

**HARRIS MIDDLE  
SCHOOL**

**BEHAVIOUR POLICY**

**AUTUMN TERM 2009**

**CHAIR OF GOVERNORS:** \_\_\_\_\_

**MINUTED:** \_\_\_\_\_

**DATE OF REVIEW:** **AUTUMN TERM 2010**

# Harris Middle School

## Behaviour Policy

*Good behaviour is a necessary condition for effective teaching to take place*

The Governing Body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

### **Aims**

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To prevent bullying
- To ensure pupils complete assigned work

### **STANDARDS OF BEHAVIOUR**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

## **School Ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

## **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contributes to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feed-back, all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, be understood by the children, and are differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through

demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

### **“The Harris 10”**

“The Harris 10” lies at the heart of teaching and learning and this should be clearly displayed in every classroom, around the school and referred to during the lesson.

1. I learn best when the classroom is ready to learn
2. I know what I need to do
3. My “listening” and “thinking” time are respected
4. I learn in different ways
5. The work is interesting and enjoyable
6. I receive awards for positive attitude and hard work
7. I learn from my mistakes
8. I value what I have learnt
9. I know what I need to do to learn more

### **Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

### **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good

behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Recognition of the following rewards are presented publicly during assembly:-

- Well Done certificates
- Class commendations
- Teachers Award
- House points and certificates
- Right choices
- Attendance awards

Subject "Praise post cards" will be posted home to celebrate good work and attitudes

### **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment must not be given as it breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

If a pupils' behaviour continues to disrupt the learning, staff will follow the red card procedure.

After a warning, the pupil's name will be written on the board and if poor behaviour continues the name will be circled and ticked before a red card is given. In this event the teacher should send a pupil to the office. The office will keep a daily record of any red cards given.

A member of the SLT will remove the pupil and sit with them and complete a red card form. This is an opportunity for the pupil to:

- reflect on the trigger causing the behaviour;
- consider the effect their behaviour is having on others;
- discuss how to make the right choices.

The pupil will then be returned to the lesson. The teacher giving the red card will inform the parents and Year Heads will keep a record of the number of red cards given on the SIMS pupil database.

Detentions may be given at the discretion of the teacher e.g. as part of the red card system or to complete assigned work. These can take place during break and lunchtimes or after school if parents are notified 24 hours in advance.

Internal exclusion may be given following consultation between form tutor, Year Head and a member of SLT. As a last resort sanctions could include a fixed term exclusion (following LA guidelines), for example, when a pupil swears directly at a member of staff or is physically abusive towards an adult or another pupil. Parents will be informed by letter of any exclusion.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist, PRU or other outside agencies may be necessary. Any referral will follow discussions by the SENCo and Headteacher.

## **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents. When appropriate, formal interviews will be held and a behaviour contract will be agreed by the Headteacher, parent or guardian and pupil.