



Behaviour Policy

Reviewed: Oct 25 Next Review: Oct 26

Responsibility: Full Board of Trustees

Whole School Mission Statement

At Scartho Junior Academy we are dedicated to working in partnership with all staff, pupils, parents, governors and the wider community. We work together to provide an environment that encourages respect, tolerance and consideration of others, whilst helping everyone to build a positive self-image. We aim to promote high expectations, maximum achievement and a lifelong love of learning.

Aims

1. to create a place where each child individual is respected and childhood is celebrated.
2. to be a happy and caring community
3. to cultivate an understanding and respect of others and to develop social growth and skills
4. to create good relationships between staff, pupils and parents
5. to involve parents and the wider community
6. to provide a stimulating learning environment for the development and encouragement of opportunities
7. to create inquisitive minds and cultivate self-motivation
8. to provide the best climate for learning
9. to continually provide unique learning opportunities

Rationale

As a school we feel that it is important to promote a caring and supportive environment to enable all members of the school community to feel secure and therefore promote good behaviour in others. It is the school's responsibility to encourage positive behaviour across the whole school community. By positive behaviour we mean that we shall show respect for ourselves, for others and for our environment; treat everyone with consideration and courtesy; be fully committed to our learning; take a pride in our school; contribute positively to the best of our abilities, and be honest, open and fair in dealing with one another.

The school aims to encourage positive behaviour in all aspects of its work. For example, we expect adults and older students to model positive behaviour; we make full use of praise and rewards; we provide opportunities for students to take responsibilities and be engaged, and we aim to ensure that our learning environment is stimulating. Where sanctions are used they will be used sparingly and fairly, and in such a way that students understand the consequences of poor behaviour.

All forms of bullying are unacceptable in the school. We define bullying as persistent emotional, physical or verbal abuse directed against an individual or group by a stronger or more powerful

individual or group. We expect all students to attend regularly, and see this as an essential aspect of the responsible behaviour we seek to promote. Good attendance enables the school to provide all its students with access to learning and a productive learning environment.

We encourage parents and carers to do all they can to support their children's progress; we help them to do so by communicating with them regularly and constructively.

Roles and Responsibilities

The Scartho Junior Behaviour ethos will feature in assemblies, across all year groups and will be discussed and reinforced within class time, in PSHE, in other areas of the curriculum, and in extra-curricular activities. It will permeate through the taught curriculum and all other school activities through the expectations we have of students and through the modelling of appropriate behaviours by adults and older pupils. For some pupils, specific intervention work may be necessary – for example anger management and conflict resolution – this will be arranged by the SENCO. While promoting good behaviour is the responsibility of the whole school community, individuals and groups within the community have specific roles to play.

The Governing Body define the principles underpinning the school's behaviour policy and monitor its effectiveness.

The Principal establishes and maintains an environment that encourages good behaviour and, together with the senior team, in organising support for implementing the policy.

Staff ensure that the policy is calmly, fairly and consistently applied and that pupils are taught how to behave well and are encouraged to attend punctually, as well as in providing mutual support for each other and modelling in all their professional behaviour the high standards that we expect from pupils.

Pupils shape and promote our approach to behaviour, supporting staff and other pupils, reporting incidents of bullying and other forms of misbehaviour, and taking responsibilities that contribute toward positive behaviour.

Parents and Carers take responsibility for their child's attendance, and their behaviour inside and outside the school, working in partnership with the school to maintain high standards of behaviour and attendance.

Rewards and Sanctions

At Scartho Junior School if a child successfully applies the rules this should be acknowledged. In our school we believe the ideal incentives are the intrinsic rewards offered by:

- A calm working atmosphere where all are valued;
- Warm relationships;
- A stimulating curriculum;
- Positive role models;
- Meaningful and positive emotional support.

However, it is important that we have a reward system in place that recognises all forms of social and academic achievement and effort. Children are always made aware of the reasons for awards. To ensure every child has the opportunity to experience success, there are a variety of options; which can depend on age, need or pupil choice.

Rewards

These are:

Non-verbal praise

Verbal praise

Class Dojos

Stickers

Weekly Learning Hero

Class reward systems

End of terms rewards

Display

Children's work will be presented in such a way that it will be obvious to any visitor that we are proud of success whether it is in quantity or quality of effort. Displays can:

- Create a sense of belonging;
- Enhance learning;
- Aid recall;
- Motivate towards further learning invite children to be interactive;
- Stimulate further thinking;
- Help children make connections between concepts;
- Celebrate and affirm success
- Remind of rules and behavioural codes.

Feedback, Marking and Critique Policy

Within class the marking will be used to build on success and encourage by its comments (see Feedback, Marking and Critique Policy).

Sharing

In recognition of a particular task or behaviour pupils may share their success with others, for example with:

- The class

- The neighbouring class or teacher
- A chosen adult

Certificates

These are awarded for working hard, being kind, helpful etc.

House Points

As a school we put great value on developing a whole class community and year group community. As well as this our house point system allows a sense of community and belonging to develop across the school. In each of the houses there are Year 3, 4, 5, and 6 children with a spread of academic, sporting and musical abilities. When the children come into Year 3 they are carefully put into one of the four houses. We also ensure that all brothers and sisters are put into the same house. Over the year these houses will then compete in a number of different activities.

The giving of house points is another way of rewarding children. Each class collates their own house points. At the end of each week these points are then collected by the house captains. Each week there is a running total and at the end of each half term the house cup/shield is awarded. Each house has two house captains from Year 6, and they are voted into office by their house members.

Weekly Learning Hero

There is a weekly award for each year group. Each class takes it in turn to nominate a child and say what they have achieved and why they deserve to have this award. Each child then receives a certificate and a learning hero medal to keep. This award, and any other certificates, are given out at the end of Friday's Learning Hero Reward assembly.

Termly Awards

There are three termly awards that every child can work towards:

Termly Learning Hero – this is given out at the end of every term and is for excellent work and being a good role model. Each child receives a certificate and a purple jumper.

Calvert Award – this is given to a pupil who has excelled in a drama or music production, and they receive a purple jumper.

Bellamy Award – this is given to children who have produced an excellent piece of work and they receive a purple jumper.

Sanctions

These are the sanctions for children who make the wrong choices:

If a child is not working as they should be and are not following school rules, they will receive a reminder about the school rules from the teacher. A continuation of this kind of inappropriate behaviour will mean that they are either sent to the other class in the year group or to another year group, whichever is more appropriate.

Exclusion

Exclusion, whether temporary or permanent, is an extreme step and will only be taken in cases where:

- a long term misbehaviour is not responding to the strategies in place and the safety and learning of others is being seriously hindered;
- an incident of extreme seriousness has occurred;
- in such other circumstances where the principal or board of governors see fit

Fast Track Procedure For Serious Misconduct

Where a child is involved in:

- serious fighting, violent behaviour (including pre-meditated biting);
- uncontrolled threatening behaviour, which affects the safety of others;
- bullying behaviour, including racism (see below);
- bad language (directed at another person);
- defiance;
- peer on peer abuse
- deliberate damaging of school or others' property;

such conduct is considered so serious that the child's parent(s) will be contacted immediately and involved in the sanction decision.

Violence towards staff

Definition: A blow or some other form of physical action (e.g. spitting, biting), which is aimed at, or makes contact with, the victim, or threatening behaviour.

Any incident within the above definition, directed at any employee or voluntary helper at the school will be construed as serious misconduct. In such cases exclusion will be considered as the usual sanction save in the event of exceptional mitigating circumstances.

It is felt that due to the seriousness of such behaviours that parents will be contacted immediately. A fixed term or permanent exclusion may follow. A letter explaining the reason for the fixed term exclusion will be given to the parent within one day. Copies will be sent to the L.A. and the Chair of Governors. A pastoral support programme will be put in place for a child returning to school after fixed-term exclusion. It is essential that parents/carers work closely with the school to re-integrate the child and try to prevent permanent exclusion arising.

Addendum to Scartho Junior Academy Behavior Policy May 2020

In response to a partial reopening of schools from June 1st the following additions have been made to our behaviour policy. All of the following expectations have been put in place to ensure the safety of our whole school community.

Expectations of children

Social distancing:

- Stay in your own seat in the classroom or sit in the space you have been asked to.
- Put up your hand if you want to speak to the teacher instead of moving from your seat.
- In the playground, stay in your class bubble area
- Do not enter the toilets if there are more than 2 people in there.
- Stay in your bubble. This means you stay apart from children and adults in other bubbles.
- Follow the instructions on moving around the school according to the one way system.
- When outside, only play in the area that you have been told you are able to.

Infection control:

- **You must not cough or spit towards any other person.**
- Do not share equipment - you will have your own set of resources to use.
- Do not share water bottles.
- If you sneeze or cough you must cover your mouth with your elbow or preferably use a tissue using the 'catch it, bin it, kill it approach'.
- Wash your hands using the sanitizer provided or with soap and water for 20 seconds when you have been asked to do so.

Illness:

- If you feel ill at home you must tell your parents immediately and you must not come to school.
- If you feel ill at school you must tell a teacher/adult immediately so your parents can be contacted.

Rewards and Sanctions

- We will continue to offer verbal praise and Class Dojos to reward children who follow the guidelines and procedures we have stipulated.
- If a child does not follow the agreed procedures, we will follow the below sanction system.
 1. Children will be reminded of the procedures to follow by their designated adults. The warning system will remain in place for low level disruption.
 2. If a child is choosing to purposely and continuously defy procedures and the reminders from adults, then they will be removed from their bubble by a member of SLT and

isolated. Parents will be informed that if this were to happen a second time, they would not be permitted to return to school.

3. Should there be a need for 'Team Teaching' to take place, reasonable endeavors will be made to safeguard staff, and the child. A dynamic risk assessment will need to take place to ascertain what poses the greater risk - coming into contact with the child or leaving them to continue with potentially dangerous and destructive behaviours.

Children will be given reminders of these expectations throughout the day as we understand that these expectations are new and may not come naturally at first, especially to the younger children. However, we must ensure that these expectations are adhered to as much as is **reasonably** possible in order to keep our children and staff safe.

Deliberate non-compliance of these expectations will be taken seriously and parents will be contacted immediately if we feel that any child is deliberately placing children or staff at increased risk.

This amendment follows guidance as published by the Government, which can be found on the following link:

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviour-principles>