



## Behaviour Policy

Name of school: Portway Junior School

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Approved by:

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### Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented

Due regard to equality issues, as stated in The Equality Act 2010, were considered when drafting this policy.

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- **Ethos**

At Portway Junior School, we strive to achieve outstanding behaviour both inside and outside school. We believe that every child has the right to be educated in a safe, caring, positive and supportive environment. At Portway Junior School we praise the positive and reward good behaviour. Good behaviour is the responsibility of the children, their parents and the staff. Knowledge of what is acceptable and not acceptable behaviour is vital for all members of the school community. Therefore we have developed our own set of rules that are used throughout the school. The Golden Rules are underpinned by the expectations set out in the 'Behaviour in School' booklet which will be shared with teachers, other adults in school, children and parents.

- **Golden Rules**

- Respect everyone and everything in school
- Listen when others are talking
- Respond straight away to instructions from all adults in school
- Move about the school and classrooms quietly and sensibly
- Be polite to everyone in school, including visitors
- Take responsibility for your own actions
- Try your best at all times
- Make Portway Junior School a friendly and bully free school

- **Rewards**

At Portway Junior School we believe in positive reinforcement. We demonstrate this by:

- Modelling and discussing expected standards of behaviour
- Rewarding the children with team points. The main reward system at our school is the use of team points for positive achievements. A team point can be given by any adult in school and is recorded on a child's team chart. Certificates are awarded for gaining 50,100,150 and 200 team points. On achieving 250 team points a letter of recognition is sent to parents or carers. Team points are totalled each week by team captains and scores are revealed every Friday in assembly. Every term the winning team will receive a team award e.g. watching a film, non-uniform day or a visit to the park etc.
- Praising and rewarding good behaviour with stickers, and acknowledgement in front of others and recording good behaviour by the whole class in some way, resulting in a class reward (extra play, games, fun activities)
- Focusing on what is going well
- Informing parents about improved behaviour.

We want all the children in school to aim high and do their best and be rewarded for their efforts. Team points can be awarded for effort, good work, improvements in learning, positive attitudes, good manners and many other positive behaviours and actions.

We have a whole school approach to behaviour that is followed by all members of the school community to ensure a collective responsibility and understanding of why it is

important to demonstrate good learning behaviours and recognise the rights and responsibilities everyone has to a supporting a safe, productive and pleasant learning environment.

Staff regularly discuss issues and improvements that can be made to the policy and procedures along with having regular training and updates.

- **Sanctions**

With persistent misbehaviour we introduce sanctions. The sanctions are linked to the school's card system. The card system and the sanctions we use at Portway:

- First infringement - remind the child of the school rules (Warning – this will be writing the child's name up on the board)
- Second infringement – green card (The cards will be displayed in classrooms. A child's name will be written on the card). A child can earn back a green card and have their name removed from the card at the end of the day. The teacher can request that work missed as a result of misbehaviour will be completed at break or dinner time.

From this point onwards cards cannot be earned back. Children need reminding there are serious consequences of continued infringements of the Golden Rules.

- third infringement – orange card- 15 minutes of break or dinner
- Fourth infringement – red card – 15 minutes of break or dinner and a red card letter sent home. There is a reply slip at the bottom of the letter to be returned to school.

For most lapses in behaviour the sanctions are used in the order given above, i.e. a warning, then green etc and finally a red card, however some behaviour warrants a red card straight away. At the end of every day all cards are removed.

For children on Individual Risk Assessments or Behaviour Plans a verbal warning is given then a green card if behaviour persists. The additional 'chances' are removed and if behaviour does not return to the expectation a red card is issued.

See Appendix A for 'Examples of unacceptable behaviour'

A record will be kept of the number of cards children have been given during each half term. If a child receives two red cards in a half term a second letter will be sent to parents. The child will be sent to the headteacher; the headteacher will arrange for them to spend all their breaks for one day in the office and they will reflect in greater detail on their actions and what they need to do to secure higher standards of behaviour. If a child receives three red cards in a half term their parents will be asked to come into school to discuss the situation. We will explore together ways in which we can support the child's behaviour. The child, depending on the nature of their behaviour difficulties, could be put on a form of 'Behaviour Monitoring' for a fixed period, usually no longer than two weeks. Behaviour monitoring will involve them and their teachers recording their progress on a session by session basis. The behaviour monitoring cards will be checked by the head or deputy every day. At the end of the day the child's parents will sign to say they have seen the behaviour monitoring card. Action will also be taken for repeatedly receiving orange cards.

- **Dinner Time Sanctions**

Midday supervisors will refer any children they have had to speak to regarding their behaviour at lunchtime to the Lead Midday Supervisor. The Lead Midday Supervisor will decide on the sanction to impose.

- **Other Sanctions that may be used**

- Move the child within the classroom setting
- Send the child to another class by sending for the Head/Deputy or other adult. We do not send children who are to be sanctioned unsupervised out of the classroom. The child should preferably be sent to a class in another year group.
- Refer child to Head or Deputy- send for the Head /Deputy. Do not send children who are to be sanctioned unsupervised out of the classroom.
- Log child's behaviour patterns
- Contact parents to work together on improving behaviour
- Develop individual behaviour programme for child.

There will be instances when the behaviour will mean that the child is sent directly to the Head or Deputy, to deal with.

All behaviour dealt with by the Head or Deputy will be logged. This log will be kept in the Head's office.

Parents will be informed immediately of serious incidents, and kept up to date with progress.

In order to encourage children to take responsibility for their own behaviour and to encourage good behaviour, the children are allowed to 'earn' back Green Cards, by showing that they have improved their behaviour. This is done in discussion with the teacher and at his/her discretion.

- **Exclusion**

In very rare cases it may be necessary to suspend a pupil for a fixed period of time. Temporary exclusions will usually begin with a one day, then a three day, followed by a five day exclusion. It may be necessary, after this procedure has been followed, to consider a permanent exclusion. However this course of action will only ever be considered after other possible avenues have been explored. We will support the child returning to school to manage their behaviour. For cases of fixed term exclusion or permanent exclusion the LA policy and guidance will be followed.

## Appendix A: Examples of unacceptable Behaviour and the Consequences

Unacceptable Behaviour	Consequences
Bullying with violence	Headteacher / SLT to follow anti-bullying policy
Bullying with threats	Headteacher / SLT to follow anti-bullying policy
Bullying by teasing	Headteacher / SLT to follow anti-bullying policy
Swearing (heard by adult)	Orange
Swearing at adult	Red
Repeated swearing at an adult	Headteacher / SLT to decide on sanction
Stealing property	Red
Interfering with property	Headteacher / SLT to decide on sanction
Deliberate damage to property	Red
Name Calling	Sanction dependent on severity
Racism	Headteacher / SLT to decide on sanction
Rudeness to adults	Headteacher / SLT to decide on sanction
Refusing to do as told	Red
Violence to others	Red
Repeated violence	Headteacher / SLT to decide on sanction
Extreme violence	Headteacher / SLT to decide on sanction
Repeated poor behaviour in the classroom	Headteacher / SLT to decide on sanction

This table is not exhaustive and any incidence of serious misbehaviour will be dealt with by the Headteacher or a member of the Senior Leadership Team. All sanctions applied will be at the discretion of the Headteacher and / or the Senior Leadership Team.