



Stag Lane Middle School

Behaviour Policy

Ratified-
To be reviewed by July 2008

Development of the Behaviour Policy

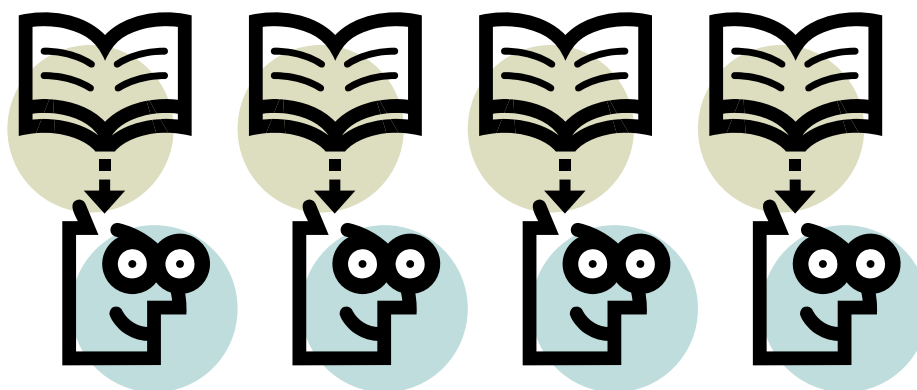
This policy was developed through consultation with all staff, children, parents and governors

This policy was developed through training-

- A whole school training day
- Two twilights with teaching staff
- Training with the SMSAs
- Training with the School Council
- Training with all classes

This policy was reviewed following-

- YGLs Meeting with Behaviour Consultant**
- Further twilight inset with staff**
- Meetings with SMSAs**
- School Council Meeting**



Stag Lane Middle School

Behaviour Policy

Rationale

- 1.1 We aim to ensure that everyone involved with the school understands the school behaviour policy and applies it consistently. All adults should have high expectations of children's behaviour.
- 1.2 Children need guidance on acceptable behaviour. Teachers and parents play a key role in the development of children's good behaviour.
- 1.3 All adults are role models for children therefore it is important that they behave appropriately at all times.
- 1.4 Good behaviour has to be actively taught through PSHE in particular.
- 1.5 Good behaviour is a major contributor towards children achieving high standards.
- 1.6 Without a calm, orderly atmosphere teachers cannot teach and children cannot learn. To this end we have, in collaboration with all the members of this school community, developed our three main school rules which underpin the School Behaviour Policy
- 1.7 This policy belongs with the Race Equality and Cultural Diversity Policy, the Anti-Bullying Policy Statement and the Equal Opportunities Statement. Please refer to these for further information.

Aims

- 2.1 Our policy aims to encourage children to take responsibility for their behaviour and thus develop into responsible and caring adults by:
 - 2.2 encouraging an ethos of positive behaviour
 - 2.3 having a common understanding about what constitutes positive behaviour
 - 2.3 having clear expectations of positive behaviour
 - 2.4 having a shared sense of values and purposes
 - 2.5 encouraging understanding and respect for the similarities and differences between individuals or groups
 - 2.6 managing behaviour in and out of the classroom
 - 2.7 offering a clear guidance for social, moral and spiritual education
 - 2.8 encouraging individuals to reflect on their own behaviour and how this has an affect on the school community and the wider world
 - 2.9 involving parents wherever possible, informing them when their child is behaving well or when support is required

Our School Rules

The 3 Rs

Respect for myself

Respect for others

Responsibility for my own
actions

The behaviour policy tries to ensure that pupils understand and respect themselves, understand and respect others and very importantly realise that they have choices in the decisions they make about how to behave.

Responsibility for monitoring the policy

It is the responsibility of ALL members of staff to monitor children's adherence to the rules. There will be reminders in assembly about the rules, rewards and sanctions.

Guidelines for the Behaviour Policy

Promoting Positive Behaviour

- 3.1 Positive behaviour includes kindness, helpfulness, consideration for others, respect for oneself and others, honesty, care for property, truthfulness and good manners.
- 3.2 Inappropriate or undesirable behaviour is demonstrated by the opposite of the above.
- 3.3 Positive behaviour and developing agreed values can be achieved through assemblies, Circle Time, RE and PSHE lessons and modelled and promoted at all times.

Rewards

The following can be used to promote good behaviour-

- 4.1 Praise (needs to be explicit) and encouragement
- 4.2 Celebrating good behaviour with others e.g. classteacher, Deputy Headteacher, Headteacher, parents, other children.
- 4.3 Stickers, stars (with younger children)
- 4.4 Commendations in the School Diary
- 4.5 Star of the week – negotiated with the class on a weekly basis
- 4.6 Star of the Week Assembly
- 4.7 Certificates- displayed on 'Star of the Week' Board
- 4.8 House points
- 4.9 Golden Time for the individual, class or a group
- 4.10 Marbles rewards (whole school)
- 4.11 Fun Friday when pupils choose activity sessions in mixed year groups
- 4.12 Special headteacher commendation postcards to parents

Sanctions

The following can be used to discourage inappropriate behaviour:

- 5.1 Verbal warning of consequences and reminder of the school rules
- 5.2 Reprimand
- 5.3 Loss of privileges
- 5.4 Time Out in the classroom/from the playground where child is expected to consider own behaviour and ways forward (Refer to Time Out Procedure)
- 5.5 An opportunity for the child to discuss their behaviour with a member of staff with whom the child feels comfortable
- 5.6 Referral to Deputy Headteacher or Headteacher
- 5.7 Suggestions during Circle Time from peers on strategies to use to improve behaviour
- 5.8 Parents informed and asked to support sanctions, contact drawn up if necessary
- 5.9 If behaviour persists then child is placed on report (arranged with DH and HT). This could be a daily or weekly report and will be shared with parents where appropriate.
- 5.10 Where a child's behaviour gives concern then the SENCO should be informed so that the child can be placed on the SEN Register where further support can be given if appropriate. Parents must always be consulted in this instance.
- 5.11 Referral to an outside agency for advice
- 5.12 Exclusion for the lunchtime period
- 5.13 Exclusion for a fixed period of time
- 5.14 Permanent exclusion for serious breaches of the behaviour policy.
- 5.15 The school will follow the LEA policy for fixed and permanent exclusions.

Supporting children with challenging behaviour

We have the following support networks:

- 6.1 The Friendship Group
- 6.2 Buddies
- 6.3 Pastoral Support Officer
- 6.4 Play Leaders / lunchtime clubs and activities

Developing Children's Responsibilities to the community

- 7.1 It is important that children take an active role in their school community. It helps them become more responsible adults. To this end there are a number of roles they can undertake:
- 7.2 House Captains (Yr7)
- 7.3 School Councillor (all year groups)
- 7.4 Buddy (Yr 6 and 7)
- 7.5 Peer Mentors (Y6)

Recording Incidents/good behaviour

- 8.1 All teachers to keep 'Time to Think' sheets of their pupils in the Behaviour Folder.
- 8.2 All 'Time to Think' sheets written in the Time Out room should be kept in the folders available for reference. These are filed by the member of staff on duty.
- 8.3 Parents informed using School Diary or by telephone if the incident is serious enough
- 8.4 Headteacher/Deputy Headteacher to keep records of major incidents on Sims Behaviour Module.
- 8.5 There is an agreed procedure for recording racist incidents- inform HT who will write this up in the racist incident book. Victims are consoled and the person who has been racist is helped to understand why racism is unacceptable. All racist incidents must be recorded.
- 8.6 Certificates to be given for good behaviour, good work etc and displayed on Star of the Week Board, then sent home to parents.

Reasons for Exclusions

- 9.1 Serious insolence to a member of staff
- 9.2 Endangering others or self
- 9.3 Bringing dangerous substances to school e.g. drugs
- 9.4 Bringing a dangerous item to school e.g. a knife
- 9.5 Refusal to follow an adult's instructions
- 9.6 Persistent swearing, hurting others, disruption of lessons or school life

Classroom Behaviour Contracts

- 10.1 All classes should produce their own behaviour contract at the beginning of the school year
- 10.2 These contracts should be developed in consultation and negotiation with the pupils, recorded in the School Diary and sent home to parents for their information.
- 10.3 Classroom behaviour contracts should reflect school policy and encourage high standards of behaviour.

Equal Opportunities

- 11.1 This policy reflects the philosophy and aims of the School's Equal Opportunities Statement.

Success Criteria

- 12.1 We know that this policy is effective when:
- a) There are only 4 Time Out Folders completed by the end of the academic year (7 in 2001-2).
 - b) Staff feel that children are better behaved in the playground and the classroom.
 - c) Classroom observations show that children are well motivated and engaged in their lessons.
 - d) Visitors e.g. supply staff, parents, advisors, inform us that the children are well behaved.
 - e) Children continue to open doors for others without being asked.
 - f) There are less children identified in the Bully Ballot.
 - g) Parents comment positively on the behaviour policy.

Time Out Procedure Within the Classroom

This is the procedure to use if children misbehave in the classroom:

1st Incident	The teacher will remind the child that they should be doing what is expected.
2nd Incident	The teacher gives the first warning.
3rd Incident	Child is withdrawn in the classroom and given a 'Time to Think' sheet to complete in silence. The sheet is signed and kept for the year in the behaviour folder.
4th Incident	Child is withdrawn from the classroom to another class within the year group (usually the YGLs room). A letter is sent to the child's parents. The proforma letter is contained in these guidelines.
	If the misbehaviour persists then the child may be sent to another year group for a half day session or whole day session.

Teachers should keep copies of all classroom "time to think" sheets and dates of when parents were informed.

Every classroom should have a clearly designated Time Out Area.

Outside the Classroom

Playtime should be a time of enjoyment for pupils. However, there are times when this is not the case because a small minority of pupils do not behave in an acceptable manner. It is essential that all staff follow the procedure for dealing with unacceptable behaviour, otherwise children will receive mixed messages.

This is the procedure to be used when children misbehave outside the classroom:
If children display any of the behaviours listed below then they should be immediately withdrawn from the playground and sent to the Time Out Room to complete a 'Time to Think' sheet.

- Intentional physical violence (kicking, punching, play wrestling)**
- Verbal aggression towards others (e.g. intimidatory language, significant verbal harassment, swearing or racist comments).**
- Insolence to a member of staff, including repeated failure to follow a member of staff's instructions**
- Theft**
- Intentional dangerous play which could result in injury to self or others.**

The Time Out Room is supervised by the Year Group Leaders, The Deputy Headteacher and Headteacher from 12.35 – 1.10. Supervision by senior members of staff allows for consistency and a strict and high standard of discipline
Withdrawal sheets are placed in the blue box outside the welfare room and are to be collected by the member of staff on duty. Some children may need to be sent for as they do not always come to the room unless reminded.
If children arrive at the Time Out Room after 12.50, then they are expected to undertake another detention the following day.

Children who refuse to come to Time Out should be referred to the Deputy Headteacher or Headteacher.

When on Time Out duty please follow the procedure outlined in the Time Out Folders.

Children who have been in Time Out three times in a short period of time will have a letter sent home to inform parents. Persistent unacceptable behaviour will result in the child being excluded at lunchtime.

The Time Out rota is pinned up in the staff room.

Star of the Week

This should be decided on a weekly basis.

- ❖ Children should decide with their class teacher who should be the Star of the Week and why. (Tuesday class assembly time)
- ❖ The child's name should then be placed on the Star of the Week Board displayed in the classroom.
- ❖ The sheet in the green certificate file should be completed on a weekly basis so that children can be called out in assembly on Wednesday.
- ❖ It would be very beneficial to all children if they could all have a chance at being the Star of the Week
- ❖ Teachers should keep their own record as to who has had the opportunity of being Star of the Week.
- ❖ There is a wonderful opportunity to develop children's oracy through Star of the Week e.g. question and answer sessions, explanations as to why a child was chosen to be the SOTW.
- ❖ SOTW also allows the opportunity for children to understand what behaviour is appropriate.

Certificates

Each class should award one certificate a week. The certificates should be given for good behaviour, good work and responsible and caring actions. Certificates will be handed out in assembly on Wednesday afternoon. The certificates are then placed on the Star of the Week Board outside the staffroom along with the child's photograph for a week. Certificates are returned to the classroom via registers to be given out to pupils to take home to parents. Photographs are placed in the Star of the Week Book as a permanent record. Pupils should also record the fact that they have been Star of the Week in their diaries.

Staff should record their SOTW in the folder in the staffroom on a Wednesday morning, detailing exactly why the award has been made. Certificates will then be filled in, in time for assembly on Wednesday the afternoon.

Children's names should be ticked off in the register at the front of the certificate folder so that teachers know which child has received a certificate.

Where possible all children should receive at least one certificate throughout the year.

Stag Lane Middle School
Collier Drive
Edgware
HA8 5RU

Date

Dear Parent/Carer,

ReBehaviour

Please note that your child has been in classroom Time Out because

This is completely unacceptable as it affects other children's learning and we would be grateful if you would speak to your child about their behaviour.

Should this behaviour persist in the classroom, then you will be asked to come into school to discuss the next step with the Deputy Headteacher or the Headteacher.

Please return the slip below to indicate that you have received this notification.

Yours faithfully,

Class Teacher

✂.....

Notification of poor behaviour in the classroom

I have received notice about my child's behaviour.

Name of child..... Class.....

Signed.....(parent) Date.....

Stag Lane Middle School
Collier Drive
Edgware
HA8 5RU

Date-

Dear Parent/ Carer,

ReBehaviour

Please note that your child has been in Time Out at lunchtime on three occasions for-

This is completely unacceptable as it affects other children's enjoyment of the playground and we would be grateful if you would speak to your child about their behaviour.

Should this behaviour persist, then you will be asked to come into school to discuss the next step with myself or the Deputy Headteacher.

Please return the slip below to indicate that you have received this notification.

Yours faithfully,

H. Evans (Mrs)
Headteacher

✂.....

Notification of poor behaviour in the playground

I have received notice about my child's behaviour.

Name of child..... Class.....

Signed.....(parent) Date.....