

Royal Alexandra & Albert School

Junior Department
Behaviour Policy



Booklet for Parents

POLICY ON BULLYING

Our Vision

We are committed to creating an ethos which will support a consistent approach to the promotion of good relationships within the school. We place a high value on caring and mutual respect between everyone in the school.

We recognise that the promotion of high esteem is important in enabling our pupils to achieve their potential.

We regard a consistent approach as essential and consider that any level of bullying is unacceptable and does not fit in with our vision.

What Is Bullying?

- It is a type of aggressive behaviour.
- It involves the physical/psychological abuse of others.
- It is intentional, premeditated and calculated.
- It sometimes exhibits itself in the form of racial or sexual harassment.
- It can involve repeated action over an extended period of time.
- The aggression is unprovoked.
- The bully is generally perceived by the victim to be stronger.
- The victim does not feel that he/she is in a position to retaliate at the time of the incident(s).

INTRODUCTION

This booklet for parents and carers of children attending our school, is a summary of our whole school Policy, which is available from the Head of the Junior School for any parent to read.

We feel that good behaviour and discipline within the school are essential if children are to learn and teachers teach effectively. As a staff we work hard to ensure that we create a supportive and calm school environment in which the rights and responsibilities of everyone within the school community are understood, valued and upheld.

We are proud of the positive atmosphere and behaviour at the Royal Alexandra & Albert Junior School.

The schools inspection report of Sept 2012 states;

"Pupils are proud of their school and respond wholeheartedly to its emphasis on personal responsibility, community values, mutual respect and acceptance of differences. They feel safe, are extremely well behaved and are justifiably confident that all reasonable steps are taken to ensure their well-being."

Our approach to behaviour and discipline is **positive**, believing that everyone within the school has:

- The right to respect from others.
- The right to learn and teach,
- The right to feel safe.

We feel that these rights are most likely to be achieved when there are clear rules and people understand their responsibilities.

How Can We Do This?

- We teach the children how to solve their own problems through discussion, so that they learn how to think things through and talk together until they agree.
- Through our support we help them develop the ability to take responsibility for their own actions, and to see the links between their own behaviour and the consequences of their actions.
- We speak assertively to disruptive pupils, using language that is decisive, firm and clear. We aim to approach discipline in a positive and consistent way.

Children are encouraged to offer their points of view and express their feelings within this framework.

Stage 3: Child is sent to Head of the Junior Department. Sanctions are agreed with the child and they are placed on Yellow Report and, again, warned of the consequences of their behaviour..

Stage 4: Child is sent to the Head of the Junior Department. Sanctions are agreed with the child and they are placed on Red Report. At the end of each school day child should report to the Head of the Junior Department.

Stage 5: Child is Internally Excluded for a fixed period. At the end of each day during this period, work and Report card will be checked by the Head of the Junior Department.

At the end of this stage the child is either moved to Stage 6 or back to Stage 3.

Stage 6: Child is excluded from school for a fixed period. On their return they are placed on Stage 4.

If after this process, no satisfactory improvement is observed, the child will receive further exclusions or permanent exclusion from school. In exceptional circumstances, levels may be 'jumped'.

Consequences of Inappropriate Behaviour

Our priority is to foster positive behaviour and encourage self-discipline, but there may be occasions when a child's behaviour infringes the rights of others. In such situations there are a series of procedures, which are followed.

When a child's behaviour in the classroom/playground, is becoming a problem, the member of staff responsible will speak with him/her. The intention of the conversation should be to create a caring environment and an opportunity to help the child reflect on his/her behaviour. If the situation persists and no improvement is forthcoming, the teacher should contact his/her parents or House parents and inform the Head of the Junior Department. This contact may be the beginning of a process, which will require permanent communication between members of the school community, not forgetting that this community includes parents. The following 'formal' stages of the process must be marked by letters to all relevant persons concerned.

The following stages should be observed:

Stage 1: Informal conversation with child. Parents or houseparents and the Head of the Junior Department informed by members of staff.

Stage 2: Child is sent to the Head of the Junior Department, warned of the consequences of their behaviour and put on White Report.

Right and Responsibilities

We believe that everyone involved with the school community has rights and responsibilities to ensure that teaching and learning takes place in a supportive and co-operative environment. **This includes staff, children and parents.**

Rights Of Children

I have a right to . . .

- Feel safe and happy.
- Learn.
- Be treated with respect.
- Know that my property is safe.
- Work in a clean and tidy school.

Responsibilities of Children

I have a responsibility to . . .

- Make others feel safe and happy.
- Help others learn.
- Respect other people
- Respect and care for other people's property.
- Make sure I help to keep our school clean and tidy.

Rights of Parents

I have a right to

- Have the school communicate information about my child and the school in general.
- To be kept informed of my child's progress.
- To be treated with respect and have my opinions valued.
- To receive constructive feedback about my child's education and the school in general.
- To have my child learn to their potential.
- To expect that my child works in a clean, orderly and tidy environment.
- To know that my child is going to a school which takes pride in itself and where pupils take pride in their work.

Everyone in the school community has a responsibility to. . . .

- Ensure that our school is welcoming and a happy place to be.
- Move quietly and thoughtfully about the school and show an awareness of others around them.
- Be sensitive to the needs and feelings of others and to behave in ways which reflect this.
- Ensure that the environment is kept tidy and that resources and materials are respected and handled appropriately.

School Rules

- Everyone should feel safe at our school.
- Be kind and thoughtful towards each other,
- Listen when someone is talking.
- Talk nicely and kindly to people.
- Help keep our school clean and tidy.
- Walk thoughtfully and carefully in the school.

Code of Conduct

Everyone in the school has the right to:

Equality of opportunities.

Mutual respect.

Be safe at school.

Learn and teach in an atmosphere which is supportive.

Adults and pupils are expected to be polite and thoughtful towards each other.

Staff and pupils have a collective responsibility for behaviour and discipline throughout the school.

Staff aim to demonstrate, through example, appropriate and sensitive behaviour at all times and in varying contexts so that the children can learn from them.

Teachers will discuss and negotiate rules of behaviour with their pupils at the beginning of each academic year.

These will be shared amongst staff and a list of whole school rules compiled and agreed throughout the school.

A series of procedures for defining and dealing with inappropriate pupil behaviour forms part of the Behaviour Policy.

Responsibilities of Parents

I have a responsibility to.

- Regularly keep in contact with the teachers and the school in general.
- Support the education of my child, to make every effort to be kept informed and respond if there is a need.
- Be involved in the activities of the school.
- Try to ensure that the time taken to talk with teachers does not take them away from teaching duties and class responsibilities.
- Support the school in relation to decisions made and promote actively the policies and the rules to my child and the community.
- Respect the staff of the school and value their opinions.
- Talk positively about the school to my child and the community in general.
- Act in partnership with the school to help my child to learn his/her potential.
- Make every effort to understand the curriculum being offered to my child.
- Help keep the environment clean.
- Ensure that my child is appropriately dressed and prepared for school.

Rights of Staff

I have a right to

- Feel valued as a person and as a professional.
- Teach without disruption.
- Be shown courtesy and consideration by all in the school community.
- Work in a safe and supportive community.
- Have the support of the parents of my pupils.
- Have the opportunity to teach in a broad, balanced and differentiated curriculum with appropriate resources.
- Have the opportunity for professional development.
- Have my property respected, including that which is borrowed from the school.
- Work in a clean, tidy and orderly environment.

Responsibilities of Staff

I have a responsibility to.

- Make every effort to value others in the school community.
- Ensure a professional approach to my work.
- Provide a quality of teaching and an appropriate curriculum.
- Treat all in the school community whether pupils, staff or parents, with care, courtesy and consideration.
- Offer support to staff colleagues.
- Promote a safe and supportive environment for others.
- Keep parents informed about the curriculum and the progress of their children and invite their involvement.
- Allocate appropriate time to plan, evaluate and monitor my teaching and the pupils' learning.
- Be actively involved in whole school planning and policy making,
- Take responsibility for my own professional development.
- Respect the property of others and of the schools.
- Promote a clean, tidy and orderly environment and help take responsibility for communal areas (e.g. hall, corridors, store rooms etc).