



Partnership Learning

THAMES
VIEW
JUNIOR
SCHOOL

BEHAVIOUR POLICY

ACADEMY: THAMES VIEW JUNIOR SCHOOL

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*This policy has been written in line with the latest Department for Education guidance
'Behaviour & Discipline in Schools' January 2016*

Thames View Junior School

Vision and Values

Thames View junior School is at the heart of the community. It is a place where everybody has a voice and is valued. Positive relationships between staff, pupils and parents ensure that our children flourish in an environment of mutual respect and tolerance. We are an ambitious school with high expectations from both staff and pupils.

Our children will leave us, ready to positively embrace life in modern Britain and through our broad and balanced curriculum we endeavor to prepare them for the next stage of their academic journey.

At Thames View Junior School, our safe and nurturing environment enables children to flourish and attain their potential both academically and socially.

Striving for Excellence

Behaviour Policy

Mission Statement

1. The ethos of our school is to promote good behaviour via a calm well structured environment that consists of a safe learning atmosphere in which every person is valued.
2. We aim to promote a positive attitude in our pupils, creating an environment in which good behaviour is expected, within a climate of trust. We see this as a three-way partnership with pupils, parents and staff all taking responsibility for their actions.
3. Thames View Junior School is a school with a strong moral ethos. School rules are for the safety and comfort of all members of the school community as well as a way of establishing social learning. Any form of bullying, discriminatory behaviour or fighting will not be tolerated.
4. At Thames View Junior School we have adopted the behaviour programme 'Stay on Green'. Our "Stay on Green" behaviour system provides expectations which focus on positive action (be respectful) rather than what children should not do, it highlights both good and bad behaviour with appropriate actions in order to promote well rounded students. The expectations are agreed actions so that there is consistency and fairness in all areas of school life. However, as an inclusive school, we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children. Behaviours must be put in context and require all staff to use their professional judgement.

At Thames View Junior School we have our Golden Rules.

To 'stay on green', we will:

1. We come to school every day in full uniform and ready to learn.
2. We are kind to everyone.
3. We listen.
4. We keep calm even when things are hard.
5. We talk through our problems.
6. We keep our hands and feet to ourselves.
7. We take pride in our school.
8. We show respect to all.
9. We always take part and try our best.
10. We strive to be excellent in all we do.

Rationale

At Thames View Junior School we believe that the behaviour policy should support and develop the rights and responsibilities of the children and adults within the school, emphasise that its successful execution depends on everyone's support, and that it will ultimately benefit all in the school community. The overriding aim should be to encourage self-discipline and self-awareness in the children.

Purpose

- To develop habits of self-discipline and acceptable behaviour;
- To develop self-respect;
- To develop respect of, and sensitivity to, others;
- To develop co-operation;
- To develop respect of property, their own and other people's.

Aims of the Policy

- That every member of our school community feels valued and respected;
- That we promote an environment where everyone feels happy, safe and secure;
- That every member of our school community is treated fairly and in a consistent manner.

How Positive Behaviour is taught through the curriculum.

- Positive Behaviour is taught through the PSCH curriculum.
- Positive Behaviour is addressed during Assemblies.
- Positive Behaviour forms an important part of the SMSC lessons.
- Positive Behaviour, on a smaller more intimate scale, is taught during Social Skills Groups

Rights and Responsibilities

As a school community at Thames View Junior School (children, all school staff and parents/carers) we all have rights but accept that we all have responsibilities.

Children's Rights and Responsibilities

Children have the right to a good education, to be happy and healthy, to join in lots of activities and to express their opinion. They are responsible for their own behaviour and for meeting the expectations set out by the school. They will:

- treat all children and adults with respect,
- to follow the reasonable instructions given by staff in an appropriate way,
- become familiar with the rules and be aware of expectations,
- be aware of the consequences of their behavior,
- be a good role model both in and out of the school,
- be aware that they can also be involved in solving problems,
- sign and abide by the Home/School Agreement

Staff Rights and Responsibilities

All staff have the right to provide a good education for all children in a happy, safe environment. They have a collegiate responsibility for consistently implementing school policy on positive behaviour. The Headteacher holds overall responsibility.

All staff will:

- treat all children fairly and with respect,
- provide a challenging and stimulating curriculum,

- create a safe and pleasant learning environment,
- recognize each child's individuality and be aware of his/her needs,
- teach children the rules and make expectations clear,
- use rules and sanctions clearly and consistently,
- work together with parents, carers, colleagues and other agencies,
- be good role models to the children in their care.

Parents Rights and Responsibilities:

All parents/carers have the right to know that their child is being well educated in a safe environment. They also have the right to be listened to, made aware of any problems affecting their child's behaviour and to be supported and guided in dealing with their child's behavioural issues.

All parents will:

- Treat all children and adults fairly and with respect.
- Support the school in the implementation of this policy; including signing the Home/School Agreement, Behaviour slips and attending any scheduled meeting to address behaviour issues.
- Be aware of the school rules.
- Show an interest in all their child does while at school.
- Encourage independence and self-discipline.
- Be a good role model to their child.
- Make the school aware of any information which may result in their child displaying behaviours outside the norm.

PROCEDURES FOR DEALING WITH CHILDREN'S BEHAVIOUR

Thames View Junior School strives to seek and reward positive behaviours from all within its community by:

Rewarding Positive Behaviour:

Pupils are encouraged to behave in a positive manner and are duly rewarded with their names being on Green. Any form of positive behaviour must be acknowledged by the teacher by moving the pupils name to 'Silver' or 'Gold'. Pupils are also encouraged to display positive behaviours at all times in order to move to 'Silver' or 'Gold'.

When pupils are on 'Green', 'Silver' or 'Gold' they are rewarded with Golden Time (30 minutes of activity selected by the teacher or the majority of the class). All reward points must be saved to the pupils profile on the SIMS reporting system. The numbers of all pupils who are on 'Green', 'Silver' or 'Gold' must be sent to the office for collection. If a pupil goes on to 'Orange' they will lose 'Golden Time'; however they can earn back 'Golden Time' by displaying positive behaviours to move their names to 'Silver' or 'Gold'.

These pupils will not receive certificates or Green points. All pupils who have earned 'Silver' or 'Gold' will be given certificates in the celebratory assembly.

School Values:

At Thames View Junior School, a system of core behaviour values have been proposed. These values are: Courage, Cooperation, Compassion, Honesty, Perseverance and Respect. Teachers are encouraged to notice their pupils displaying behaviours related to these values and to reward them for doing so. These nominees are then presented to the school and given certificates during an assembly held on Fridays to celebrate their achievement.

The SIMS log.

'Minor' incidents and general behavioural concerns will be entered into SIMs on a weekly basis with the rewards record. This information will be recorded onto a proforma and entered onto SIMs. This log will present an overall picture of behaviour in the class and will allow patterns of behaviour in individuals and in groups of children to be identified and addressed. Every entry

should include the date and any sanction employed or action taken. Such a log will be particularly valuable when ascertaining complaints about alleged bullying. Any teacher, other than the class teacher, who deals with an incident, whether it be around the school or in a subject for which children are streamed is responsible for recording the incident and ensuring it is given to the class teacher to put into the class log.

Reflection

Should incidents of behaviour displayed by the child become consistent and poor; the teacher follow the following management plan:

- 1.1 Within the class, remove the child from the situation by placing the child in a quiet environment with the intention to redirect focus on the learning. The teacher should record this. However if this strategy does not bear fruition then,
- 1.2 Request that the child complete the work in the shared area where there is no distractions and monitoring is done by the teacher. The teacher will make additions to the record already started. However if this does not have the desired effect then,
- 1.3 The child should be asked to complete the work in a parallel class. The child should be made aware that his/her misdemeanor has escalated and that he/she will attend reflection time. The YGL will add to the existing write up.
- 1.4 A member of the SLT must be informed via email to reasons for reflection can be logged, and a text can be sent to parents.
- 1.5 A teacher can tell a pupil to attend detention if any of the following behaviours is observed:
 - *Defiance to any staff member*
 - *Physical aggression and/or retaliation*
 - *Damage to property*
 - *Theft*
 - *Incidents or language of bullying, racist, homophobic and Islamophobic are witnessed*

In the above matters a member of SLT **must** be informed as soon as possible as so that the pupil can be spoken to and parents will be contacted and told that a repetition of the behaviour will place the pupil 'at risk of being excluded'.

Home School Record Book

There may be some pupils who will arrive into school, on a daily basis, displaying signs that all is not well. The trigger could be at something at home. A good way for teachers to be aware of these behaviours is, in consultation with the parent, to have a 'Home School record book'. Remember to ask for the book before the start of lessons read any entries made by the parent, have a pastoral word with the pupil, record both positive and negative behaviours during the course of the day and at the end of the day hand it to the pupil to take home or the parent to read and sign.

Daily Behaviour Logs:

It may be necessary to monitor some pupil's behaviour in a session by session approach. Here the teacher will, in consultation with the parent, have the 'Daily Behaviour Log' printed out on card and made available to the child who will ask teacher/s, adults on duty and midday assistants to record their behaviours for that session. Remember to record positive and /or negative behaviours for the pupil. At the end of the day this will be sent home, again with the pupil or the parent, for the parent to read and sign.

Lunchtime misbehaviour *(All sanctions are authorised by the Headteacher or member of SLT and are dealt with individually)*

This will be monitored by the Manager of the Midday Assistants

1st incident: Lose remainder of lunchtime

2nd incident: Lose remainder of lunchtime/detention

3rd incident: Fixed term exclusion from lunchtimes

Children brought in after 12:45/1:15pm = 15 minutes of next day's lunchtime.

Lunchtime Club

Some pupils who cannot manage outdoors play will be subject to pastoral supervision at the 'Lunchtime Club'. These children will be in the Library under supervision from Mrs

Crudgington. Teachers and other staff members can refer pupils who have difficulty managing their behaviour during unstructured play and free time to access the Lunch time provision.