

St Meriadoc C of E Junior Academy



Whole School Behaviour Policy

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"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

BEHAVIOUR AT ST MERIADOC JUNIOR

Ready Respectful Safe

ETHOS

At St Meriadoc CofE 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. Our pupils will also understand that success brings plentiful praise and positive reinforcement.

At St Meriadoc CofE 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 Thrive Practitioner and Family Liaison Officer if appropriate. However, if despite our very best efforts, an individual continues to demonstrate:

- 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 CofE Junior Academy.

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

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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 SLT and the Class Teacher plan an intervention, possibly in partnership with the Thrive Practitioners, 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 SLT, 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.

Level 4 intervention is when the Class Teacher, having liaised with the SLT and SENDCo, discuss the behaviour of individual children and permission is sought from the parents to involve an outside agency or complete a relevant assessment.

INDIVIDUAL BEHAVIOUR PLANS

Individual Behaviour Plans may be used in order to support pupils with their behaviour needs. These will be planned with the child, by a Key Adult and parents/ carers will be made aware of the content of this plan.

HEADTEACHER AND SENIOR TEACHERS

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

PROCEDURES AND 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"
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- ❖ **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.
- ❖ Class based reward system.

TRANSLATION INTO PRACTICE

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

OUR SCHOOL CODE

These are displayed in all classrooms.

**Ready
Respectful
Safe**

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. Parents/ carers may receive a phone call or verbal feedback from staff, reading positive behaviour.

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- ❖ Various certificates are awarded publicly during 'Shining Example Assemblies.'
- ❖ Individual Teachers may also use internal class rewards such as Table Points, etc.

The use of positive communication between class and home wherever possible is strongly encouraged.

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

1. Best practice - drive bys, 30sec interventions, etc.
2. RiP (Reprimand in Private) - notice/ help/ encourage choice. **(I have noticed...)**
3. If poor/ disruptive behaviour continues the Teacher will use a clear warning to set their expectation for the pupil's behaviour. **(You have chosen to... Now you need to...)**
4. Timeout – currently, this may be taken in an appropriate space in class or immediately outside the classroom. Resources of timer, paper and pen available. Maximum time out of 15 minutes. **The child's parent or carer will be informed by the class teacher at the end of the day, if their child has reached the point of being sent out.**
5. Fresh start on return to class.
6. If behaviour from before continues:
 - loss of own time (with teacher)
 - also communicated in phone call to Parent/ Carer.
7. 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.
8. If the behaviour does not improve – the Headteacher or Senior Teacher 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.

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9. Should it become apparent that the child or family decide the child cannot manage at St Meriadow 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:

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

Children who choose not to follow the rules:

1. Are given a verbal warning.
2. If the behaviour does not improve, use of a short 'timeout' may be used at the side of the child's designated play area.
3. If behaviour does not improve the pupil will be brought to their teacher, in order to have a 'timeout' and a chance to reflect on their behaviour.
4. 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.
5. If a pupil displays consistently poor behaviour during lunch and playtimes a member of SMT may organise a meeting with the parents/ carers to discuss the behaviours being displayed and agree a lunchtime behaviour plan.
6. If behaviour does not improve – discussion with the parents or carers will include exclusion from dinner time at school for a fixed period.

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7. 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.

8. 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 HEAD TEACHER'S ROLE

The head teacher will:

- ❖ Give liberal praise
- ❖ Will give Head teacher awards and stickers spontaneously
- ❖ Will give Head teacher'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**

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- **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 Senior Teacher.

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.

Apply the awards system consistently and fairly.

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

Impose consequences appropriately 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.

IMPORTANT NOTE

It is important to note that no two children or situations are the same. At SMJ our approach is an inclusive one and we take our role of educating seriously, including our role in educating children on their behaviour and the impact they have on the world and those around them. All cases and situations will be considered individually.

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