



Aims

It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community school, whose values are built on mutual trust and respect for all. This *Behaviour Management Policy* is therefore designed to encourage all members of the school to live and work together in a supportive way. It aims to promote an environment in which everyone feels valued, happy, safe and secure.

We seek to promote common expectations regarding the standards of behaviour throughout the school and provide mutual support for staff. It aims to:

- Create a school where there is a friendly and welcoming atmosphere for both children and adults;
- Help children to recognise their own value and enhance their self-esteem;
- Promote the values of honesty, respect and tolerance;
- Develop the personal qualities of initiative, independence, self-motivation, responsibility, punctuality and co-operation;
- Give children an equal opportunity to develop according to their ability and talents and to achieve their full potential;
- Encourage the involvement of parents/carers in fulfilling the aims of the school;
- Ensure common understanding of the reasons for rewards and consequences;
- Ensure the school's Anti-Bullying Policy is understood and followed by all staff.

Our Approach

At John Shelton Community Primary School, we have high expectations of how all children should behave. We expect all children to behave in a responsible manner and to show consideration, courtesy and respect for themselves and others at all times.

We positively encourage and reward appropriate behaviour. Good behaviour is recognised and actively encouraged through daily class management, class and school rules, circle time and the application of reward systems. Unacceptable behaviour is discouraged through the same routes and by the application of consequences. Rewards and consequences are applied consistently by all staff, in all year groups across the school. We treat all children equally and fairly to ensure that they are valued, happy, safe and able to learn effectively.

We know that the quality of teaching and learning has a direct impact on good behaviour. Therefore, we aim to make our lessons lively, stimulating which engage and interest the children and effectively meet their individual needs.

We acknowledge the important role that we play as a school in helping children to learn how to behave in an appropriate way and how to form positive and productive relationships with each other and with adults.

Types of Behaviour

Children arrive at school with different patterns of behaviour. We recognise that the starting point for each child is different and we carefully monitor progress for those with difficulties. We are also mindful of the fact that circumstances outside of school may affect behaviour in school. Whilst this cannot be used as an excuse for inappropriate behaviour, it should influence the way in which each individual's behaviour is managed.

The same high standard of behaviour is expected from **ALL** children. Examples of acceptable and unacceptable behaviour include:

Acceptable Behaviour	Unacceptable Behaviour
Respecting others and their property	Rudeness and aggression
Being helpful	Fighting or physical attacks of any kind
Saying 'please' and 'thank you'	Swearing, racist or sexist remarks
Following instructions	Name calling
Being fair	Refusing to follow instructions
Being punctual	Threatening behaviour, bullying
Considering others	Telling lies or answering back
Trying hard	Stealing or damaging property
Valuing others point of view	Leaving the class/school without permission
Playing well together	Behaviour which is offensive or disrespectful
	Bringing items into school to use as weapons

Personal, Social and Health Education (PSHE)

The PSHE curriculum includes learning about sex and different relationships, self-esteem, building confidence, exploring and valuing diversity and reinforcing positive behaviour.

Circle time encourages children to co-operate with each other and to value others. The circle gives value to every member because there is no hierarchical structure – everyone is equal. Each member of the circle begins by saying something positive which is then developed. Staff and children have the opportunity to praise and also to discuss issues which arise as part of the school week. It is then possible to respond to these issues and identify strategies that can be used.

Strategies for Encouraging Good Behaviour

To encourage positive behaviour, staff will provide a good role model to children and employ a variety of strategies within the classroom. These will include:

- Making our expectations clear to the children e.g. No put downs are acceptable!
- Using positive and specific praise for appropriate behaviour;
- Recognising good social behaviour and rewarding it appropriately;
- Organising the classroom environment to promote effective learning;
- Minimising the potential for disruption;
- Being aware of race, gender and learning issues in their responses to children's behaviour, respecting cultural differences, and avoiding stereotypes;
- Being sensitive to children's individual needs in a learning or social context;
- Being alert to bullying behaviour (see Anti-Bullying Policy).

As a school, all staff will:

- Ensure that any feedback is constructive and highlights how a positive outcome can be achieved;
- Demonstrate the positive behaviour we wish to see at all times;
- Encourage children to be responsible for their own behaviour.

Rewards

Children will be given regular and frequent praise and rewards by the staff within their year group to reward good behaviour, good learning and effort. Stickers will be used daily to publicly recognise children who are working hard and doing the right things to learn effectively. Each class will also make use of the whole school reward system.

Years 1 – 6

A House Point/Dojo Point will be awarded to a child for special effort and/or for demonstrating effective learning. The class teacher is responsible for collecting and putting the point in the right place.

At the end of each week, House Points/Dojos will be counted and the total recorded for the *Celebration Assembly* on Friday.

Each week, every class teacher will choose two children from their class who have particularly stood out for their learning and making good choices. These children will be rewarded with a certificate by their class teacher in the weekly Celebration Assembly. **All** children should receive a reward, approximately once a year and teachers should keep a running record of the dates when each child has received an award.

Classes may be awarded a *Building Block* reward by another teacher for doing the right things as a class. These will be added up and when a defined total is reached that class will receive a reward of their choice.

Consequences

Unacceptable behaviour will lead to the following sequence of consequences. In certain cases, some or all of the steps in the sequence may be bypassed, depending on the severity of the behaviour and/or the location of the behaviour in question. All staff are trained to use *Emotion Coaching* to support them manage difficult behaviour.

All staff and children need to be aware of the sequence of consequences. Children must be clear that their actions will have consequences for themselves and others and understand why a consequence is being used.

When any consequence is issued, it should be accompanied by a brief, specific comment explaining why.

Nursery and Reception

All children will start each day on the 'star'.

1. Verbal warning
2. Second verbal warning
3. Photo will be taken off star with a clear explanation of the expected behaviour
4. 3 minutes (Nursery)/5 minutes (Reception) 'time-out' on the Thinking Mat
5. Sent to either the Deputy Headteacher or Headteacher with an explanation of the nature of the inappropriate behaviour and something to do. The child will stay with this member of staff for 15 minutes.
6. Sent to the Headteacher

Years 1 – 6

All children will start each morning and afternoon with a green card next to their name. If a child is displaying behaviour that is leading to the significant disruption of learning for themselves or others and cannot be managed by low-level classroom management techniques, then the following steps should be implemented.

1. **Clear verbal warning** followed by a statement of what is expected, starting with the child's name so they are clear it relates to them, e.g. "Bob, please stop shouting across the classroom. If you do it again, your name will be on the board". This should be done in a calm voice.
2. **Name on the board** for constant or significant interruption of teaching and learning. The reason for this should be briefly and clearly explained, again starting with the child's

name. It should not interrupt the flow of teaching. No dialogue with the child should be entered into.

3. **Yellow warning card** with a brief and clear explanation starting with the child's name. The child should be moved away from other children at this stage as a strategy to prevent the situation from escalating.
4. **Red consequence card.** This will result in parents being informed by the class teacher. The class teacher will alert the nurture team via CPOMS. Leaving the room without permission or deliberately hurting another child in a serious way is an immediate red card. CPOMS will be monitored by the Headteacher each week and parents/carers informed of any child causing significant concern.
5. **Red card plus.** This should be used for very extreme behaviour only. The child should be sent to the partner teacher for the year group with learning to complete. The child should sit on their own and given NO attention. They should remain with this teacher until the end of the lesson and for no more than 1 hour. The red card plus should be recorded on CPOMs. A formal letter will be sent to the child's parent/carer and a copy placed on the child's school record. If a child receives 3 red card plus's in one week, they will be excluded from school for an appropriate amount of time.

Class	Partner Teacher	Class	Partner Teacher
Year 1	Year 2	Year 4	Year 3
Year 2	Year 1	Year 5	Year 6
Year 3	Year 4	Year 6	Year 5

In the case of extreme behavior or refusal to do the right thing a child will be sent to fetch a member of the SLT to take the child out of the classroom.

6. **Sent to Headteacher** with an explanation of what they have done. In the absence of the Headteacher, the child should be sent to the Deputy Headteacher. In serious cases, all other steps can be omitted and this one used immediately.

In Steps 3, 5 and 6, if a child refuses to move or leave the room, they should be asked calmly and politely three times with 2 – 3 minutes in between each and no other attention given – shouting should be avoided at all times!

If they still refuse, another child should be sent to the Headteacher or Deputy Headteacher. No explanation should be given to the child alerting the HT and DHT. The HT or DHT will then come and support the management of the child.

Specific Unacceptable Behaviour

The following unacceptable behaviours will result in direct referral to the Headteacher/Deputy:

- Racist or homophobic comments/actions

- Threatening/aggressive behaviour which poses a danger to the safety of the child/other children/adults
- Significant physical harm to themselves or to other children
- Physical violence/aggression towards adults
- Swearing directly at adults
- Bringing anything that could be used as a weapon into school e.g. knives, guns and sticks or swords

In these instances, the parent/carer of the child will be informed of the incident. It will be at the discretion of the Headteacher/Deputy Headteacher as to what further action will be taken. The personal needs and circumstances of the individual child will be taken into consideration when deciding on an appropriate consequence.

Physical Intervention

Very occasionally situations may arise in which physical restraint may be required. A member of staff who has been **'Team Teach'** trained may use such restraint as is reasonable in the circumstances for the purpose of preventing the child from doing, or continuing to do, any of the following:

- Causing personal injury or damage to property
- Engaging in behaviour which puts their own or others personal safety at risk

Practical methods to defuse the situation should always be considered before restraint is used including keeping calm, offering verbal prompts or retreat.

If possible, either the Headteacher/Deputy Headteacher or the Learning Mentor should be sent for before any form of physical intervention is used.

In a serious incident leading to physical restraint, the member(s) of staff involved should complete a Record of Physical Restraint form available from the Headteacher. Parents/carers will also be informed of the incident.

Please see the school's Physical Restraint Policy for further details on the use of physical intervention.

Strategies used to Modify Behaviour

1. Parents/carers may be asked into school to discuss their child's behaviour and to monitor it with the class teacher. The class teacher should inform the Headteacher/Learning Mentor of this.
2. If unacceptable behaviour persists, the class teacher should discuss their concerns with the SENCO. It will be appropriate to inform the parents/carers of this and work closely with them. Behaviour patterns will be logged for two weeks to help form a diagnosis.
3. The child could spend some time away from their class under the supervision of a member of the Leadership Team (internal exclusion). They should be sent with work to complete. The class teacher should record that this has been done.

4. The Headteacher will be advised of any issues relating to individuals Via COPMs, Vulnerable pupil meetings or at Senior Leadership Team meeting. Parents/carers may then be invited into school to discuss their child's behaviour with the Headteacher and Learning Mentor
5. A formal report system may be used on a daily basis. Targets will be negotiated with the child and their parents/carers and a time limit would be set and rewards agreed on. If progress is not being made, behaviour may be assessed using the Behaviour checklist in order to devise an action plan/IEP.
6. External support from outside agencies may be sought by the SENCO to support the school in developing effective strategies to manage and modify the behaviour.

Playtime Behaviour

Inappropriate behaviour at playtime should be managed by a clear verbal warning. If the child continues to misbehave, a member of SLT will be called for. A child may be asked to sit somewhere quietly to calm down and gather their thoughts if necessary. This is not a consequence but it gives them the opportunity to reflect on their behaviour and make the right choices whilst being away from other children. The warning system outlined previously should not be used at playtime – it is for classroom behaviour only!

Lunchtime Behaviour

The expectations for behaviour at lunchtime are the same as for any other time of the school day. Children will be supervised by a class *Play Leader* who will be responsible for resolving any minor problems. As at playtime, inappropriate behaviour should be managed by a clear verbal warning.

If the child continues to make the wrong choices, the member of senior staff on lunchtime duty should be notified via radio. The member of staff will come and support the *Play Leader* in resolving the issue.

A child may be asked to sit somewhere quietly to calm down and gather their thoughts if necessary. This is not a consequence but it gives them the opportunity to reflect on their behaviour and make the right choices whilst being away from other children.

In the case of serious misbehaviour the member of senior staff will place the child in to *lunchtime exclusion* and their name and the incident will be recorded on CPOMS by the leaders on duty. In all serious or persistent cases of misbehavior at lunchtime, the school will work closely with the parents/carers and children concerned to ensure that the children learn to behave in an appropriate manner.

Educational Visits

Children who are going out of school on educational visits, residential trips, attending weekly swimming lessons or walking to and from school are representing John Shelton Community Primary School and we expect them to follow basic instructions and to behave in a responsible

and acceptable way. Children will be reminded prior to leaving school of the expected behavior. All serious incidents on a visit/residential will be reported to the Headteacher.

Parent/Carer Involvement

Parent/Carer support and involvement are essential in all aspects of the school. Where there is a problem with behaviour, active support from home nearly always improves the performance at school!

Parents/carers with concerns about their child's behaviour at school are encouraged to raise them with the class teacher in the first instance.

Exclusions from School

At John Shelton Community Primary School, we will do all that we can to support all children in accessing all aspects of school life through early intervention, the providing of additional resources and working in close partnership with families and outside agencies concerned.

In rare cases, it may be necessary to exclude a child from school. This will only be considered after all other possible avenues have been explored. A decision to exclude a child will only be taken in response to serious breaches of the school's behaviour policy and if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

Very careful arrangements will be made to ensure that any child returning to school after exclusion is helped to behave appropriately. Local Authority guidelines will be followed. An offer of outside help is available to the parent/carers in these situations. In the event of a temporary or permanent exclusion, the parent/carers has a right of appeal to the Governing Body.

Agreed by Governors