



Race Leys
Junior School

Behaviour Policy

Date: September 2018
Review Due: September 2019

Reviewed Annually

Rationale

Race Leys Junior School is a values-based school. We strongly believe that a happy, productive and successful school relies on a set of agreed values and high expectations of behaviour. Pupils are encouraged to be independent in making choices and are sensitively guided when problems arise. All achievements are celebrated and all pupils are made to feel valued.

Values are principles that drive behaviour. They influence our actions and attitudes, and become our framework for living. They influence our relationship with ourselves and others.

(Neil Hawkes - Values-based Education Limited).

Aims

As a school our approach to secure high standards of behaviour is predicated on a belief in the importance of supporting children to make the right choices and to develop positive approaches to learning. These are not just expectations for primary school. It is a key aim of our approach is to ensure that our pupils are well prepared not just for the high level of demand and expectation of secondary school but also for success in later life.

As a values based school we expect our pupils to make positive choices and to treat all members of our community with care, consideration and co-operation. However we also recognize that sometimes children can find it difficult to make wise choices and can require support and challenge at times to help them move forward and make good choices on a consistent basis.

Objectives

In order to ensure that pupils' behavior is managed consistently, our objectives in implementing this policy are to:

- Promote an agreed set of values that guide thinking and behaviour.
- Create an ethos where each child knows that they are valued and is supported
- Ensure we are a community where no child feels unsafe or unhappy
- Maintain a consistent, approach to behaviour throughout the school, with parental co-operation and involvement.
- Develop each child's self-esteem by placing the emphasis on praise and reward.
- Foster independence and self -discipline so that each child learns to accept responsibility for his/her own behaviour.
- Maintain a calm, positive, working atmosphere where the boundaries of acceptable behaviour are clear to all.
- Follow a clear formulated 'route' of disciplinary procedures that are consistently applied by all staff and the Head
- Work in partnership with support agencies with children who display the need for behaviour support in school either from educational difficulties or those resulting from social/emotional circumstances
- Promote high expectations of all children as most children respond to what the school expects and demands of them.
- Establish a healthy balance of rewards and sanctions and to use to the full assertive discipline.

School Staff

All staff must promote, model and actively teach the school values in order to cultivate a climate of mutual respect where effective teaching and learning can take place.

Specific, genuine and values-based praise should be used consistently and fairly to: -

- establish an ethos of warm, friendly, positive acceptance;
- encourage positive self-esteem in all pupils;
- reinforce positive values and the behaviours that exemplify these;
- encourage all pupils to emulate values-based behaviours through the use of proximity praise.

There should be a high rate of values-based praise. A rate of 3:1 for positive/praise statements to negative/corrective statements is essential.

If a reprimand is necessary this should be brief, values-based and to the point:

- reprimands should be delivered as briefly as possible, giving minimum attention to the child;
- reprimands should be directed at the behaviour and not the child;
- the child should be clear on the value they have not acknowledged;
- a calm and authoritative tone is important; shouting is never effective.

It is an expectation of all staff that behaviour is managed consistently and that there is commonality in teachers' expectations and management strategies. In order to secure this, the school is committed to:

- Staff following a clear process of escalation consistently across the school
- Ensuring children understand the causes and consequence system
- Alerting parents promptly of instances that arise and meeting parents in a timely manner when a number of concerns have been reported

School Procedures

- An agreed set of 22 values set the standard for behaviour and are positively promoted throughout school.
- Each new value is introduced in a Values class assembly at the start of the month and reinforced through the Monday assembly which has a focus on values within the context of national and international news stories.
- Achievement assemblies are held each half term to which parents are invited and all staff attend.
- Each child will belong to a house: Livingstone, Drake, Kingsley or Cook. House tokens are given for active confirmation of the school values. During Friday assemblies, the weekly total of tokens achieved for each house is announced.
- Each teacher maintains a class behaviour log itemising incidents of poor learning behaviours in the classroom and the outcomes of any action taken.
- Incidents of a more serious nature are logged on a pink slip and passed to senior leaders who will take appropriate action. These records are recorded electronically and reviewed regularly. Pupils with a significant number of high level concerns will be closely monitored and supported, with the expected active engagement and support of parents.
- Achievement is also celebrated through our weekly newsletter, on the digital display screen in reception and through displays of children's work.

PAL – Positive About Learning

In addition to our school wide approach to behaviour management, we also expect our learners to be the best learners they possibly can. Drawing together our Race Leys values, we have 4 core classroom expectations that we support the children to demonstrate at all times. Being **Positive About Learning** is underpinned by 4 key learning values.

Our 4 learning values are collectively called the 4Cs and are:

Care:

We believe that if children are to grow into successful young adults it is critical that they understand and embody the quality of care. This includes care for one another as well as care for self. This value encompasses our Race Leys values of respect, kindness and empathy. Being kind and caring about each other will help us to have a happy school in which all children enjoy their learning.

In the context of the classroom this involves care over the quality of their work, listening carefully and attentively to others, respecting the views of others and their right to learn without disruption.

Creativity:

Having an open, enquiring mind is at the heart of great learning. At Race Leys we encourage all our children to develop their creativity. Through all subjects we encourage children to ask questions, explore different ideas and hypotheses, undertake personal research and follow their interests out of school as well as to think creatively about what they are learning and why. Through creativity, we want our children to have wide horizons and aspire to be the best they possibly can.

Collaboration:

School is a busy place both within the classroom and beyond. In lessons, assemblies and social times we expect the children to work collaboratively and supportively with each other, being co-operative in this by doing what is asked of them, looking after our school and helping each other in any way they can. This “C” draws on our Race Leys values of co-operation, responsibility and love. This helps children to develop important social skills – vital for success in later life.

Critical thinking:

If children are to quickly grasp and develop new learning it is essential that they have an open, reflective response to the topic. The development of critical thinking and reflecting on their learning will help the children to develop their understanding and confidence. By asking questions and thinking reflectively about their work children will become resilient, independent learners, able to make the best use of their learning time. These independent learning qualities are skills for life.

Rewards

1. Race Leys uses a merit system for each pupil linked to the 4Cs and our values. Merits are awarded by teaching and support staff for positive attitudes to learning and embodying our values in the wider school community.

Pupils collect merits throughout the academic year. Certificates are issued at the following stages: 25 (Bronze), 50 (Silver), 100 (Gold), 150 (Platinum) and 200 (Diamond), 250 (Star Ruby), 300 (Fire Opal).

- House tokens can be issued to any pupil at any time for demonstrating the school values. No individual house token totals are recorded. Tokens are dropped into the collection tubes as they are awarded. The head boy and head girl remove and total the tokens each week. The winning team is announced in the final assembly of the academic year when the house cup is awarded.

Sanctions

There is a clear escalation process for pupils who make poor choices and do not uphold our learning values and behaviours across the school. Low level concerns in the classroom are addressed by the teacher and recorded in the class behaviour log if the child fails to moderate their behaviour in class. Teachers will employ a range of strategies to support the child to adjust their behaviour such as rule reminders, when / then, choice direction, moving seat, deployment of additional adult.

This procedure allows the pupil several opportunities to modify their behaviour to reflect our Positive About Learning values. If however the behaviour persists the following escalation will happen:

- First formal verbal warning with the value contravened made explicitly clear.
- If the behaviour is repeated, the name (initials) is written on the whiteboard – this to be done without disrupting the flow of the teaching, with a cross (X) added next to their name.
- If the behaviour is repeated again a second cross added next to their name. At this stage the pupil's name is recorded in the Behaviour Log and they will miss part or all of next morning break time, depending on the level of disruption. On the third occasion that a pupil's name is recorded in the Playtime Book in a half term, parents will be contacted via a phone call from the class teacher. If a pupil has their name recorded more than 10 times in the playtime book during a half term, then the class teacher should contact parents to discuss concerns and an after school detention will be issued. At this point a Pupil Report Card (PAL card) will be issued.
- In extreme circumstances if a third cross is added to the board the pupil will be removed to a partner class. Parents will be informed about this at home time, by telephone or through a note in the Home School diary.

At the beginning of each lesson it is important that the pupil's names are removed from the board. This allows the pupil a fresh start.

High tariff behaviours

In the event that a pupil behaves in a way which is significantly hurtful or dangerous to others, a pink behaviour report will be completed and shared with the senior leader attached to the year group. Such behaviour include verbal abuse, physical assault,

racist, homophobic or discriminatory actions / language of any sort, willful damage of property. Such behaviours will lead to higher level sanction including the loss of lunch time, after school detentions and in extreme cases exclusion from school.

Physical Intervention and Restraint

Physical Intervention where necessary will be in line with the **Warwickshire Safeguarding Children Board Policy and Guidance Statement on Physical Intervention and Restraint**. This is reflected in our policy for Physical Intervention and Restraint.

Facing the Issues – Exclusion

Exclusion from school is a severe sanction which is designed to express to both parent and child that unacceptable behaviour has taken place.

The Route to Exclusion:

Fixed Term Exclusions

1. For some children the route to exclusion from school may take a period of months whereby a child accumulates a series of ‘misbehaviours’ which are not consistent with the school values or disrupt or prevent the education of the majority of the children in the class. Before exclusion occurs it is assumed that all other sanctions have been tried and failed, leaving no other alternative.
2. The other route to exclusion can be due to an action in school which requires an immediate response, when the child has:
 - Deliberately physically injured another child
 - Verbally or physically abused an adult
 - Deliberately caused damage to the school property
 - Demonstrated behaviour of malicious intent
3. When a child has been excluded the details will be recorded in a formal letter which the parent / carer receives at the point of exclusion.
4. Pupils are required to attend a re-integration meeting with a parent / carer on their return to school after exclusion to ensure that the child understands the reason for the exclusion and to agree ways in which the child can be supported to avoid exclusion in the future.

Permanent Exclusion

This final action may be as a result of accumulating a series of ‘fixed term exclusions’ or for a single serious offence (which may come from a child with no previous history).

When a child reaches this final stage, it is the expectation of the Head that his/her professional judgment is accepted. An Exclusion Panel will be called and procedures will take place in line with DfE guidelines.

Expectations of parents and carers

We ask of our Race Leys families that you:

- Raise any concerns you have regarding your child's behaviour or experiences at school promptly with the class teacher in the first instance
- Keep the school informed of any changes that may impact on your child in school
- Talk to your child about how to maximize their opportunities at school
- Help your child to understand that their actions have consequences
- Support our behaviour management process and reinforce our values
- Ensure that your child understands our zero tolerance of bullying, abusive and violent behaviour, racist, sexual, homophobic or any other prejudicial language
- Accept that sometimes children can be somewhat selective in what they will tell you and that you may not always get the full picture of an event from your child.

Formal Process

Use of rewards and sanctions as outlined above.



Use of Home School Diary/Teacher Sticker Charts



Letter / call home – formal parent consultation



Level 1 PAL behaviour report – class teacher to monitor – parents must be informed and involved. This will run for up to three weeks



Referral to Deputy Head/Assistant Head/SENCO/Outside Agencies



Level 2 behaviour support plan – Assistant / Deputy Head to monitor (3 week period)



Level 3 high tariff behaviour report – Deputy Head to monitor (STS involvement)



Fixed term exclusion discussed with Head



Chair of governors informed



Exclusion – fixed



Exclusion – permanent