



Behaviour Management Policy

Junior School

"This policy is posted on the School's web site and is available to all parents and prospective parents. A printed version of the policy can be supplied on request."

Parents should refer to the overarching Behaviour Management Policy as well as the Behaviour Management Policy for the EYS Foundation Stage & KS1

Parents should refer to the school's anti-bullying policy for the sanctions specific to bullying.

Aims

- To maintain a happy, secure, calm, orderly environment in which effective learning can take place
- To teach the boys to become self disciplined
- To cultivate an ethos which supports the boys, so that they accept and recognise responsibility for their own decisions and actions, together with the consequences of these actions
- To encourage the boys to develop their own strategies to manage different situations
- To encourage all boys and adults to respect the feelings, needs, interests and opinions of others and develop a positive approach towards everyone involved in the life of our school
- To recognise the role of all adults in the school in modelling good behaviour
- To use teaching methods that engage the boys and are well matched to their needs and provide a curriculum which excites and challenges.

Discipline within the classroom lies within the province of the Class Teacher though the school's high expectations regarding academic work and mannerly behaviour are to be respected. Minor breaches of good conduct most often will only require:

- a suitable verbal reprimand
- record of good and poor behaviour logged in the playground assistants book – these are monitored by the Senior Teacher
- awarding of minus House points
- withdrawal from break times. The boy in question will sit in a classroom and work under supervision. This work should not be mindless but involve some constructive repetition or writing, e.g. the copying of the school rules, prose written by great writers, particularly if apt texts can be found, the learning of definitions/formulae

If, however, a boy's behaviour causes a class teacher constant irritation or worry the situation must be raised with the appropriate Phase Leader in the first instance. After consultation with the Deputy Head and Senior Teacher the matter can be attended to through the following actions:

- withdrawal from participating in after school activities
- withdrawal from representing the school at sports or other events
- placing the boy on a daily report
- an informal discussion with the parents

An informal personal record should be kept of instances and action taken for referral to at a later date should this be needed.

Should the position continue to cause concern the Head Master is to be informed so that the parents can be invited in to discuss the situation. Parents need to be aware that a record of any discussions of this kind will be made and placed on file.

Playground or lunch indiscipline is to be dealt with by the member of staff on duty. Again minor infringements of the rules probably need only a word in season. Should the offence be more severe the boy is to be sent to report either to the Phase Leader, Senior Teacher, the Deputy Head or the Head Master (in this order depending on who is available). A suitable sanction, drawn up by the teacher in consultation with their Senior colleagues will ensue once the issue has been clarified. Important guidelines to be considered are:

- boys must be clearly aware of what they have done and why they are being punished
- periods of sanction must reflect the seriousness of the incident or misbehaviour. This needs to be consistently applied, e.g. foul or profane language = one week to be spent away from the playground in detention.

Sanctions which can be invoked follow those laid down above though suitable menial tasks, such as clearing up litter, can also be used.

For serious or repeated infringements of the rules the Head Master must be informed so that parents can be invited in to discuss their son's situation and to seek action which will rectify the position. Often there are factors outside the school's knowledge which might explain aberrant behaviour patterns. Parents should, however, note that such discussions will be noted and placed on file.

It should be noted that any form of corporal punishment is strictly forbidden.

It is, perhaps, necessary to state that should behaviour merit the school will not hesitate to suspend a boy. This course of action is not taken lightly for it does have serious repercussions. Reference may have to be made to such a period when preparing reports for secondary schools and it is also a major step on the way to us asking parents to find an alternative school.

The House System

Within the Junior School, as well as during the last year of the Infant School, a House system operates. There are four Houses, Alexander, Cunningham, Montgomery and Tedder, named after four wartime leaders.

The House System is used to reward boys through the awarding of House plus points. Plus points are awarded in recognition of achievement and effort in work or within sport as well as for good behaviour, helpfulness and fine manners.

The House system is also used to register disapproval of unacceptable behaviour such as homework not being done, misbehaviour and lack of respect to others as well as property, not being properly equipped for class or any other lesson, talking at inappropriate times, etc.. For these misdemeanours minus points are awarded.

House points are tallied at the end of each half term and the boys are informed of the running position with those who have contributed most plus points noted.

Minus points are also recorded for each half term. There is a sliding scale (see below) in operation to ensure that there are safety nets in place to help a boy not gain many minus house points. However, any boy who has a total of 6 minus points in a half term is placed in an after school detention. This takes place between 3.45pm and 4.30 pm with parents being informed of the day through a written letter which has a tear off slip to return confirming that they have received it and know the arrangements.

<u>HOUSE POINTS SYSTEM</u> <u>YEAR 3 & 4</u>	<u>HOUSE POINTS SYSTEM</u> <u>YEAR 5 & 6</u>
<ul style="list-style-type: none"> • 3 minus House points <ul style="list-style-type: none"> - referral to Mr Sheppeck - miss reward playtime - parents to sign form 	<ul style="list-style-type: none"> • 3 minus House points <ul style="list-style-type: none"> - referral to Mrs McKenna - miss reward playtime - parents to sign form
<ul style="list-style-type: none"> • 4 minus House points <ul style="list-style-type: none"> - referral to Mr Birch - miss a days playtime - parents to sign form 	<ul style="list-style-type: none"> • 4 minus House points <ul style="list-style-type: none"> - referral to Mr Birch - miss a days playtime - parents to sign form
<ul style="list-style-type: none"> • 5 minus House points <ul style="list-style-type: none"> - referral to Mr. Potts - parents informed by Mr Potts 	<ul style="list-style-type: none"> • 5 minus House points <ul style="list-style-type: none"> - referral to Mr. Potts - parents informed by Mr Potts
<ul style="list-style-type: none"> • 6 minus House points <ul style="list-style-type: none"> - afterschool detention with Mr Potts - parental involvement through Mr Potts 	<ul style="list-style-type: none"> • 6 minus House points <ul style="list-style-type: none"> - afterschool detention with Mr Potts - parental involvement through Mr Potts

Whilst we wish to concentrate on the positive we, nevertheless, have to acknowledge that we will need to punish from time to time. For punishment to have a desirable effect we recognise that two key features must be enshrined within our structure. Punishments must be and seen to be:

- Fair, reasonable and consistent
- So designed that they do not humiliate, degrade or lower self-esteem – this may appear contrary to definition but this is not so. Punishment can be consistent with maintaining self-esteem through a teacher being unwilling to accept poor/mediocre/appalling work because it is not consistent with the boy's talent.