

# ***BEHAVIOUR POLICY***

All schools within the Leon Educational Partnership aim to provide a secure and caring community in which pupils can develop self-confidence, independence and personal fulfilment. Good behaviour needs to be carefully developed and is too important to be left to chance.

We recognise the importance of good, orderly and considerate behaviour. Pupils are encouraged to respect and value each other regardless of race, religion, gender, disability or age. They are actively encouraged to appreciate, respect and care for their school environment. All adults working in LEP schools are expected to provide good models of behaviour leading to sensitivity and example.

Schools within the Partnership put the emphasis on a positive approach of encouragement and praise. Criticism should always include advice about how to improve.

We instil a sense of responsibility by providing simple frameworks within which our pupils can mature. They are encouraged to exercise self-discipline but when this fails a number of sanctions, which vary from school to school, can be put into effect. Details of the rewards and sanctions available can be obtained from each school individually. Most pupils are sensible, responsible individuals and rarely require more than a fairly mild form of discipline. For serious incidents, however, when normal sanctions have not been effective, pupils may be excluded from school thus helping all to appreciate that such behaviour is unacceptable.

It is our intention to try to ensure that children are working in a stable and contented environment in which good behaviour is developed and encouraged by recognising and highlighting such behaviour and ensuring criticism is constructive.

The LEP believes that it is important that the pupils, parents, staff and governors support each school and its behaviour policy, whilst recognising that parents and guardians are a child's first teacher and are a great influence throughout school life.

At Knowles Junior School it is our intention to try to ensure that children are working in a stable and contented environment. To do this it is necessary to give equal importance to both intellectual and social development. Social development requires that we have well defined codes of acceptable behaviour, that everyone is made aware of it and that everyone works together to achieve it.

We want to help our children to:

- Grow socially
- Grow personally
- Grow intellectually with the active support of the teacher.

We are particularly concerned with good behaviour. We believe that good behaviour needs to be carefully developed. It is too important to be left to chance. We think children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it.

- What we mean by good behaviour
- What we think are the benefits of good behaviour
- How we encourage good behaviour

## ***How We Encourage Good Behaviour***

The policy of the school is to:

- to recognise and highlight good behaviour as it occurs
- ensure that all children are behaving well
- ensure that criticism is constructive
- explain and demonstrate the behaviour we wish to see
- encourage children to be responsible for their own behaviour
- award merit certificates to encourage good work and behaviour.

### ***The Benefits of Good Social Behaviour***

When good social behaviour is valued, children:

- learn what good behaviour means
- learn to care for one another
- develop self-confidence
- enjoy a better working atmosphere

When good social behaviour is achieved, teachers:

- teach more effectively
- are able to meet the needs of all pupils
- make positive contacts with parents

When good social behaviour is achieved, parents:

- feel confident that their children are growing personally, socially and academically
- know that their children will receive support when they need it
- feel welcome in school to discuss their children's development in a positive atmosphere.

### ***What We Mean by Good Behaviour***

After discussion we have agreed that good behaviour means that everyone in school is:

- considerate to others
- polite and friendly
- responsible and conscientious
- truthful
- respectful of others and their property.

To these ends we have adopted six golden rules which are constantly emphasised and encouraged. These are:

- |                          |   |
|--------------------------|---|
| * Do be gentle           | * Do not hurt anybody                       |
| * Do be kind and helpful | * Do not hurt people's feelings             |
| * Do work hard           | * Do not waste your, or other people's time |
| * Do look after property | * Do not waste or damage things             |
| * Do listen to people    | * Do not interrupt                          |
| * Do be honest           | * Do not cover up the truth                 |

### ***Dealing with Inappropriate Behaviour***

Sometimes children may forget our aims for good behaviour. The staff will try to prevent this by regularly reminding the pupils of the school's aims.

When inappropriate behaviour occurs the school policy is to:

- give effective reprimands and reminders of appropriate behaviour
- separate the pupil within the class
- remove privileges.

Where serious or persistent misbehaviour occurs it may be necessary to:

- separate the child from the class and refer to the Deputy Head or Headteacher
- contact parents to discuss ways of helping the child to improve his/her behaviour
- register the child as having Special Educational Needs related to behaviour
- consult with other agencies (eg Primary Behavioural Support Team, Educational Psychologist) to seek ways of modifying the child's behaviour.

In very rare cases it may be necessary to suspend a pupil for gross and/or persistent misconduct. This will only ever be considered after all other possible avenues have been explored. Were this to happen the procedures used would be those recommended by Milton Keynes Council in line with the 1988 Education Act.

### ***Reward/Punishment System***

For good work, exceptional effort or praiseworthy behaviour children are given a merit. This is marked into an individual merit book. Certificates are given out in assembly as recognition of meritorious conduct when children have reached 50 (bronze), 100 (silver) and 150 (gold) merits. Staff should aim to give no more than 200 to the best children in a year. However, to ensure that certificates are not awarded without an appropriate level of good conduct of the 50 merits for bronze, 10 must be behaviour merits, 20 for silver and 30 for gold.

Spots are given for deliberate misbehaviour after a warning. Children can 'wipe' a spot by having a 'good' session (ie 9-12.30 and 12.30 – 3.30). Misdemeanours during break time and lunchtime count as spots. In this way merits cannot be devalued by being used as bribes for poorly behaved children.

- ~ Class rules and conventions should be simple and clear, so that children know what the spot is for.
- ~ To encourage discussion of behaviour and problems each class should have some circletime, or similarly focussed and structured activity.
- ~ Every child is entitled to 30 minutes 'privilege' time on a Friday afternoon when he/she can choose from a number of structured activities. Pupils who persistently misbehave throughout the week may lose sections of privilege time in 5 minute tranches. If a child loses a total of 30minutes they will lose their privilege time for that week. Generally only a few children get to this stage.

### ***Playground Behaviour and Consequences***

The following is the guidance we give to the pupils on playground behaviour. It has been written to clearly explain to them the boundaries of what is not tolerated. These rules are regularly repeated to the pupils, so that they all understand, and see that the rules are fairly and consistently applied.

#### ***There is certain behaviour that will not be tolerated on our playground:***

- Swearing
- Racist comments
- Ignoring requests from a member of staff
- Answering back or speaking to members of staff in an inappropriate manner
- Playing with or throwing sticks, stones etc

#### ***We have an escalating response to this behaviour:***

- 1 a verbal warning
- 2 a second verbal warning and the name logged in the behaviour book
- 3 removal from the playground and a letter sent home to parents

#### ***In addition:***

1 ***Swearing at a member of staff*** will result in immediate removal from the playground, a letter home to parents, and a week off the playground.

Should this happen again, the pupil will be referred to the Headteacher, who will determine the next stage of punishment.

2 ***Fighting*** will result in immediate removal from the playground of all pupils involved. A phone call home to parents will be made, and a referral straight to the Headteacher, who will determine an appropriate punishment.

It is hoped that you have found this information helpful and that it conveys our positive views about behaviour in school. The school believes strongly that the successful implementation of this policy depends on the support of parents. We hope you will feel able to give that support.