

## BEHAVIOUR POLICY FOR HADDENHAM JUNIOR SCHOOL

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Includes:

Aims

Code of conduct for the pupils

Guidelines for teaching and non-teaching staff

Sanctions

Guidelines for lunch time supervisors

LEA Guidelines on reasonable restraint

Class rules

## **BEHAVIOUR POLICY**

The Behaviour policy of Haddenham Junior School has been written to clarify, for all those associated with the school, be it staff, pupils, parents and the wider community, the atmosphere which we are trying to develop, the behaviour we expect, the teaching and organisational strategies as well as the rewards and sanctions employed to aid us in meeting our objectives.

The document has been discussed with the teaching and non-teaching staff and, where relevant, with the pupils.

Each section is interrelated and is based on the following aims.

### **AIMS OF THE BEHAVIOUR POLICY**

1. To provide a positive atmosphere which is safe, calm and caring, so that effective learning can take place.
2. To provide a positive atmosphere where success is emphasised, encouraged and rewarded and support given to caring and co-operative behaviour.
3. To ensure consistency, fairness, and clear expectations.
4. To ensure that pupils are listened to and treated with equal respect.
5. To enable pupils to develop social skills and moral values in the context of the school as a community.
6. To ensure positive motivational strategies are employed in the school and anti-social behaviour discouraged.
7. To encourage and reward good behaviour rather than simply to punish bad behaviour.
8. To ensure rewards cover a wide range of academic as well as non-academic achievements.
9. To ensure that bullying, and any other harassment, are brought to the attention of the staff and are firmly dealt with.
10. To ensure that non-teaching staff, parents and governors are aware of, and give support to, the standards of behaviour expected of the pupils.
11. To ensure rules are kept to a minimum and only include those which are meant to be enforced.

12. To ensure that punishments are designed to signal the degree of disapproval.

13. To encourage de-escalation rather than confrontation.

## **CODE OF CONDUCT FOR PUPILS AT HADDENHAM JUNIOR SCHOOL**

This Code was written after discussion with all the children in the school about their expectations.

1. At Haddenham we have high expectations of you, your work and behaviour and we expect you to work hard to achieve this in all that you do, including homework.

We celebrate and reward your effort and achievements.

2. Always be courteous, helpful and treat others with respect, just as you would like to be treated by others. Always try to work quietly and co-operatively making it possible for everyone to learn and the teacher to teach.

3. Never take or borrow other people's property unless you have permission.

4. Settle all disagreements with words. Never resort to fighting or hurting anyone else as it always leads to more problems.

5. Bad language is never acceptable.

6. The school and its equipment is there for your enjoyment. Take care of it so that it is a welcoming place of which we can all be proud.

7. Haddenham has a school uniform and you are expected to wear it. This is to include school approved kit for P.E.

8. All pupils are seen as equal at Haddenham and have a right to feel safe and happy at school, so unkindness or bullying will not be tolerated.

## **GUIDELINES FOR TEACHING AND NON-TEACHING STAFF**

### Tactics to reduce disruptive behaviour

It is important that as a staff, when considering behaviour, we are consistent, have clear boundaries in mind, show respect for one another and the children as well as developing positive relationships.

### Positive reinforcement of acceptable behaviour

All children need to be praised and rewarded for good behaviour. Poor behaviour usually comes to our attention first, but it is just as important to praise good behaviour so that children have an incentive to maintain their high standards.

### Be positive

Look for the best in children and praise it. A child with high self-esteem will work better and behave better.

A system of house points for good standards of class work as well as behaviour has been devised so that all children have the opportunity to strive for excellence and be rewarded for their efforts. In addition, we have merit certificates which are awarded for excellent effort in all areas of the curriculum, 'People of the week', the Congratulations Board and half-termly Celebration Assemblies.

### Within the classroom

We believe that good classroom organisation and effective forward planning are crucial to the smooth running of the school.

- a) Tasks must be matched to the ability and understanding of the individual child.
- b) Teaching methods. It has been found that a variety of teaching methods is of positive value, sometimes whole class, sometimes groups and/or individual pupils.
- c) Displays. These should be stimulating and motivating. Children's work should be included so that it can be seen to be valued.

### Relationships within the classroom

Pupils should have a clear understanding of the classroom organisation and expectations. Clear rules which should be made explicit should be negotiated and observed by all pupils. Class rules will be displayed on the classroom wall so that they are visible at all times.

### In the playground

Playtime is an opportunity for enjoyment and activity, play and games, the development of friendships, social skills and competence; the opportunity for

independence and freedom from the classroom; and the management of conflict, aggression and inter-group relations.

Teachers on duty should be on the playground at the start of play and move around the playground regularly in order to spot any potential problems or difficulties. If a child is injured they should be sent to the Medical Room with a partner.

At the end of play the duty teacher lines the children up in their house groups and, once silent, they are sent back into the school.

Encourage the children to play co-operatively. The teacher on duty will decide when the field is in bounds.

The North Area playground is where the 'playground equipment' will be used. Ball games (with small balls) may be played on the South Area playground, (but not when the whole school is on this playground).

## **SANCTIONS**

In the event of children not managing to show the necessary consideration towards other children and staff through misbehaviour or poor work ethics, certain sanctions will come into operation.

According to research, the withdrawal of privileges is the most effective form of discipline, i.e. loss of playtime, lunch break, attendance at discos or other events.

Children are aware that these are the consequences of rule breaking:

### **Consequences**

1 <sup>st</sup> time you break a rule:	warning
2 <sup>nd</sup> time:	10 minutes away from group
3 <sup>rd</sup> time:	20 minutes away from group
4 <sup>th</sup> time:	loss of privilege/free time
5 <sup>th</sup> time:	sent to Head

### **Severe Clause**

Sent straight to Head

Teachers complete weekly records so that behaviour may be monitored. If behaviour becomes a concern, parents will be contacted and a meeting arranged with the class teacher. An agreed strategy of rewards and sanctions should be established and a time set for review. The pupil should be aware of what is expected.

Governors will be consulted or notified of consistent poor behaviour which might warrant further action.

Pupils may be excluded for a fixed period where the school feels it can no longer accept responsibility for the pupil's education. In extreme cases a child may be permanently excluded.

Parents will be expected to pay for property damaged either deliberately or as a result of misbehaviour.

## **GUIDELINES FOR LUNCHTIME SUPERVISORS**

Children will come into the dining room on a rota basis with Year 3 being on first sitting each day in the Autumn term and the rest of the school on a rota of Houses. Year 3 will be included in the House rota in Spring and Summer terms. Although talking is allowed in the dining hall, the children's noise shouldn't be expected to be above normal conversation level.

Behaviour in the playground, although less structured than normal lesson time, should always be safe - children are expected to be courteous and respectful. Normal class rules apply at lunchtime.

Once children have eaten they should go to the toilet and then vacate the building. Children should not be allowed in without permission. No child should be in the building or in the quad after 12.45 for any reason.

The midday supervisors should stay on the playground until the duty teachers come out to blow the whistle. This will be at 1.10 p.m.

Children involved in playground accidents should be sent to the Medical Room with a partner.

Children are aware that these are the consequences of rule breaking:

### **Consequences**

1<sup>st</sup> time you break a rule: warning

2 <sup>nd</sup> time:	5 minutes standing by wall between PE cupboard door and Youth Centre
3 <sup>rd</sup> time:	10 minutes standing by wall between PE cupboard door and Youth Centre
4 <sup>th</sup> time:	loss of privilege/free time (ie sent in for rest of the break time or future break times.
5 <sup>th</sup> time:	sent to Head

Severe Clause  
Sent straight to Head

Children who ignore warnings should be referred to the Head/Deputy Head. Try to be positive, explaining the possible result of careless play etc. so that children understand why you are asking them to discontinue a type of behaviour. Reasoning through an incident can be very effective in some circumstances. Walk over to 'the problem' and have a quiet word. State expected behaviour rather than what shouldn't happen. "We expect you to..." rather than "Don't...."

#### EMERGENCIES

A child runs out of school.

A major incident on the playground - fighting where behaviour is out of control.

A major behaviour problem.

Anything which the midday supervisor considers to be an emergency. Common sense is a guide.

Stay on the playground.

Send for help to the Staffroom.

Always remember that the safety of the other pupils should be paramount.

**REASONABLE FORCE TO CONTROL OR RESTRAIN PUPILS  
GUIDANCE FOR SCHOOLS**

## **INTRODUCTION**

The information contained here is a summary only and should not be regarded as an authority, but merely as a guide. Further detailed information is contained in the following documents:-

- DfEE circular October 1998
- Education Act 1996 Section 550A (from 1 September 1998)
- Education Act 1997
- The Children Act 1989
- Health and Safety at Work Act 1974

## **PRINCIPLES**

- Everyone has the right to defend him/herself against an attack, provided he/she does not use a disproportionate level of force to do so.
- In an emergency, for example if a pupil is at immediate risk of injury or on the point of injuring someone else, any member of staff is entitled to intervene.
- Corporal punishment remains illegal in maintained or publicly-funded independent schools and from 1 September 1999 for all pupils in all schools under the provisions of the School Standards and Framework Act 1998.

## **SCHOOL POLICY**

The school has behaviour and discipline policy which includes a section on the use of force to control or restrain pupils and sets out clearly what is acceptable and what is not. This should be approved by the Governing Body and notified to parents as part of the general information given about behaviour and discipline.

Teachers should always use the correct procedures, as outlined in the policy, before intervening physically, and should calmly explain the consequences of the pupil's actions to the pupil concerned before any intervention takes place.

## **THE LEGAL POSITION**

School staff who are authorised by the Headteacher may reasonably use force on the school premises, or during school activities (e.g. school visits) to prevent pupils from:-

- Committing a criminal offence (or similar for children below the age of criminal responsibility).
- Injuring themselves or others.
- Causing damage to property.
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline.

### **"REASONABLE FORCE"**

There is no legal definition of "reasonable force".

- The use of any degree of force is unlawful unless its use is warranted by circumstances.
- The degree of force used must be in proportion to the incident and the behaviour it is attempting to control.
- The degree of force used should be the minimum needed - but maximum force may be reasonable in some circumstances.
- The age and sex of the child should be taken into account when determining the degree of force to be used.
- Force which might cause injury should only be used in the most exceptional circumstances.

The appropriateness of the use of force by a single, unsupported member of staff should be considered:-

- With a physically large older pupil.
- When more than one pupil is involved.
- When the member of staff is physically small or has an illness or infirmity which makes intervention unwise.
- Wherever possible help should be summoned both for physical safety and for the provision of a witness.

## **SITUATIONS IN WHICH PHYSICAL INTERVENTION MIGHT BE APPROPRIATE**

Listed below are some examples of incidents which might justify the use of some physical force:-

- A pupil or pupils committing an act of physical violence.
- A pupil or pupils causing or threatening to cause injury.
- A pupil or pupils causing deliberate damage or carrying out acts of vandalism.
- A pupil who persistently refuses to obey an instruction to leave the classroom.
- A pupil who is behaving in a seriously disruptive way.
- A pupil who attempts to leave a classroom or the school and who would be seen to put him/herself at risk of injury or otherwise in danger by being allowed to leave the premises (e.g. a very young child).

## **OTHER ISSUES**

All incidents should be recorded in detail and records should include all names, the date and time of the incident, the location, details of witnesses, the reason for the use of force, details of how the incident developed, the pupil's response and the outcome as well as a statement of any injuries sustained.

Parents should be informed as soon as possible but, in any case, by the end of the school day on which the incident happened.

## **COMPLAINTS AND DISCIPLINARY PROCEDURES**

The school has a complaints procedure to deal with any issues which might arise, quickly and fairly. This will work within the normal systems of the management

structure of the school and involves the *Governing Body* through the *Statutory First Committee* and the *Appeals Committee*, if necessary.

Further proceedings should be conducted with a view to the possibility that parents might press for a criminal prosecution or take civil action against a member of staff as a result of a serious incident. Whilst this should not dictate the actions taken in a situation, it should add emphasis to the need for proper procedures to be followed in all cases.