

CROSSWAYS JUNIOR SCHOOL VALUES BASED BEHAVIOUR POLICY FOR OUR SCHOOL COMMUNITY

Rationale

We believe in promoting positive values based upon RESPECT and having clear expectations. These, which are modelled by all, are vital in developing and maintaining a community in which everyone can feel safe, can succeed and learn with confidence.

Aims

To ensure all children are safe and happy by:

- promoting a sense of community based upon shared values
- fostering an ethos based upon mutual respect and co-operation
- providing positive role models
- encouraging children to make positive choices and take responsibility for their own self-discipline
- instilling the school's values through establishing RESPECT

**We expect all members of the school community to respect our values at
Crossways Junior School**



CROSSWAYS JUNIOR SCHOOL BEHAVIOUR GUIDELINES

At the beginning of each year, classes will establish their own class rules based upon our seven core values. The rules will be clearly displayed in the classroom. Respect is our overall value and each of the values is continually promoted throughout the whole school community. Appropriate reference is made to the values displays in each classroom and around the school. Each value is modelled by adults and children and we consistently reinforce and praise values when exhibited by children. We promote values through assemblies, PSHE, circle time, role play, and throughout the curriculum.

Rewards

- Positive praise for exhibiting values
- Highlighting good role models
- Class rewards & stickers
- Gaining house points for excellent behaviour, effort and achievement. 60 house points achieves Headteacher's Certificate. Winning house is awarded the cup for the week and by the end of the term a special event as a reward
- Executive Headteacher stickers/ stamps/ comments awarded to children sent for excellent behaviour, effort and achievement
- Golden Time
- 'Soaring to Success' award
- Star Awards in Celebration Assembly to celebrate achievement and/ or effort
- Mention in Smiley Face in assembly based around the values
- Cloakroom award

We Do Not Tolerate

- Lack of respect for others and things e.g. breaking things, lack of tolerance
- Unkindness e.g. hurting others physically or verbally
- Dishonesty e.g. lies, not owning up
- Rudeness e.g. bad language, racism, sexism

Consequences

If a child breaks the school rules the following consequences will result

- Verbal warning, what doing / why it is not liked, next step + apology [V to be circled on class warnings sheet]
- Child can receive two further warnings during that day. Each warning results in the loss of 5 minutes of Golden Time.
- Two warnings in the same day results in the child being sent to another class for 10 minutes with a sandtimer to complete the school rules behaviour account sheet. On returning to class the pupil will complete the work missed during the 10 minute time out and give apology.
- The Executive Headteacher keeps a record of these behaviour record sheets and will talk to the children if necessary.
- If the behaviour is of a serious nature or a continuation of persistent low level behaviour then the Executive Headteacher will send a letter and the behaviour record sheet home to the parents/carers.

The Executive Headteacher/ Deputy Headteacher will monitor the behaviour record on a weekly basis and may take further action as necessary. Prolonged periods of inappropriate behaviour will result in a child being put on 'report' whereby the child's parents/carers will be informed of their behaviour on a day by day basis.

Disruption at playtime and lunchtime:

The following sanctions will be used by all staff on supervisory duty during breaks

- Sitting or standing out [time out]
- Staying/ walking alongside a member of staff
- Pupil forbidden access to specific designated areas
- Given a job by SLT to "make good" any damage or consequence of the behaviour
- Warning given in liaison with the class teacher. This is added to the class record sheet

All staff, governors, children and parents/carers will be aware of these guidelines.

Bullying

Bullying will be dealt with initially with the class teacher and then if measures agreed are not making impact will be referred to the Deputy Headteacher and finally the Executive Headteacher. Bullying will be regarded as severe behaviour and will be dealt with accordingly. See anti-bullying policy for more detailed information.

Definition of bullying: Bullying is when someone (or a group of people) picks on you, hurts you, calls you names, threatens or says nasty things about you, takes your things and friends away **and keeps on doing it**, making you feel frightened and/or unhappy. Bullying is the abuse of power by one person or a group over another.

Severe Behaviour

Severe behaviour will warrant serious actions and will bypass the normal warning system. These may include

- Racial abuse
- Verbal abuse and swearing
- Prolonged bullying
- Extreme behaviour [e.g. violence , running away, vandalism, deliberately dangerous activities, etc]
- Persistent disobedience or destructive behaviour
- Any other behaviour that is judged severe by the Deputy Headteacher or Executive Headteacher

Incidents of the above behaviour, although rare, must be dealt with firmly and immediately. The child concerned must be sent to the Executive Headteacher (or, in his/ her absence, the Deputy Head) and a clear account of what has occurred given. The Executive Headteacher will investigate the offence and decide what action will be taken.

In some cases advice may be sought from the behaviour support team or educational psychologist. In extreme cases, the DfE 'Exclusion from maintained schools, academies and pupil referral units in England' procedure may have to be implemented.

Other school powers and sanctions

Physical Contact- Use of reasonable force'.

School staff have power to use reasonable force in order to control or restrain pupils. When using this power school staff should bear in mind that all force should be 'reasonable in the circumstances'.

Staff should ensure that:

- Minimum physical contact is used to secure the safety of the child
- If possible, ensure that a second member of staff is present, or summoned
- Ensure that the incident is reported immediately to a senior member of staff using an ABC form. Report to parents/carers if appropriate.

For further guidance see DfE guidance ' Use of reasonable force'.

Screening, searching and confiscation

School staff have authority to search pupils for any item banned under the school rules if the pupil agrees. In addition, senior staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. These items are knives, weapons, alcohol, illegal drugs and stolen items. In addition school staff can seize any banned or prohibited item found as a result of a search or which they consider to be harmful or detrimental to school discipline. For further guidance see DfE guidance ' Screening, Searching and Confiscation'.

Power to discipline beyond the school gate

School staff have power to discipline beyond the school gate in response to non- criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

The school will use this discipline power according to the following principles.

Pupils exhibiting misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform

In addition the school will act when pupils

- exhibit misbehaviour that could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

The role of parents/carers/carers

- The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents/carers to read these and support them.
- We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy Headteacher and then the Executive Headteacher.

Conclusion

Pastoral advice is an important part of the disciplinary framework and it involves all staff. In order to achieve the high standards we aspire to, there must be a collective belief that all children are capable of good behaviour, but that they need to be taught this within a safe, fair and structured environment. By stressing the positive and rewarding the good it is hoped that the incidence of unacceptable behaviour will be few and far between. Of paramount importance is the need for children to develop their own self-discipline and to understand that they have choices, thus reducing the need for external limitations.

Written by: March 2019

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