



HEXTON J.M.I. SCHOOL

Positive Behaviour and Discipline Policy

Introduction

Hexton JMI School has high, individual-based expectations of all members of the school community in all aspects of their school life and we set out to promote and nurture moral and spiritual values within a happy environment where everyone feels valued and secure.

At Hexton JMI School we work together, to develop confident successful and enthusiastic children, who care for each other and enjoy working hard to their full potential. We want to enable children to develop a good sense of self worth and respect for others. We have high expectations of behaviour, social development and academic work. We value the partnership and strong links between home and school. As well as providing a broad and balanced curriculum, we try to promote independence and responsibility in all our children.

This policy establishes agreed ways in which all members of the school community will contribute to our learning environment and promote positive behaviour and good relationships. It has been developed to include our anti bullying policy and with reference to our anti racism and P.S.H.C.E. policies.

Aims of the Behaviour Policy

- To encourage a calm, purposeful and happy atmosphere in Hexton JMI School.
- To foster positive caring attitudes of respect towards everyone where achievements at all levels, in and out of school, are acknowledged and valued.
- To develop respectful attitudes towards school property and ensure the property of those involved with the school is looked after.
- To encourage increasing independence and self discipline so that each child learns to accept responsibility for his/ her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To raise awareness about appropriate behaviour and make the boundaries of acceptable behaviour clear.
- To give all pupils staff and parents a shared sense of direction and feeling of common purpose.

Relationship to other policies

This policy has close links with other cross curricular policies such as:

- PSHCE
- Anti Bullying
- Child Protection
- Health and Safety
- Home / School Agreement

Children's Responsibilities

- To work to the best of their ability.
- To treat everyone with respect and show good manners to everyone in our school.
- To follow instructions of all the school staff.
- To follow the class rules that they have contributed to.
- To take care of all property and the environment in and out of school.
- To co-operate with other children and adults.
- To work within the acceptable and appropriate boundaries.
- To play kindly

Pupils who display positive behaviour will realise they are rewarded for this and their actions can be acknowledged by the whole school.

Pupils who demonstrate unacceptable behaviour should be aware that their actions are taken seriously, sanctions will be used and their parents may become involved.

Staff Responsibilities

This includes Head, teachers, teaching assistants, support staff, mid-day supervisors, catering staff, and caretaking staff:

- To make clear our expectations of good behaviour.
- To treat all members of the school community with respect.
- To raise children's self esteem and develop their full potential.
- To recognise that each child is an individual.
- To provide a challenging interesting and relevant curriculum.
- To create a safe, pleasant and stimulating environment, physically and emotionally.
- To use rewards rules and sanctions clearly and consistently.
- To be a good role model.
- To offer a framework for social education.

Parents' responsibilities

- To treat all members of the school community with respect.
- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self discipline.
- To be aware of the school policies, rules and expectations.

Rules and Expectations

Throughout their school career children will have many opportunities to develop their understanding of rules, rights and responsibilities.

At the beginning of every school year, each teacher establishes class rules for his/her class in consultation with the children. These are displayed in each class and regularly referred to and amended as appropriate.

At Hexton JMI School we have the expectation that all within the school community will be:

- Kind and considerate ~ respecting everyone else as an individual
- Courteous ~ being polite and helpful at all times to all adults and children
- Co-operative ~ being willing to work together and include others
- Hardworking ~ doing our best
- Encouraging ~ supporting each other and being self motivated
- Trusting ~ accepting that generally others want to help
- Responsible and sensible ~ taking responsibility for our own actions
- Quiet ~ at appropriate times and at the request of an adult
- Respectful ~ being aware of the appropriate behaviour for the given situation.

Unacceptable behaviour includes, but is not limited to:

- Fighting or physical violence to others
- Threatening or aggressive language and / or behaviour, including verbal bullying
- Deliberate disobedience or disruption of class activities
- Defiance
- Racist behaviour
- Any form of bullying.
- Swearing
- Rudeness
- Deliberate damaging of the school property or environment

- Blaming others for one's own actions

How good behaviour is encouraged

- We make clear our expectations of good behaviour.
- We praise good behaviour and effort both privately and publicly.
- Each class has a recognition system of stamps, stickers or points as individual or team rewards.
- Pupils may be sent to other teachers or the head to share their success.
- Good effort and behaviour is acknowledged and celebrated by the whole school in a weekly achievement assembly. Children are applauded by the rest of the school; they are presented with a certificate and sticker from the Head.
- The midday supervisory staff acknowledge and report considerate and helpful behaviour.
- The school cook awards prizes for good manners and appreciative behaviour.
- Individual behaviour targets may be set up to help support pupils establish patterns of appropriate behaviour.

How unacceptable behaviour is discouraged

- Problems with behaviour are dealt with initially by the member of staff who sees the problem and children may then, if needed, be sent to the teacher in charge or the Head.
- We clearly describe and ask children to stop any unacceptable behaviour.
- We focus on identifying and describing the behaviour, explaining its effect and asking for acceptable behaviour and any necessary remedial action necessary.
- Where necessary we discuss incidents with all the children involved.
- Where possible, we encourage children to try and resolve disagreement themselves using this model.
- The midday supervisory staff acknowledge and report unacceptable or inappropriate behaviour which is followed up by the Class Teacher, Senior Teacher or Head.
- The use of a 'Reflection Sheet' enables the children to focus on the unacceptable behaviours, possible causes or triggers, how the situation could have been avoided and how it can be resolved.

For more serious or persistent unacceptable behaviour some of the following sanctions may apply:-

- Loss of some playtime.
- Withdrawal of other privileges.
- Informal contact with parents.
- Ongoing monitoring of behaviour by the teacher or Head.
- Involvement of the Head.
- Incident File.
- Record Card to monitor behaviour
- Formal contact with parents.
- Individual behaviour targets may need to be agreed and formalised.
- Exclusion from class setting.
- Exclusion from school, temporary or permanent.

Where necessary the school may refer to support services.

Adults may never punish children by physical contact but we reserve the right to physically restrain a child if it felt that to do so may prevent them from hurting themselves or others. We follow DfE guidance on the use of reasonable force.

Promotion of self-esteem and social skills

At Hexton JMI School we use a range of strategies to encourage and promote positive self-esteem.

- All staff recognise the importance of positive relationships with the children and look for opportunities to acknowledge differences and individual worth.

- All children have representation at a school council where their views are invited, valued and acted upon.
- The PSHCE policy and scheme of work identify how we deliver a curriculum to promote self esteem.
- Children have the opportunity for circle time type activities.
- Work is marked positively with oral and written comments used to recognise achievement and encourage the children forward.
- Children participate in evaluating their own progress.
- The school has a policy of inclusion; the curriculum is differentiated to provide successful experiences for every pupil.
- Good communication and listening skills are taught explicitly in Literacy lessons and are developed throughout all curriculum areas.
- Teaching styles used across curriculum promote group work discussion and effective decision making.
- Children are invited to participate in extra-curricular activities to develop skills.
- The school participates in community and charitable activities throughout the year.

Links with Home.

The school actively seeks to involve parents/carers in every aspect of their child's development. In addition to formal parents evenings twice a year and the annual report, teachers and the Head make themselves available to discuss any concerns with parents.

When a new child joins the school, an induction pack is provided and we ask parents to agree and sign our home-school agreement, a copy of which is attached.

Procedures for Review and Evaluation

The policy will be monitored and evaluated by the Head in conjunction with feedback from children, governors and parent consultation and ongoing discussion with staff. This will be reported to Governors through the Headteacher updates and reports.

Complaints procedures

Complaints about behaviour will be initially addressed by class teachers, who may then refer to the head as outlined above. Midday supervisors will refer to the Senior Teacher or Head.

References

DfE Behaviour and Discipline in Schools (January 2016)
 DfE Use of Reasonable force (July 2013)

Policy updated by Head	October 2016
Staff input	November 2016
Pupil Input	November 2016
Agreed with Governors	November 2016
Review Date	November 2018

Headteacher's Signature: **Date:**

Chair of Governors Signature: **Date:**

