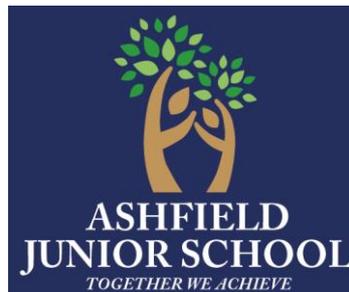


# **ASHFIELD JUNIOR SCHOOL**



## **BEHAVIOUR POLICY**

**2017**

Written: September 2017 (reviewed due to changes to the dojo and house point system).

Date to be reviewed:

Signed (Headteacher):

Signed (Chair of Governors):

# **Ashfield Junior School**

## **Positive Behaviour Management Policy**

### **Our values and the 'Golden Rules'**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Children are taught strategies for working and playing together through every aspect of the curriculum, that we provide models and support for good behaviour and that our whole ethos is one of noticing and rewarding positive behaviour.

The school follows the 'Golden Rules' system and these are displayed around the school and in all classrooms. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Our positive behaviour management system is built around the principles of the 'Golden Rules' and the values of our school.

The school expects every member of the school community to behave in a considerate way towards each other. We treat all members of the school community fairly and apply this policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and become positive, responsible and increasingly independent members of the school and wider community.

The school rewards good behaviour through a system of dojos, certificates, stickers, awards and house tokens. The school believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **The children are expected to follow the 'Golden Rules':**

**We are gentle- We don't hurt others**

**We are kind and helpful-We don't hurt anybody's feelings**

**We listen- We don't interrupt**

**We are honest- We don't cover up the truth**

**We work hard- We don't waste our own or others' time**

**We look after property- We don't waste or damage things**

## **Rewards: Dojos, House tokens, certificates, postcards and awards.**

The Golden Rules run through everything we do at school. The children have the opportunity to earn 4 dojos on a daily basis, 20 over a week. These points are tracked using Class Dojo in every classroom. The children earn points by sticking to the Golden Rules. If a child breaks one of the Golden Rules they may not earn their dojo for that session. These points are collated weekly and result in a variety of rewards both in class and through whole school certificates and vouchers termly. Some classes also give out additional dojos if this is appropriate for the class e.g. when the children first join us in Year 3.

Teachers will record whether children have earned 'Golden Points' at these times every day:

End of session 1

End of Session 2

Lunchtime

End of afternoon session

### **House tokens:**

'Going the Extra Mile' awards are also presented to children if they have gone above and beyond the expectation of keeping to the Golden Rules. These awards are linked to the House system.

If a member of staff feels a child has earned an Extra Mile award they present the child with a golden house point token which is taken to the Headteacher. The token is then placed in the relevant house box and a postcard is written by the Head and sent home to inform the family of the child's award. The child is also given a Headteacher's Award sticker to wear in school.

House token totals are presented in Friday's celebration assembly. At the end of the year the house with the most tokens receives a special award/prize as acknowledgment of their effort and teamwork.

We also praise and reward children for good behaviour in a variety of other ways:

Classroom treats and choosing from a 'Golden or Reward Box';

Pupil of the Week certificates in the weekly Celebration assembly;

Character Strength stickers in the weekly Celebration assembly;

Stickers for excellent work, effort and progress;

Praise postcards sent home by the classteacher.

### **Sanctions: Earning and losing Dojos and further sanctions.**

If, after 1 reminder a child continues to break one of the Golden Rules they will not receive their dojo for that session. Class Dojo then tracks when and how points are lost. This information can then be shared and discussed with the child and parents/carers.

When being reminded that they are not keeping to one or more of the Golden Rules, the child will be issued with a warning. This enables the child to focus on improving that behaviour and not lose their dojo.

If the child rectifies this behaviour, the warning will be removed. If poor behaviour persists they may be sent to a buddy class for 10 minutes 'time out'. If appropriate this 'time out' may be lengthened if a member of staff feels that this is beneficial to a child and helps them to get back on track. If the behaviour continues, or a child refuses to comply with staff requests then a member of the senior management team will be sent for.

If a child misses 10 or more Dojos over a half term a letter is sent home to parents and an individual pupil interview is held. Behaviour is then monitored for the following half term. If 10 or more dojos are missed again then an Individual Behaviour Plan is written with the child and parents with no more than 3 behaviour targets. Progress is then monitored against these targets.

Progress towards these IBP targets is monitored daily and if the class teacher feels that the child has sufficiently improved their behaviour they will be taken off the Individual Behaviour Plan. If the poor behaviour continues then the child and their parents will be asked to meet with the Headteacher to discuss further action.

Lunchtime supervisors also use the same system of warnings and rewards. Lunchtime dojo co-ordinators feedback to class teachers at the end of lunchtime to inform them if everyone has achieved their dojo and also if anyone hasn't earned it. If a child is persistently losing their dojos for lunchtime they will receive a lunchtime detention. If the issue continues the child may be at risk of lunchtime exclusion.

## **Our expectations**

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, 'time out' will be used in a buddy class until they are calm again and in a position to work sensibly with others.

The safety of the children is paramount at all times. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of the session.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child receives a consequence. If a child repeatedly acts in way that disrupts or upsets others, the school will contact the child's parents and seek an appointment to discuss the situation.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation is taking place, we act immediately to stop any further occurrence.

## **Our responsibilities**

**Classteachers and Teaching Assistants** will ensure that the Golden Rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. They will strive to ensure that all children work to the best of their ability. The classteacher and Teaching Assistant will treat each child fairly and enforce the Golden Rules consistently. They will treat all children in their class with respect and understanding.

If a child repeatedly breaks the Golden Rules, the classteacher seeks help and advice from the Deputy Head, SENDCO or Senior Learning Mentor and if necessary the Headteacher. The child may begin a

programme of support and intervention with the Senior Learning Mentor or The SENDCO/ Senior Learning Mentor may liaise with external agencies, as necessary, to support and guide the progress of each child. The SENDCO may arrange for the class teacher to discuss the needs of a child with other professionals.

The classteacher will contact parents or carers if there are concerns about the behaviour or welfare of a child.

**The Headteacher** will implement the behaviour policy consistently throughout the school, and report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by reinforcing the Golden Rules, implementing the policy, setting the standards of behaviour, and by supporting staff in the implementation of the policy. The headteacher will ensure that records are kept of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

**Parents** will support their child's learning, and co-operate with the school. We try to build a supportive dialogue between home and school and will inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concerns remain, they should contact the Headteacher. If these discussions cannot resolve the problem, they should contact the school governors. See separate Complaints Policy.

**Governors** have the responsibility of setting down these guidelines on standards of behaviour and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour policy. The governors support the headteacher and will fulfil their role in carrying out these guidelines.

### **Playground and Lunchtime Behaviour:**

- Staff are encouraged to move around the grounds, talking and playing briefly with pupils and anticipating potential difficulties. A suspected problem should be quietly and promptly investigated.
- Efficient communication between supervisors and teachers is assured through the use of the Dojo co-ordinators (Mrs Morgan & Mrs Caine).
- Roles and responsibilities of supervisors and teachers when on duty are clearly defined in writing.
- Supervisors' authority is acknowledged, by them operating rewards and sanctions, with the full support of teaching staff.
- Mrs Thwaites oversees the work of the lunchtime supervisors, ensuring effective communication, acting as the main contact point with Mrs Frost and ensuring the reporting of incidents to class teachers. She monitors the recording of incidents and informs teachers of anyone requiring attention.

## **Dealing with more serious incidents**

Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.

If a member of staff feels that an incident is more serious and sits outside the dojo system this will be then classed as 'serious unacceptable behaviour'. This is any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

These are the agreed sanctions for serious and continuous unacceptable behaviour:

1. Removal to another classroom and playtime/lunchtime detention. May be sanctioned by the class teacher.
2. Meeting with parents/carers to discuss the pupil's behaviour. May be sanctioned by the class teacher and headteacher.
3. Placed on an Individual Behaviour Plan to monitor the pupil's behaviour. May be sanctioned by the class teacher and headteacher.
4. Internal exclusion- the pupil is excluded from lessons for a fixed number of lessons/days with Mrs Thwaites or a member of SLT. Parents/carers will be informed at the start of the internal exclusion. May be sanctioned by the headteacher.
5. Fixed term external exclusion- the headteacher may sanction a fixed term exclusion. Parents/carers are informed in writing of the reasons for the exclusion and their right to appeal.
6. Permanent exclusion- the headteacher is the only member of staff who can sanction a permanent exclusion. A permanent exclusion is a last resort and a decision not to be taken lightly. In all cases, parents/carers will be informed in writing of the reasons for the exclusion and their right to appeal.

The serious/continuous unacceptable behaviour ladder of steps is attached at the end of this policy (Appendix 1). This is designed to show pupils and parents/carers where they are on the hierarchy of sanctions within this structure.

## **Fixed term and permanent exclusion**

Only the headteacher (or Deputy Headteacher in the Head's absence) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 15 days in any one school term. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, the parents are informed immediately verbally and in writing after, giving reasons for the exclusion. At the same time, the headteacher makes it clear that they can, if they wish, appeal against the decision to the governing body. The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days or cumulative in excess of 15 days in any one term.

The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

## **Policy monitoring and review**

The headteacher monitors the effectiveness of the policy on a regular basis and reports to the governing body, making recommendations for further improvements. Incidents of the Golden Rules being broken are recorded. A record is also kept of any pupil who receives a fixed term or permanent exclusion. The governing body have the responsibility to ensure that the policy is administered fairly and consistently.

The policy is reviewed every two years, or earlier if the governing body receives recommendations on how the policy might be improved.

## Appendix 1

### Serious/Continuous Unacceptable Behaviour Ladder

**Pupil:**

**Class:**

The purpose of this individualised document is to provide an explanation of the upper tiers of Ashfield Junior School's behaviour policy. It is designed to show pupils and parents/carers where they are on the hierarchy of sanctions within this structure. (This system is used where incidents sit outside the school's use of dojos to promote positive behaviour).

If pupils have prolonged periods where they comply fully with the school's behaviour policy then it is possible for a student to be moved back down through the ladder following agreement between the Headteacher and the relevant member of staff.

It is also possible that the seriousness of any specific incident may lead to a pupil being moved through more than one stage of the ladder.

Step		Action	Further info	Interventions
1	Serious behaviour incident	Internal Exclusion		
2	Serious behaviour incident	Internal Exclusion		
3	Serious behaviour incident	Internal Exclusion		
4	Serious behaviour incident	Fixed term- 1 day	Initial discussion to be had between HT, DHT, SENDCO & Education Support Manager	
5	Serious behaviour incident	Internal Exclusion		
6	Serious behaviour incident	Fixed term- 2 days		
7	Serious behaviour incident	Internal Exclusion		
8	Serious behaviour incident	Fixed term- 3 days		
9	Serious behaviour incident	Internal Exclusion		
10	Serious behaviour incident	Fixed term- 4 days		
11	Serious behaviour incident	Internal Exclusion		
12	Serious behaviour incident	Fixed term- 5 days	Governors discipline panel	
13	Serious behaviour incident	Permanent exclusion	Governors discipline panel	