



WHOLE SCHOOL
POLICY
ON
BEHAVIOUR
FOR
PATCHAM JUNIOR
SCHOOL

REVISED JANUARY 2013

Rationale

Behaviour cannot be considered in isolation from the curriculum, however, our learning policy details the many ways in which teaching can impact positively on behaviour. This policy seeks to reinforce positive behaviour, to enable staff to relate to children with consistency and, above *all*, to acknowledge the positive behaviour demonstrated by most of our children for most of the time.

This policy should be read in conjunction with the anti-bullying policy.

Aims

- We aim to maintain a happy atmosphere with humour, where teaching and learning can take place effectively.
- By our everyday actions and interactions we seek to create mutual respect.
- By fostering their self-esteem we encourage our children to be confident, independent, responsible and to show initiative.
- We respect individual dignity and worth, and expect our children to strive to be honest, caring, thoughtful, tolerant and polite.
- To deal with incidents by restoring relationships, using the principals of restorative justice which are:
 - They focus on harm caused by the wrongdoer and actively seek ways of repairing that harm.
 - They help create dialogue and communication.
 - They are fair, open and honest; treating all participants with respect.
 - Within a safe environment they will allow all participants to engage, learn and gain a shared understanding.
 - This should lead to accepting responsibility, reparation, reintegration, restoration and behavioural change.
 - Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

How will we do this?

With:

1. **Whole school “Rights and Responsibilities”** which underpin:
 - a. Concrete-general rules for the playground and around the school discussed annually with the children. Appendix I.
 - b. Classroom rules drawn up by staff using children's suggestions in circle times.
2. **Care:** it should be widely accepted and applied that all children have the right to a hearing, to tell their 'truth', regardless of their mistakes or misdemeanours.
3. **Consistency:** all staff must accept responsibility for maintaining good behaviour throughout the school, and must model the types of behaviour encouraged by school policy.
4. **Positive emphasis** around school, pointing out and praising good behaviour, as well as quality of achievement. All adults in school should seek to identify and praise desirable behaviour.
5. **Focus on repairing harm**, rather than punishment.

6. Using restorative questioning:

- a. What happened?
- b. What were you feeling/thinking at the time?
- c. What do you think/feel about it now?
- d. Who has been affected by what has happened?
- e. In what way?
- f. What impact has this incident had on you and others?
- g. What has been the hardest thing for you?
- h. What do you think needs to happen to make things right?

These questions are always neutral and non-judgemental, they are about a wrongdoer's behaviour and its effect on others.

Reward and Sanction

The balance between reward and sanctions should be biased in favour of acknowledging and rewarding good behaviour. Our reward systems, (for work and behaviour), are class based and there's no whole school reward system. This avoids children comparing performance which may lead to disaffection for some.

Different children will be motivated by different systems so we are committed to diversity in class systems. Teachers should try different approaches according to context and experience.

Every class must have a system which ensures that all the children feel valued and rewarded for their efforts. Personal targets for work and behaviour can form the basis of a system which encourages all children to succeed. For examples see Appendix 3.

For rewards related to work we are committed to becoming a learning culture. We see educational and social benefit in emphasizing learning objectives and targets for every child. We expect children to gain intrinsic reward from success, however some will not be emotionally or socially ready to respond to such a system in their early years. Responding to success can be done more privately to avoid negative comparisons, demotivation and disaffection. Work related praise should relate to targets and indicate how success for that child is/was achieved. As well as individual success we aim to promote co-operative and supportive behaviour including effective groupwork.

A suggested system in-class might look like this and should be shared with the class after rules have been discussed i.e. at the start of a year:

- Verbal praise: for effort, co-operation, politeness, playing well, some work etc.
- Privileges: games playing sessions, responsible jobs, special time (Appendix 4), points/marks etc. (will be lost for misbehaviour)
- Award/merit slips or certificates: keep a list to ensure these are not demotivating for some.

The role of the class teacher is very important as they know their children as individuals, monitor progress, interests and needs. Teachers also offer a model and formative guidance within a caring environment.

Our 'Sanctions' or 'putting things right'.

Sanctions will be used only after considering the principals of restorative justice.

We have a structured response to inappropriate behaviour to ensure that we are less likely to under or over react. It is important that our sanctions are things that pupils wish to avoid, appropriate to the misdemeanour and above all seen as fair by the majority of pupils. Where possible 'sanctions' should focus on repairing the harm caused, in particular to relationships. The most powerful sanction is the disapproval of those whose views the wrongdoer respects. We should create a climate of opinion in which that sanction will have the greatest effect.

Class Sanctions

1. Teacher's disapproval.
2. Warning e.g. verbal, yellow card,
3. Name on board, loss of privilege
e.g. break or loss of next playtime(s) & special time.
4. removal from class to another class
5. Send to Head/Deputy.

Playground Sanction

1. Teacher/SMSA disapproval.
2. Time out: stand on spot or by wall
3. Classteacher informed.
4. Removal from playground
5. Send to Head/Deputy.

Where appropriate a child may be sent straight to the head or deputy if the incident is serious enough.

We discourage the punishment of a whole group and there should be no after school detention.

How we monitor behaviour

Behaviour logs are kept for each class, recording which children have lost special time.

HT and DHT to keep behaviour logs listing which children they have seen and consequences (logged through SIMs)

We share behaviour issues as a staff through staff meetings.

Prejudicial incidents are always recorded using school form (appendix 5) and put onto SIMs.

How do children interact with this policy?

Children can raise concerns over discipline or behaviour as part of circle times, through use of class worry boxes but also through talking to teachers and LSAs. This can also be fed through to the school council via reps. In addition we have a scheme of playground buddies.

How will parents interact with this policy?

Our policy will be openly available to parents. They will be consulted annually through the parental survey.

Teachers will keep parents informed about unacceptable behaviour by:

Steps 1-3 (see above) making notes in the Home/School book, or through parent consultations.
(very minor problems may not be shared as appropriate.)

Steps 4-5(see above) through making notes, parent consultations or by phone or letter when judged appropriate by the senior member of staff.

Modification

Earning back contracts for special time lost, and individual behaviour modification programmes enable the teacher to identify with the child what *is* going wrong and to define clear targets for rectifying this. The child can then be rewarded for attaining these targets and a pattern of positive interaction between teacher and child is re-established.

It may even be appropriate for other children in the class to be aware of, and discuss, such programmes. This can be done at circle time e.g. a child may be behaving poorly because no-one will let them join in.

Dealing with problems beyond the norm

Our policy caters for the vast majority of pupils at PJS. It is easier to deal with those pupils exhibiting emotional and behavioural difficulties within the context of our school, where behaviour is generally acceptable. However, there will still be a few pupils who are locked into a pattern of negative behaviour and who are beyond normal sanctions and/or incentives. Where appropriate, children can be referred to the school SENCO who will look further into the problem and try other approaches including withdrawal of a major privilege, removal from the place of problem for a longer period, close monitoring, behaviour modification programmes, counselling and contact the parents (if this hasn't been done already).

The SENCO may then need to contact outside agencies such as the educational psychologist or the tutorial support service. EBD problems cannot be solved by narrow approaches as behaviour varies in uniquely patterned ways so dealing with these children requires knowledge, understanding, experience and professional judgement.

Persistent misbehaviour at lunchtime may result in a parent being asked to remove their child from the school premises during the dinner hour. Persistent dangerous, violent, or anti-social behaviour may result in temporary exclusion from school. We have a reciprocal arrangement with Westdene for excluded pupils to attend each others school.

In extreme cases, where it was felt that all other possible measures had been attempted and failed, the Governors would be forced to consider the permanent exclusion of the child from school.

Appendix 1:

PLAYGROUND RULES

Be Gentle

Don't hurt anybody, no fighting, punching, kicking, pinching, pushing, scratching or biting.

Be Kind

Don't hurt another's feelings. No name calling at all.

Allow others to play their games

Don't spoil games for other people.

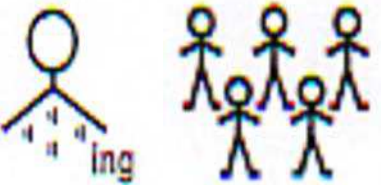



Play in the right places

Don't play in the toilets, school, grass bank or other out of bounds area.

Respect other people's property

Don't take anything another is playing with.

Our Rights and Responsibilities

We all have a right to...		We <i>all</i> have a responsibility to...
feel safe, valued and cared for		<ul style="list-style-type: none"> • keep others safe, value and care for them.
expect everything in our school to be looked after		<ul style="list-style-type: none"> • look after everything in our school.
be heard		<ul style="list-style-type: none"> • be a good listener
learn		<ul style="list-style-type: none"> • be a good learner.

Appendix 3: Suggested class reward systems

- Special or Golden Time
- Merit certificates for work
- Teacher awards
- Star of the day
- Star of the week
- Smiley faces or ticks on a chart for tables/groups
- Marbles in a jar for whole class
- Stickers

Appendix 4: SPECIAL TIME

This *is* one of the privileges that can be offered by teachers to reward the majority of well-behaved children in their class. It could be for up to 30 minutes on a Friday afternoon or at another convenient time.

Children who break rules are warned and then begin to lose special time in five minute blocks if they persist. This is recorded in a book or on the board. They then have to sit out special time for the time allotted and are not permitted to do anything.

Earning back contracts are permissible and are at the teacher's discretion. They enable teachers to identify with the child what is wrong and how they can improve i.e. set behaviour targets. This permits a pattern of positive interaction between teacher and child.

Use of Special Time

Separate board games are played i.e. not wet play equipment

Class games such as wink murder, Yahtzee, connect 4 in 3D, 20 questions and quizzes.

Popular group activities like dancing, Origami, display creation

Cooking

Video

Extra play

Music or poems on headphones

Parachute games

Teacher reads story or poem

All pupils have a right to 20-30 minutes of special time per week. In effect children should be told that it recognises those who stick by the rules. ST equipment must not be used at wet play.

Appendix 5

All prejudicial incidents need reporting using the following form. These may not be due to misbehaviour – i.e. a child may innocently use a term which is offensive. By recording these incidents we can focus on supporting victims of discrimination and track to identify patterns.

Report form completed by: _____

Date of Report: _____

Type of report: Bullying ☐ Prejudice-related incident ☐**Initial report made by:** Target ☐ Perpetrator ☐ or**Third Party:** Staff ☐ Child/young person ☐ Parent / carer ☐ Other ☐

BULLYING / INCIDENT WAS TO DO WITH – tick the main focus of the bullying or incident (record other details in the next form.)		✓
Appearance	Hair colour, body shape, clothing etc	
Disability / Special Needs / Medical condition	Real or perceived disability, special needs, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard / spaz / geek / nerd)	
Ethnicity / Race	Ethnic origin, skin colour, nationality, culture, language, real or perceived (racism)	
Gender Identity	Transgender, perceived to be transgender or someone who does not fit with gender norms or stereotypes or who has a transgender family member. Language / stereotyped perceptions of gender (sissy, butch)	
Religion / Belief	Beliefs, faith, mistaken identity, lack of faith (Islamophobia and anti-Semitism for example)	
Home Circumstances	class background, low income, free school meals, young carer, looked after (chav, posh)	
Sex	Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Language such as bitch, slag etc	
Sexual Orientation	Related to sexual orientation or perceived orientation of target or target's family and/or homophobic / biphobic abuse and language used.	
Other	Please describe:	

BEHAVIOUR INVOLVED IN THE BULLYING / INCIDENT – tick the main behaviour used in the bullying or incident (record other details in the next form.)		✓
Cyberbullying	Internet, mobile phones, blackberry messenger, social media	
Damage to property	Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti	
Indirect / social	Not being spoken to or being excluded, or left out of activities, gossiping, spreading rumours, dirty or intimidating looks, damaging property, gestures	
Physical (against staff)	Pushing, kicking, hitting, pinching, tripping, spitting or any other form of violence or physical force.	
Physical (against pupil / student)		
Possession / distribution of offensive materials	Disseminating inappropriate materials	
Verbal Abuse (against staff)	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, spreading rumours, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.	
Verbal Abuse (against pupil / student)		
Other	Please describe:	

WHERE DID THE BULLYING TAKE PLACE? – tick <u>all</u> that apply				✓	
Bus		Corridor		Street	
Canteen		Park		Taxi	
Classroom		Playground		Toilets	
Cloakroom/locker area		Other			
		Please describe:			

Details of Reported Bullying / Incident

Name and Age/Year/Tutor Group of Target/s*: _____

*some incidents may not have a target

Name and Age/Year/Tutor Group of Perpetrator/s: _____

When did the bullying start, how often does it occur? (Please give dates if known) (N/A if an incident)

Please give a description of bullying / incident reported

Actions including contact with parents / carers (taken at time of report and agreed for the future and including any support provided for target of bullying / incidents):

If appropriate to your setting: Restorative approaches used? Yes / No

Follow-up

Report form completed by: _____

Date of Report: _____

Date recorded on SIMS _____