# Behaviour Policy

Definition This policy sets out to ensure that there is a widely known and understood set of expectations of students, which is uniformly applied throughout Junior Cub Scholars and is recognised by students, tutors, parents and all other employees and helpers. The student must experience an unvarying acceptance of what behaviour is acceptable to ensure the safety of all within the learning community. This policy also acts as a guide to support staff in ensuring a consistent approach is achieved by all staff.

DfE guidelines have been taken into consideration in the formulation of this policy.

Aims

This document provides a framework for the creation of a happy, secure and orderly environment in which students can learn and develop as caring and responsible people. Its aims:

- To promote a safe, caring, healthy and happy learning environment
- Encourage and praise greater effort in both work and behaviour To enable tutors to teach and students to learn effectively, through promoting self-esteem and mutual respect for members of the learning community
- To encourage increasing independence and responsibility as the student grows in maturity
- To prevent cases of bullying and ensure any cases are handled by staff in a fair, consistent and agreed manner. (Please refer to Anti Bullying and Harassment Policy.)
- To ensure that parents are informed and are aware of the disciplinary procedures
- To promote self-discipline

Principles

Every child has the right to learn but no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork.

## Responsibilities:

All members of Junior Cub Scholars – teaching and non-teaching staff, parents and students – work towards Junior Cub Scholars aims by:

- Providing a well-ordered environment in which all are fully aware of behavioural expectations
- Treating all students as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to Junior Cub Scholars community
- Offering equal opportunities in all aspects and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work,
- Rejecting all bullying or harassment in any form

- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- Caring for, and taking pride in, the physical environment of the centres
- Working as a team, supporting and encouraging each other.

Rules

## We have five ‘Golden’ phrases that form our core values:

- We are gentle
- We are kind and helpful
- We listen to other people
- We are honest
- We work hard

What constitutes good behaviour?

Soon after starting, the student should understand the expectations and ethos of the Centre. Their parents should have a similar understanding of this by going through Junior Cub Scholars policies on the website. This understanding of appropriate behaviour entails:

## At the Centre:

- Line up quietly
- Be well-mannered, use ‘please’ and ‘thank you’ and don’t speak with your mouth full
- Talk quietly
- Put your hand up if you want something
- Try to keep the tables clean and tidy
- Walk around the centre corridors quietly.

## Classroom:

- Giving priority to the teacher for talking when required
- Not interrupting the teacher or other students (or their work)
- Remaining silent when requested
- Behaving appropriately to adults and other students
- Moving around the classroom and the centre corridors quietly and sensibly
- Taking responsibility for their own actions
- Taking increasing responsibility for their own possessions
- Knowing what can and cannot be brought into the school

Celebration Praise and encouragement are used as much as possible. A system of rewards is in place to celebrate student’s display of good effort and achievement.

Behaviour Ladder - Sanctions

Traffic Light System

Junior Cub Scholars operates a traffic light system of recording and managing poor behaviour choices in the classroom as below:

Yellow - low level

Poor punctuality

Rudeness

Swearing

No Homework

Disruption Task refusal

Rough play

Teasing

Amber - medium level

Bullying

Persistent disruption Swearing at adults

Cruelty/Spite

Walking away from an adult

Leaving class without permission Aggression Fighting

Harassment

Red - high-level

Leaving Centre premises

Use of a weapon Persistent bullying

Racist behaviour/ comments

Theft

Vandalism

Harming an adult

Inappropriate sexual behaviour Homophobic language

Should student make a poor choice with respect to their behaviour a verbal warning will be given. Should the behaviour choice be continued, then the following procedures will be followed:

For a yellow level behaviour, it would be normal for this to be resolved within the classroom by the class teacher or the assistant. The resolution may include a verbal or copied apology or additional time to complete a task.

For an amber level behaviour it would be appropriate for the class teacher to initiate the resolution within the classroom but may also want to inform or have the assistance of an additional member of staff. For other issues, the resolution may be successful with a verbal apology or may require a short amount of "time recovery" for the pupil to complete a task, write out an apology letter or undertake a task directly connected with the behaviour e.g. tidying up an area in the classroom which has been left untidy. Copy of the report sent to parents.

For a red level behaviour, the most serious, it is essential that the directors are involved at the earliest opportunity. This is to ensure that any additional information is brought to the resolution of the issue. It would also be appropriate at this point for parents to be contacted. This is the only level that requires the intervention of the directors. Consideration for exclusion should be entirely at Junior Cub Scholars directors' discretion and should never be considered automatic.

## Non classroom behaviour:

The same expectations of behaviour should be applied across the school, regardless of where the child is e.g. in the communal area, toilets etc.

Other reasons when it may be appropriate for the directors to intervene include when pupil actions:

- Could have repercussions for the orderly running of the agency
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of Junior Cub Scholars

Exclusion Exclusion will be considered appropriate where the Health and Safety of staff and/or pupils is seriously compromised. The directors will decide whether to exclude a pupil, for a fixed term or permanently, considering all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the Junior Cub Scholars community.

Liaison with Parents

Parents will be kept informed about their child's behaviour. If it appears that this must be monitored on a regular basis, copy of the weekly report can be shared with the parents. This gives the parents a very clear view of the support given for their child.

Use of reasonable force

In relevant emergency situations it may be necessary for staff to apply 'Positive handling' strategies.

‘All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom.’ (Department for Education: Use of Reasonable Force. July 2011)

This policy has been developed to work in conjunction with the following documents: Anti Bullying and Harassment policy