

Yatton Church of England Junior School.
Behaviour Policy

Document Information			
Reviewed by:	PQA	Responsibility:	PQA
Last Review:	7 th March 2018	Next Review:	March 2019
Review Cycle:	Annual	Ratified by FGB	Not required
Signature (FGB)	Not required	Signature (Head)	Not required

This policy should be taken as part of the overall strategy of the school and operated within the vision, aims and values of us as a Church of England School.

We aim to create a welcoming, caring environment where relationships are based on respect and to develop positive self-esteem in each child. The staff at Yatton Church of England Junior School are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well-being while in school. We recognise that good behaviour allows children and staff to focus on their work, promotes politeness and good manners and develops positive and respectful relationships. Our aim is to provide a safe, supportive and caring environment that has Christian values such as friendship, respect and tolerance at its heart. Each child will develop an awareness of self, sensitivity towards others, habits of self discipline and acceptable behaviour, and a respect for differences in individuals, their traditions, cultures, values and beliefs.

Purposes:

1. To ensure that all children feel safe, secure and happy in school.
2. To enable pupils and staff to work in a caring, supportive environment.
3. To enable pupils to develop self-discipline, self-esteem, tolerance, respect and consideration of others.
4. To develop children's confidence and ability to make good choices, and to encourage children to report unacceptable behaviour to responsible adults.
5. To maintain very high levels of attendance.
6. To successfully achieve the desired outcomes of the Every Child Matters agenda.

Guidelines:

1. All adults in school will behave politely and respectfully towards children and act as positive role models.
2. Adults in school will endeavour to be fair, consistent and supportive.
3. All staff should have high expectations of behaviour.
4. Staff will make it clear to children whose behaviour is unacceptable. The emphasis will be on the unacceptability of the behaviour and not the child.
5. We regard bullying as behaviour that causes emotional or physical harm to a target or group; persistent or repeated over time; can include attitudes of prejudice and enacts an imbalance of power between those involved. We are aware that the nature of bullying can change as technology evolves/ develops. Bullying generally fits into one of two categories: emotionally or physically harmful behaviour. This can include name calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking/damaging belongings, text messages, e-mailing, gossiping, excluding people from groups and spreading harmful, untruthful rumours. The school's Anti-Bullying Policy details specifically how this behaviour will be addressed.
6. Positive recognition of good behaviour will be used as a motivator by staff. This includes use of individual class rewards, lunchtime award certificates, house merits and Headteacher / Deputy Headteacher rewards (the box of fun!).

Time Out:

Persistent disruptive behaviour, aggression, intimidation or insolence will lead to children being given a “time out” card and being sent to another (partner) class. The time period will be decided by the sending teacher and communicated to the partner class either by note or telephone. If a child receives three time out cards, they will be sent directly to a member of the Leadership team.

Children will be sent directly to a member of the Leadership team for more severe examples of poor behaviour, for example: physical or verbal abuse, vandalism, racist or sexual intimidation or bullying.

Lunchtime awards:

SMSAs operate a yellow and red card system for lunchtime rewards and sanctions. Yellow cards are given to celebrate appropriate behaviour and can be given directly to the child to pass to their class teacher, and /or swapped for merits or small prizes. Red cards are given to deal with inappropriate behaviour and will be passed directly to the Leadership Team to deal with individually.

The House System:

The house system involves children in the celebration of their successes, socially, academically and in sport. It also encourages team involvement and an appropriate level of competition.

There are four houses: Maple (blue), Oak (green), Rowan (red) and Willow (yellow). All the children are placed in a house on entry to the school. Siblings are placed in the same house. Staff are given pastoral care of a house (three teaching staff per house). The Head Teacher oversees all of the houses.

Merit marks are awarded for a wide range of reasons, including good work, effort, positive attitude, helpfulness, politeness, etc. Each classroom displays merit charts where children record their merits using a “star” stamp. Children report the number of merits they have collected at their fortnightly house meetings. The total for each house is then fed into the following house assembly so that all children can track the progress of their house. Bronze (100), silver (200) and gold (300) merit certificates are awarded to individual children who collect a set number of merit marks. A Platinum Award for 400 merits will result in a medal and certificate. At the end of the year, a trophy is awarded to the house which achieves the most merit marks. Children also compete on Sports Day as representatives of their respective houses.

Red Cards

A log of behaviour is kept in the Headteacher’s office. Incidents that have warranted a red card are listed in the log. If a child receives more than two red cards in any one term then parents are informed by the Headteacher. If there is a continual pattern of a child receiving a red card for more than 2 terms then the Headteacher will meet with the parents, child and class teacher and a Behaviour Plan will be agreed in order to improve behaviour over an agreed period of time.

Exceptional circumstances:

The Head teacher may, in some circumstances, decide that dangerous or unacceptable behaviour should be dealt with through North Somerset Council’s published exclusion procedures. A decision to exclude a pupil should only be taken:

- a. in response to serious breaches of the school’s behaviour policy, and
- b. if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which

have been tried without success. It is an acknowledgement by the school that all available strategies for dealing with the child have been exhausted and should normally be used as a last resort. There will, however, be exceptional circumstances where, in the Head Teacher's judgement, it is appropriate to permanently exclude a child for a first or "one-off" offence. These might include:

- a. serious actual or threatened violence against another pupil or a member of staff;
- b. sexual abuse or assault;
- c. supplying an illegal drug;
- d. carrying an offensive weapon.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Conclusion:

This policy will be reviewed regularly, taking into account the views of staff, governors, parents and children. Staff meetings will be held regularly to review behaviour and strategies used in schools.