

Crofton Junior School



Behaviour For Learning Policy

September 2017

Introduction

At Crofton Junior School every individual will be cared for, supported and challenged to maximise their potential in order to create a feeling of self-worth and ambition. The four year aspirational journey will allow each member of our school to develop individually within an ethos of respect, enjoyment, sense of belonging and provide a foundation for lifelong learning.

There are two key reasons for our successful and happy community: the fact that everyone is valued as an individual and, secondly, that hard work, effort and initiative are rewarded. We are committed to the celebration of academic, sporting, musical and social achievements; we will also challenge under-performance and seek progress in these areas.

Achievement and Standards

Crofton Junior School aims to be a school where every child reaches their potential. We want them to become lifelong learners who play an active role as citizens in the school community. We work together to achieve excellence so that our pupils will have the benefits and advantages that can lead to successful learning at each stage of their education and into adult life. We aim for our pupils to be recognisable by their determination to succeed, capacity for hard work and love of learning.

Personal Development and Wellbeing

We work hard to make our community safe, welcoming, happy and supportive. We offer education to meet each pupil's needs and provide a range of opportunities. We share a common commitment to safeguard and promote the welfare of all children.

Good behaviour is a prerequisite for effective learning and personal development.

Crofton Junior School's Behaviour For Learning Policy sets out how we will educate our pupils to develop the personal skills and discipline which creates a safe and happy community, from which all pupils succeed as valued members of society.

This Behaviour For Learning Policy fulfils the governors' duty of care for pupils and employees. It, in accordance with related school policies, promotes high standards of teaching, learning and attainment.

To whom and where does Crofton Junior School Behaviour For Learning apply?

In adherence with government legislation, this policy is designed to :

- Maintain and encourage the highest standards of behaviour throughout all areas of school, whilst undertaking educational and residential visits and taking part in extra-curricular activities.
- Maintain and encourage the highest standards of behaviour whilst travelling to and from school.

Who is responsible for good behaviour?

The first responsibility for good behaviour lies with the child. We work to ensure that school runs in such a manner that all children are fully aware of the expected standards of behaviour and the related consistent rewards and sanctions.

Code of Conduct

Everyone has the right to feel happy, safe and cared for and the opportunity to learn to achieve their full potential, therefore we expect all members of Crofton Junior School to behave in a manner, which enables and supports this. As such, our three rules are:

- Ready
- Respect
- Safe

Pupils have a responsibility to:

- Be ready to learn;
- Be respectful of each other, adults and the wider community and school resources;
- Be safe in their actions, in the school and wider community.

School expects pupils to:

- Show respect for themselves and each other;
- Be polite and helpful;
- Remain calm;
- Listen to the views of others;
- Take responsibility for their own work, behaviour and equipment;
- Act in a manner, which ensures that everyone is safe.

Pupils have the right to:

- Be taught in an environment, which is safe and promotes high standards of learning and achievement;
- Be treated equally;
- Not be bullied or subject to discrimination.

We encourage and support pupils to:

- Enjoy their successes whatever they are;
- Learn so that they achieve their full potential in an encouraging environment;
- Feel safe and cared for;
- Know that adults in the school community are there to help and support them and do their best to help each individual achieve their full potential.

The Role of Parents/Carers

The support of parents/carers is key in the success of their child's education. We would therefore expect to support school and uphold this policy as children need to see unity between both partners. In order to do so, we would encourage parents/carers to:

- Support the school's Behaviour For Learning Policy in full;
- Ensure their child attends school on time, wearing the appropriate uniform and having the appropriate equipment;
- Maintain regular contact with school regarding their child's attainment, progress and attitude to learning including attending parents' evenings;
- Monitor their child's use of social media and networking sites.

Crofton Junior School staff are responsible for:

- Encouraging and promoting positive behaviours for learning, by modelling the behaviours they wish to see.
- Apply the Behaviour For Learning Policy consistently and fairly at all times.
- Focus on the behaviour and not the pupil when applying rewards and sanctions.

Crofton Junior School staff have the right to:

- Safe working conditions;
- Clear guidelines, support and professional development on behaviour for learning.

What are the Attributes of Good Behaviour For Learning?

The ultimate goal is self-discipline achieved through positive reinforcement, praise and the raising of self-esteem.

The attitudes we wish to promote are for all children to:

- Try their best;
- Treat each other with respect;
- Be polite at all times to everyone and speak respectfully to all adults;
- Consider other people's point of view and their feelings;
- Behave in class in a way which allows everyone to learn;

- Move around the school building in a quiet, calm and polite manner showing respect for other people and their property;
- Help to keep the school clean and tidy;
- Be friendly, co-operative and considerate.

In the Classroom

Good behaviour management is at the heart of achieving acceptable behaviour within the classroom. Teachers must ensure that routines, the room layout, availability of resources promote positive behaviour for learning.

Rewards

All staff openly respond to good behaviour for learning, encouraging the positive. A variety of methods are used:

- Praise;
- Name on the board;
- Team points;
- Special Because Certificate;
- Table points.

Whole School

The children are divided into houses and collect team points. The houses are identified by house names, each having a colour,

Red

Green

Yellow

Blue

Pupils remain in the same house throughout their time at school. New children should be added to whichever house has the fewest number of pupils in the class to retain equity. Children with siblings will be allocated the same house colour as their brother / sister. House points will be added weekly for each year group and announced in Achievement Assemblies. Each half term, the team with the highest number of team points will receive a reward which is agreed upon and organised in conjunction with the team captains and vice-captains.

Team Points will be given for demonstrating good behaviour for learning, work of a high standard, helpful behaviour, taking account of the normal achievement of each child or following routines, completing and returning homework on time, effort, being helpful to adults or to other children either in class or on other occasions.

Children are given responsibility in school based on becoming independent for example classroom roles, the roles of the Head Boy and Head Girl and team captains and vice-captains.

Attendance and Punctuality

Each week the class with the highest attendance is rewarded with a £5 money bag which is added to the attendance tree displayed in the hall. Each class is able to spend the money gained on resources for their classrooms e.g new wet play equipment. Good attendance certificates are presented at the end of the year for 100% attendance. A certificate and gift vouchers is presented for pupils who have 100% attendance throughout their 4 years at Crofton Junior School.

Consequences

For the vast majority of children, a reminder is enough to ensure that they demonstrate good behaviours for learning change and therefore do not require sanctions. However, all pupils are made aware of the consequences of not following school rules:

Misbehaviour:

- Verbal warning/ reminder given.

Continued misbehaviour:

- Behaviour Warning Card given;
- A cross added to the Behaviour Warning Card (5 minutes loss of break/ lunchtime);
- Two crosses added to the Behaviour Warning Card (loss of 15 minute playtime/ lunchtime);
- Three crosses added to the Behaviour Warning Card - red card. Sent to another class to work and half an hour lunchtime detention. Parents/carers will be contacted by the members of staff to explain the sanction.
- This process would start again following the end of each morning and afternoon session.
- If it is deemed appropriate by the teacher, the class may be required to miss 5 minutes of their break or lunchtime as a whole for eg continued low level disruption.
- A red card system is used for certain unacceptable behaviours (physical abuse - fighting; refusal to follow an adult's instructions (following verbal warning); disrespect of adult (after warning given); disrespect of property. If pupils are given a red card, they receive a lunchtime detention and the class teacher or member of the SLT will contact parents/carers. Receiving a red card is recorded in the behaviour file pupils completing reflection sheets.

The child should never be left unsupervised if staying in as a sanction.

If the situation is becoming difficult to handle within the classroom through persistent unacceptable behaviour, and the education of other children is being adversely affected, or the safety of another child is threatened, then a higher level of response is required. In these instances, the teacher should seek the advice of other staff as follows:

- Learning Mentor;
- SENCO;
- Assistant Headteachers;
- Headteacher.

In the event that the child does not respond to all other measures taken, the parent will ultimately be contacted by the class teacher and invited to discuss the matter along with the Headteacher.

Report System

If the unacceptable behaviour persists the child can be placed, for a limited period of time, 'on report', in order that general behaviour can be monitored. This is recorded in a Behaviour Book which operates between the teacher and parent. The parent will be informed and invited to become involved in solving problems. It may also become necessary to involve outside agencies such as the Educational Psychology Service and Behaviour Support Service. This system should only be used sparingly and only for persistent bad and inappropriate behaviour over a period of time.

Ongoing problems may be associated with an individual child who has particular difficulties. In such instances it is important to analyse the behaviour and try to identify the possible causes before any positive action can be taken. The following may help with the identification of possible causes.

Conditions, Characteristics and Consequences

Conditions: when exactly does the disruption occur?

- Is it random?
- Is it always the same child?
- Is it always regarding the same task?
- Is it always with the same teacher?

Characteristics: what exactly happens?

- Is it a verbal reaction?
- Is it a physical reaction?

Consequences: what are the effects?

- On the child/teacher?
- On the class/the school?
- Do they join in, ignore, retaliate?

Major and persistent problems are best discussed with other colleagues and a common strategy worked out and recorded as a behaviour plan. This will involve the parents so that a consistent approach can be adopted. Exclusions will be enforced in the most severe cases.

Around School

Good order and discipline around school is the responsibility of **ALL** staff, and children should be aware of this in order that they respond positively towards all members of staff and not just their own class teacher. With the 'Code of Conduct' there are a number of items specifically targeted towards behaviour in circulation areas and the playground. As a school we expect and ensure the following positive behaviours:

- Walk quietly and sensibly throughout school at all times;
- Behave sensibly when in toilets and cloakrooms;
- Enter and leave the hall silently during assembly;
- Knock and enter into other classrooms and the staffroom or enter if the teacher is not aware;
- Only play in the areas outside where they are allowed to play;
- Talk quietly whilst in the Dining Room.

Class teachers or PPA staff will supervise children on leaving the playground at the end of break and lunchtime thereby ensuring an orderly and immediate start to learning when entering the classroom.

This policy will be reviewed annually.

Signed P. Birdsall

Headteacher Date 5.9.17

Signed J. Allen

Chair of Governors Date 8.9.17

