

# Saltergate Junior School

## Behaviour Policy and Guidance

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### Scope:

This policy applies to children of Saltergate Junior School during the school day and at times other when the school has responsibility for their care.

Section 4 may apply to behaviour out of school, including Kid's Club if it impacts on the welfare of the schools' pupils.

**1**

**PRINCIPLES OF BEHAVIOUR MANAGEMENT RECOGNISED BY ALL ADULTS WORKING WITH CHILDREN WITHIN THE SCHOOL**

- Expect, encourage and model the behaviour you want to see.\*
- Actively build trust and rapport appropriate to the age and maturity of the children
- Focus on primary behaviour; avoid reacting to secondary behaviour
- Follow up on issues that count, ignoring minor infringements where they are not detrimental to others.
- Deal with and discuss behaviour without personalising the issue.
- Present children with options to help them choose appropriate actions and behaviours
- Whenever a behaviour issues is addressed make sure a positive relationship has been maintained. Work to rebuild this if necessary.
- Involve children as much as possible; seek opinions and help with decisions about procedures and rules.

**2**

**Expectations**

We expect children to show good learning behaviour in the classroom as described below:

Children look at the person who is giving the teaching input and can respond to questioning appropriate to their level. They sit quietly without disrupting others. Children can follow instructions and fully engage with their tasks. Children can ask questions for clarification if necessary. Independence is shown where appropriate. Children are actively involved in tasks and can explain what they are doing and what they have learnt. All discussion between children relates to the lesson. Mutual respect between children, teachers and teaching assistants is evident.

We expect children to behave appropriately outside the classroom:

They are considerate and orderly whilst moving about the school. At playtimes, children are considerate and kind to each other. Play may be lively and energetic but children do not engage in aggressive play. Play fighting is not allowed at this school.

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### Incentives for Good Behaviour and Effort

#### The SMART Card System

The system has been developed to encourage and reward good work, good behaviour and effort. It will be most successful if it is adopted as a whole school approach to positive behaviour.

The system operates as follows:

1. Teachers keep children familiar with our expectations through PSHCE or other opportunities
2. Each child is given their own individual SMART card.
3. Staff reward children by writing their names on the board under a ☺ or ☆ . The child's name should not be removed for subsequent poor behaviour.
4. At an appropriate time in the day, the named children receive stamps on their cards
5. When a child has completed a line, he/she can collect a token to place on the class chart. This chart offers the individual an opportunity to contribute towards a group effort. When the class chart has 15 tokens on it, the class may have a small treat. i.e : 5 minutes extra play time or free time in class (golden time)
6. There are 3 points on the SMART card where an individual receives a certificate. These are:

Bronze certificate	– awarded in class
Silver certificate	– awarded in LJ/UJ assembly
Gold certificate	– awarded in whole school assembly
7. It is imperative that it is the well-behaved children who achieve their awards first. Other systems can be devised as incentives for children with behavioural difficulties

Hopefully, by noticing and encouraging the good behaviour and effort made by children, there will be less need to single out poor behaviour. For this reason it would not be appropriate to put a sad face on the board to list children whose behaviour/effort has been unsatisfactory.

In Y5/6 the system may be adapted to reflect the maturity of the children.

#### **Saltergrams** – a note home, a certificate and an incentive

Saltergrams are awarded to children whose behaviour a teacher wishes to acknowledge. The counterfoil is entered in a draw made in whole school assembly for a small prize.

#### **Developing Responsibility**

Whenever possible, children should be given duties which foster responsible behaviour.

These should be short term to ensure that all children have equal access to such opportunities.

Lower school duties are likely to be within the class/cloakroom area. Upper school duties may extend throughout the school.

## Managing Unsatisfactory Behaviour

### Dealing with unacceptable behaviour

#### Classroom disruption or rudeness:

- Time out in reading bay (recommended maximum 1 minute for each year of age)
- Time out in partner class

If the problem persists it is essential that a written record of all incidents and consequences is maintained over a period of a few weeks. For example:

date	antecedent	incident	consequence
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This is then discussed with the Headteacher or Team Leader who will advise on how to proceed

#### Unsatisfactory Work

- High priority work can be repeated during lower priority work time. Vary lessons missed to avoid significant effect on entitlement.
- Occasionally work may be sent home to be finished.

Children who have made insufficient effort may be kept in at playtimes to finish work. Supervision arrangements should be made by the teacher.

For either unsatisfactory work or unsatisfactory behaviour, teachers may ask the HT or DH to speak to a child to offer firm guidance and encouragement.

#### Inappropriate playtime behaviour

- Notify class teacher
- Ask child to play in a restricted area

#### Inappropriate lunchtime behaviour

Midday Supervisors should be vigilant and attempt to prevent significant misbehaviour before it happens. However, when it does occur, they should bring the child to 'Time-out' where he/she will be supervised for a suitable period of time.

If problems persist, Parents may be encouraged to take a child home for lunch to reduce the likelihood of exclusion, which legally has to be a minimum of half a day and cannot be for just a lunch hour.

### Dealing with more significant misbehaviour

(see table below for examples)

Teachers should use lunchtime time out as a sanction. This is done by recording details on the school's behaviour record so that the supervising teacher can ensure attendance. Teaching assistants wishing to apply this sanction should do so through the child's class teacher.

### Dealing with serious misbehaviour

(see table below for examples)

Time-out is applied as above but this could be for a longer period. The behaviour is reported to the headteacher who may record it in the serious incident book. This is known to children as the 'Green Book'. Two records in any one term automatically leads to a letter home detailing both incidents. One entry in this record often has a very significant deterrent effect and allows a child to change their behaviour before parents are informed.

### Persistent Misbehaviour

The following actions may be taken if inappropriate behaviour persists:

- Use of incentive programme
- Use of record card
- Meetings with parents
- Mentoring by home school support worker
- Group work on appropriate behaviour

The above actions are intended to actively reduce the risk of exclusion. At this stage the child might be considered to have special educational needs as he/she will not be accessing education without considerable intervention. A behaviour audit should be completed annually, in line with the SEN policy, so that progress can be monitored. If progress is not made a referral may be made to the Enhanced Mainstream Provision (behaviour) with parental permission.

### Time-out and Indoor lunchtime supervision

A supervised room operates every lunchtime. This has three distinct uses:

- A safe place for children who cannot cope without close supervision to play
- A sanction for MSAs to use to maintain discipline outside
- A sanction for teachers to use in the management of significant misbehaviour (Time-out)

### Use of Exclusion

1. There are two types of exclusion used in school. Internal, where a child is isolated from lessons usually for half a day but no more than a whole day.
2. External exclusions, which are, applied in accordance with the Local Authorities guidelines. These may be fixed term or permanent in extreme cases.

Exclusion can be used as a consequence for one-off very serious incidents. Violence causing injury requiring medical attention will always lead to external exclusion.

Exclusion is also be used as a consequence for persistent misbehaviour including disruption and bullying. Where this is the case a log of incidents should be kept. The child and parents should be made aware that exclusion would be the consequence of continuing misbehaviour. Appropriate preventative measures should be applied before exclusion for persistent misbehaviour. These are described above.

Parents have the right to appeal against any external exclusion.

### Summary: levels of unsatisfactory behaviour and appropriate sanctions

	examples	actions
misbehaviour	Silliness in class, not working, play fighting, rudeness	Classroom strategies,
Significant misbehaviour	spitting, swearing, fighting, throwing stones, defiance, nipping, biting (no marks)	Time out at lunch time and entry in behaviour record (green book)
Serious misbehaviour	spitting on another child, obscenities directed at another person, violence liable to cause injury including bruising, throwing stones that hit another child causing injury, persistent disruption adversely affecting the learning of others, extreme defiance, including running away from an adult, nipping biting leaving a mark, proven bullying, including cyber bullying	Extended time out escalating to Internal exclusion and External exclusion

### **Disability and Equality**

If a child has a statement of special educational needs regarding their behaviour, the school will not use external exclusion as a sanction unless the well-being of other children or adults is compromised significantly, and no other strategies can practicably be applied to keep children from harm.

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## **Prevention of Bullying**

We aim to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups).
- electronic communications ( text, email, defamatory website entries)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

All staff must be alert to signs of bullying and act promptly and firmly against it.

### **Preventative Measures**

The issue of bullying is regularly and openly discussed in lessons, assemblies and in school council meetings.

Parents are asked to monitor their child's online communications and asked not to let them use facebook.

The school surveys children identifying children who are causing others problems.

### **Parents may be given the following advice if they suspect bullying:**

Watch for signs - not wanting to go to school, minor illnesses, headaches, other pointers, avoiding friends, coming home with bruises or torn clothing, possessions disappearing.

Listen to what your child says; try to establish that the problem really is bullying and not something else.

Discuss with your child what they can do.

Talk to the teacher or another sympathetic adult at school. Do this for as long as the bullying continues.

Help your child to deal with the problem by him or herself. Be tactful. Discourage retaliation which can make the problem more difficult to resolve.

## **Implementation**

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- a clear account of the incident will be recorded and given to the head teacher
- the head teacher will interview all concerned and will record the incident
- parents will be kept informed
- appropriate intervention will be agreed between the class teacher and the headteacher.
- Initial intervention may not involve sanctions and may aim to develop better social skills
- Intervention to be gradually increased until the problem is solved.

### *Pupils*

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil.

## **The following disciplinary steps can be taken if the bullying reoccurs:**

- official warnings to cease offending
- exclusion from certain areas of school premises

Further action will be taken if needed in line with the previous stages of the Behaviour Policy and may include:

- minor fixed term exclusion
- major fixed term exclusion
- permanent exclusion.

## **Monitoring, Evaluation and Review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## The Saltergate Code

✓ **Do have safe hands and feet**

Do not hurt anybody

✓ **Do be kind and helpful**

Do not hurt people's feelings

✓ **Do look after property**

Do not waste or damage things

✓ **Do work hard**

Do not waste anybody's time

✓ **Do listen to people**

Do not let yourself be distracted

✓ **Do be honest**

Do not cover up the truth