self-esteem and positive relationships between staff and pupils
- define acceptable standards of behaviour
- encourage a consistency of response to both positive and negative behaviour
- encourage appropriate behaviour to ensure the health and safety of all staff, pupils and visitors
- promote self-discipline
- ensure that the school's expectations and strategies are widely known and understood
- encourage the involvement of 'Parents as Partners' in the implementation of this policy
- promote equality and diversity

### **3. Entitlement**

It is vital that all children feel safe and valued at CJS and are treated fairly regardless of gender, race or ability. All children will follow the same behaviour rewards and sanctions however, some children, who have specific needs will need to be dealt with sensitively and with understanding due to SEN or special circumstances. They may have a Behaviour Plan that sets out how their behaviour should be dealt with. The child, class teacher, Learning Mentor, parents and staff will be aware of these children and they should be dealt with accordingly.

### **4. Progression and Continuity**

All staff will follow guidelines as set out in this document. It is very important that all children are aware of the systems in place and that they are used consistently. It may be that strategies are amended slightly so that the school response is appropriate to the age of the pupils.

### **5. School Standards and Expectations**

**Staff will:**

- be good role models
- offer pupils challenging and stimulating learning situations

- encourage pupils to take responsibility for their own progress
- provide opportunities for pupils to take initiatives
- make bullying an explicit theme in assemblies and through the curriculum
- listen to pupils
- encourage pupils to develop pride in themselves, their class, their school and their local community
- recognise and reward good work and behaviour

#### **Pupils will:**

- work and play in a manner which is sensible, caring and thoughtful
- avoid saying or doing anything which is likely to upset, hurt or embarrass others
- look after themselves, their property and that of others
- tell an adult if they are being bullied

#### **Parents will:**

- inform the school of any home circumstances which may affect their child's performance and behaviour at school
- support the work of the school, including any sanctions which it may impose
- encourage their children to seek ways of resolving disputes which do not involve 'hitting back'
- report bullying

### **6. Anti-Bullying**

Bullying is defined as behaviour which is:

- deliberately hurtful
- repeated often over a period of time
- difficult for those subjected to it to defend themselves against

It may be:

- physical - hitting, kicking, taking belongings
- verbal - name calling, insulting, making racist remarks
- indirect - spreading nasty stories about someone, excluding someone from social groups
- via text messages or internet communication

Bullying exists in this school as it does in all schools. Pupils will be told about bullying in assemblies and will have opportunities to discuss the issue in class. The message to pupils about bullying is that they must always tell. The following is a summary of the school's approach to any incidents of bullying:

- Pupils will be listened to
- The bully will be challenged with the information
- Both sets of parents will be informed about the bullying which has taken place
- Bullies will be given clear guidelines about their future acceptable behaviour
- The school will do all it can to prevent bullying

(For further information on how the school deals with bullying, please see the school's Anti-Bullying Policy.)

### **7. Equality and Diversity**

The school promotes equality and diversity. Chellaston Junior School, does not tolerate any behaviour that is derogatory, racist, homophobic or abusive towards any individual or group. British Values are central to the

work of the school and we monitor and record any concerns regarding radicalisation and extremism. The school logs all concerns regarding the above and reports this to the Governing Body each term.

## **B: Procedures and Guidelines**

### **1. School Rules**

At Chellaston Junior School, we have clear rules for positive behaviour. These rules are discussed during assemblies and also clarified in each class. Each class creates a set of class rules at the start of the academic year. Pupils are given regular reminders in assemblies throughout the year to ensure that everyone is clear about the expectations regarding behaviour.

### **2. Rewards**

At Chellaston Junior School we maintain very high standards of behaviour. We place great importance on promoting positive behaviour and reward pupils in a variety of ways.

In every classroom there are a variety of rewards in place which can be used to reward pupils on an individual, group, team and whole class level. They could include any of the following:

Team Points (up to a maximum of 50)

Good Book

Behaviour Tokens

Table of the Week

Pupil of the Lesson

Pupil of the Week

Class Reward

Privilege Cards & Raffle Tickets

Table of the Day

Table of the Lesson

Stickers

#### **Good Book**

A child may be rewarded for good work or behaviour by being entered in the good book. The pupils then receive a sticker from the Headteacher and their names are announced in the whole school assembly each week.

#### **Pupil of the Week**

One pupil from each class is rewarded with a Pupil of the Week certificate. This is presented in assembly and the pupil spends time with the Headteacher or a senior member of staff at the "Tea Party" on a Friday afternoon and receives a sticker from the Headteacher.

#### **Good to be Green System**

The 'Good to be Green' system operates in every classroom. A wall chart is displayed showing each child's name. All children begin on a 'Green Card' at the beginning of each day. If a child remains on a Green Card all week they will be awarded a 'Good to be Green' sticker which is collected in the child's Home/School Diary. Certificates will be awarded when the child has collected: 10 stickers, 25 stickers and if they remain 'Green' all year!

#### **The Gold Table**

If the children eat their lunch showing good manners and behaviour they will be rewarded by being able to sit on the Golden Table the next day. The children take a friend into lunch first then sit at the Gold Table to eat their dinner. They also receive a sticker and a small prize.

### 3. Sanctions

If a child does not conform to the school rules for positive behaviour, staff will usually give a clear warning if the behaviour is not acceptable. Then the following stages will be followed:-

- Stage 1 A yellow warning card will be given to the child to display next to their name on the wall chart.
- Stage 2 A red consequence card will be given to the child to display next to their name on the wall chart. As a result of this card the child will go to the Indoor Room. A note will be put in the child's diary to inform parents.
- Stage 3 If the child is warned again they will be sent, with work, to a partner class for the rest of the lesson. If a child has to go to a partner class a note will be put in the child's diary.
- Stage 4 If the child misbehaves at any time during the rest of the day, they will be excluded from their class for the next day. If this happens, parents will be informed.
- Stage 5 If the child misbehaves in the 'partner class' or is repeatedly given warning cards, they will be start on the school's monitoring/report system. If this happens parents will be informed.
- Stage 6 If the child's behaviour does not improve the school will discuss this with parents and agree a Behaviour Diary/Report as outlined below.
- Stage 7 If the child's behaviour still doesn't improve, the Headteacher or most senior member of staff will consider whether to begin exclusion procedures.

Although the stages are usually followed in this order, it may be necessary to accelerate the process, depending on the severity of the incident.

#### The Behaviour Diary/Report System

The Report System has 3 stages:

**Green Behaviour Diary** – for constant minor behaviour issues which is monitored by the class teacher.

**Orange Report** – for more serious behaviour which may be one event or a series of issues. This is monitored by a member of the Senior Leadership Team.

**Red Report Card** – for serious behaviour issues which is monitored by the Headteacher.

The child will usually be on the Diary/Report for a 2 week period. At the end of this time they may be taken off the system or moved to the next stage.

Parents will be informed if their child is placed on the report system and will be kept informed of their progress. The report will operate using a point system. Each lesson will be worth 5 points. A target will be set at the beginning of the week, which will normally be 4 points out of 5 for each session, giving a total target for the end of the week. The child's behaviour is judged at the end of each session according to their behaviour. If the child achieves their target each week then they can be removed from the report system.

Pupils will usually be removed from the report system at the end of each term/half term so that they have a new, positive start to each term. In some circumstances however, it may be necessary to continue if no improvement has been shown in the child's behaviour.

It is the responsibility of the child to take their report to the Indoor Room, and outside at break/lunch time. Pupils are also expected to collect their report at the end of the break/lunch time, when it has been signed by staff. Reports should not be taken home by the child at any time but a photocopy should be taken home at the end of the week to inform the parents of the progress made.

Any child on Red/Orange Report will not be allowed to represent the school teams at festivals or take part in fun, extra-curricular activities (e.g. non-uniform days, Red Nose Day). Children on Green Behaviour Diaries will be allowed to take part if their behaviour has shown signs of improvement.

If a child has been on Red Report and does not show an improvement in their attitude and behaviour, it may be necessary to refer their behaviour to the PRU (Pupil Referral Unit). If unacceptable behaviour persists while a child is on Red Report, or there is a very serious incident, this may lead to a child being excluded from Chellaston Junior School for a fixed term, or even permanently.

## **Exclusion**

The school will endeavour to work with children and parents to manage and improve a child's behaviour but on rare occasions, exclusion may be necessary.

A child may be excluded at lunchtime if behaviour is disruptive or dangerous to others (usually for a period of 2 weeks).

The child may be excluded for a period of 1-5 days for the following reasons:

- there is a serious breach of the school's behaviour policy
- persistent poor behaviour while on Red Report and failure to meet the targets set
- allowing the child to remain in school would seriously harm the education or welfare of the pupil or other pupils in school
- allowing the child to remain in school would seriously compromise the health and safety of other pupils or staff

The school will follow the exclusion procedures as outlined by Derby City Council and communicate in writing to the parents, clarifying the duration and reasons for the exclusion.

A re-integration meeting must take place between the parents, Headteacher and the child before the child is allowed to return to school after the exclusion. The reason for the meeting is to confirm the expectations of the school in terms of behaviour and set clear targets for improvement, clarifying relevant sanctions.

## **Playtimes and Lunchtimes**

Gold Stars are awarded to a class if they show excellent behaviour around school. Gold stars are awarded by the Headteacher/Member of the Senior Leadership Team. A gold star is worth 2 points.

Green Stars are awarded to a class if they behave well, lining up and walking into school smartly and silently. The stars are then displayed in the classroom and collected and totalled weekly. At the end of each half term the winning class from each year group is rewarded with a non-uniform day and a class star trophy.

Orange Stars may be issued to children who misbehave during playtime or talk unnecessarily after the whistle has been blown. For every 2 orange stars received by a class, a green one is deducted.

Red Stars may be issued for serious offences or 2 yellow cards in one day. If a child receives a red star they will miss their playtime the following day and go to the “Indoor Room”. For every red star received by the class, a green one is deducted.

All incidents referred to the Headteacher are logged in the Headteacher Incident File.

See Appendix 1: “Clarification of the Use of the Star System” for further information.

## **Assembly Procedure**

At CJS, assemblies are a time for reflection and celebration.

During all school assemblies, we expect the highest standards of behaviour to ensure we show respect for whoever is leading the assembly. It may be pupils, staff, governors or visitors who are speaking to the school.

It is expected that pupils enter and leave the assembly hall in silence, unless they are asked to join in with singing at this time. Throughout assembly, pupils are expected to remain silent when listening and follow the speakers at the front of assembly.

If a pupil talks or distracts others during assembly, they will be asked to see the person leading the assembly at the end. This will usually involve an orange star and serve as a warning. If a pupil continuously talks or continually distracts others in that assembly or in future assemblies, then a red star will be issued and the pupil will be expected to go the next indoor room. If this is the case, parents will be informed through the red sticker in the home/school diary.

Occasionally, if a pupil is causing a serious distraction they will be asked to leave the assembly. They will receive a red card and be supervised by a member of staff.

## **Definition of Indoor Room**

- If a child is sent to the Indoor Room they should go to the hall at morning break where they will be supervised by a teaching assistant and a member of the Senior Leadership Team, who will record their name, reason for being there and team.
- Valid reasons for being sent to the Indoor Room:  
Receiving a red star during break time  
Receiving a red consequence card
- If a child is in the Indoor Room twice or more during the week they will spend 45 minutes reflecting on their behaviour at Friday lunchtime. This session is supervised by the Headteacher or a Member of the Senior Leadership Team. Parents will be informed of this via the Home/School Diary.
- Any single serious incidences in one week, including acts of violent or aggressive behaviour, will also result in Friday lunchtime reflection.

## **Definition of Partner Class**

- A Partner Class is a place where a child is sent for the remainder of the lesson when they have received a yellow warning card, a red consequence card and then behaved inappropriately for a third time.
- Each set of four Partner Classes contains a class from year 3, year 4, year 5 and year 6.
- If a child is sent to the Partner Class they are sent with some work to complete whilst they are there.
- Parents will be informed that their child has been sent to the Partner Class through a note in the home/school diary.

## **Definition of a Child Being Placed on Behaviour Diary/Report**

- If a child is placed on Behaviour Diary/Report then parents will be notified.
- For continued inappropriate behaviour in the classroom, on the playground, or both, a child will be placed on Behaviour Diary/Report. This will then be reviewed as necessary.
- For each lesson or playtime session the child's behaviour will be assessed. Each lesson/break is worth 5 points. The child will be given a suitable total to achieve for the week. Each session is awarded a score. If the child reaches their target they will be taken off the system. If there is no improvement then the child will move to the next stage of the system.
- Children on Orange/Red report will not be allowed to participate in fun extra curricular activities. E.g. non-uniform day, Red Nose activities etc. If the children on the Green Behaviour Diary show an improvement in their behaviour, they may take part.

### **Time Out Cards**

Time Out cards may be issued to children who become angry and find it hard to stay calm. The card is designed to be carried in the child's pocket and used if they feel they are becoming angry which may result in misbehaving. The cards allow the child to go to a designated area (e.g. The Courtyard) to calm down. A member of staff will then speak to the child and decide if further action is needed.

At CJS we have high expectations of all the children. The children are treated in a positive, fair and consistent way. Working together with parents, we believe we can help children achieve their very best and become successful in all they do.

## **Clarification of the use of the star system**

**Red Stars** (Given as an individual sanction)

- ✳ **Fighting**
- ✳ **Swearing**
- ✳ **Deliberately hurting someone**
- ✳ **Ganging up on another child to 'get' them**
- ✳ **Deliberately refusing to do something an adult has asked them to do**
- ✳ **Bullying**
- ✳ **Deliberately damaging property**
- ✳ **Spitting**
- ✳ **Being rude or disrespectful to adults**
- ✳ **Disobeying an adult**
- ✳ **Lying**
- ✳ **Ignoring a member of staff when asked to do something or speak to them**
- ✳ **Running off from a member of staff**
- ✳ **Rude gestures**
- ✳ **Comments which are racist, homophobic, derogatory or abusive**
- ✳ **Persistently talking in assembly**

**Orange Stars** (Given as an individual sanction)

- ✳ **Hurting someone through silly behaviour**
- ✳ **Going into school without permission**
- ✳ **Damaging property through silly behaviour**
- ✳ **Running in school or around designated areas**
- ✳ **Being noisy when walking through school**
- ✳ **Talking in the line on the playground**
- ✳ **Running to the line**
- ✳ **Being on their bike on the playground**
- ✳ **Irritating other children but not hurting them**
- ✳ **Teasing or provoking someone**
- ✳ **Silly behaviour resulting in disrupting the line or other children**
- ✳ **Breaking the school rules but not hurting anyone**
- ✳ **Talking in assembly**

**Green Stars** (Given as a whole class reward)

- ✳ **Awarded for lining up quietly and then walking into school sensibly and quietly**

**Gold Stars** (Given as a whole class reward)

- ✳ **For lining up and going into school brilliantly – given by SLT**