



BEHAVIOUR MANAGEMENT POLICY

The Behaviour Management Policy reflects our **vision and values** which are:

“Learn to think, think to learn”

Honesty
Self worth
Resilience
Responsibility
Respect

At Craneswater Junior School we believe that:

- Pupils do best when clear expectations for work and behaviour are set and the parents and school work in partnership to support these.
- All adults have a major role to play in teaching children how to cope with their own feelings and develop positive relationships with others.
- Children are more likely to behave and work well when there is a calm, purposeful and positive atmosphere within the school and classroom.
- Good behaviour and effort should be recognised and rewarded; e.g. through praise.

In order to put our vision and values into practice through the behaviour management policy, all adults and pupils should:

- Be positive and consistent in relationships.
- Work hard to develop a mutual respect between all members of the school community.
- Promote a caring environment where children feel safe and listened to.

Code of Conduct

The children help to formulate the school's rules that together are called the Code of Conduct. This is revised with the children through the school council on an annual basis. Copies of the Code of Conduct will be displayed throughout the school to remind all children of the expectations they are expected to keep throughout the school day. Each class will develop their own code which will reflect the positive behaviours required with the class setting and reinforce the school code of conduct. These will be appropriate to the age and needs of children in each year group and be positively phrased.

All teaching and non-teaching staff are committed to being good role models. All adults in the school will reflect our vision and values and:

- Talk to children calmly and respectfully (we do not shout unless there is an imminent risk).
- Consistently reinforce the Code of Conduct with all children around the school.
- Listen to children's views.
- Be approachable.
- Let parents know about any concerns regarding the children's work or behaviour.

We hope that all parents will support the school's Code of Conduct and discuss any problems or concerns with the class teacher and further inform the school of any circumstances that are likely to affect their child's happiness or behaviour at school.

Promoting Positive Behaviour

A major element of this policy is to recognise, praise, reinforce and reward good learning behaviour and effort both on an individual, group and a whole class basis.

Rewards

There are two main reward systems

A. Learning Points

Learning points can be earned for good work and a positive attitude towards learning. The award system runs over the academic year; it starts afresh each September.

The points are collected and recorded on the class "Dojo" system. The class teacher is responsible for letting the office know when a child has achieved the number of points for a certificate. Children earn certificates for these points on a graduated colour scheme:

50 points	= Bronze Certificate
125 points	= Silver Certificate
200 points	= Gold Certificate
300 points	= Diamond Certificate

The achievement of earning a certificate will be recognised through its presentation at a Friday assembly. Parents will be invited by letter to come to the assembly when their child is presented with a certificate.

- Class teachers will also have a whole class reward system using the Class Dojo system for recording. Points will be awarded when the class has worked well together; therefore, encouraging collaboration. A class target will be set which will be used to indicate when the class has earned a whole class reward. The class can choose approximately 1 hour of an agreed "special event". This time can be used for any work the class particularly enjoys. This could be PE, Art, Technology etc.

B. House Points

- House points can be rewarded for a number of reasons but are largely for children showing that they are reflecting the school values of Honesty, Respect, Resilience, Self-worth and Responsibility. These are counted up on a weekly basis and go towards the updating of the house board in weekly assemblies. They will also be awarded for house sports competitions, representing the school in a positive way, good manners, helpfulness, performances etc.

Additional rewards/ recognition

- **Postcards** may be posted to directly to children. These may be for any reason and have produced a very positive response from both pupils and parents.
- Some class teachers may give a group reward e.g. table point system, a 'trophy' awarded to the best table, etc. However, these should also be converted to Learning Points to ensure a unified reward policy.

Learning Behaviour Ladder

We wish to focus on rewarding good learning behaviour and our main visual record of this is on our class learning ladders. Every child starts the day “ready to learn” which is our expectation of **all** children and is shown by the green values card. If a child shows exceptional effort or consistency of learning behaviour, they may be moved up a level. The levels also earn learning points each day: 1 for the first step, 2 for the second and 4 for the top step. A child regularly achieving the top level should receive a postcard at some point

From time to time children will become involved in incidents of misbehaviour which break the “Code of Conduct” or are not showing that they are “ready to learn.” The strategies and sanctions, which are applied to those incidents, will vary according to the frequency, circumstances and attitudes displayed. The following graduated scale will be used to deal with such incidents:

1. Children will receive non-verbal signals from the class teacher and, if necessary, a verbal reminder of what behaviour is expected. The teacher will also highlight pupils who are on task within the class and praise them.
2. If sanction 1 is not sufficient to improve the child’s learning behaviour, then the child’s name will be moved to the “reminder” stage. This is not a sanction but rather an opportunity to reflect and change behaviour.
3. If a child’s learning behaviour still does not improve, their name will be moved to “reflection in class.” The teacher should state clearly and calmly the reason for moving the child’s name and the behaviour the teacher expects from the pupil. If a child’s behaviour improves, they can be moved back up to “ready to learn” (green values stage).
4. If necessary, i.e. behaviour is still not acceptable, the name is moved to “reflection out of class.” This involves going to another class and completing work, a reflective behaviour sheet or simply an opportunity to think. The “reflection time” teacher will decide after 10-15 minutes if the child is ready to return to the class. If not, the teacher will use their discretion to send the child back when they feel they are able to settle to work and behave appropriately. When the child returns to class, they will move their name back to “ready to learn.”

As soon as convenient, class teachers will discuss the behaviour with the child, explaining calmly the reasons for the sanctions and reinforcing teacher’s expectations.

If a pupil is sent for “reflection out of class”, the class teacher may decide to contact the child’s parents and would certainly do so if it becomes a regular occurrence.

The class teacher and parents may decide to arrange a consultation meeting at this time. The aim of this discussion will be to:

- Explore any reason for the child’s behaviour.
- Make clear the school’s expectations regarding behaviour, i.e. school rules.
- Suggest ways in which home and school can work together to ensure the child’s behaviour is appropriate and builds the child’s self-esteem. e.g. regular visit to school by parent.
- We will always endeavour to build a positive relationship with parents as the aim is always to work together to improve outcomes.

Any significant conversation with a parent should be held over the phone or within the school building.

Children who persistently receive sanctions should be recorded in the “concerns” folder in the Headteacher’s office or in the class folder. This is to create a reference for discussions between Class Teacher, Headteacher and Parents.

If any child refuses to go for reflection time, a member of the senior leadership team will be contacted. They will talk to the child, set standards for improvement in the child’s behaviour and contact the child’s parents, if appropriate. The class teacher or headteacher will monitor individual behaviour through a tracking sheet, or other method, whenever it is felt this would support the child in improving their behaviour.

Severe Incidents

There are some incidents, which our school community deems totally unacceptable, and we need to send the strongest possible message that such behaviour will not be tolerated. For example:

- Premeditated or unprovoked violence.
- Use of obscene language.
- Leaving the school premises without explicit permission.
- Participation in petty crimes.
- Wilfully destructive actions towards the belongings of others.
- Bullying – see anti-bullying policy.
- Racist remarks or behaviour. (*Follow school guidelines and always complete a racial incident form*)

Behaviour of this sort will be reported to the senior leadership team and usually parents will be contacted. If the pupil is on an individual behaviour plan or reward system, this will take precedence. (*see below*)

A few children will continue to display challenging behaviour. These children will be on an individual behaviour plan negotiated with parents, class teachers and outside agencies, or reward system, negotiated between child and class or head teacher with parents informed. The rewards / sanctions within these individual plans can operate outside / alongside the main policy. We will support behaviour issues through various interventions and support eg ELSA, social skills groups, lunch clubs etc

It is imagined that such actions would result in moves towards a satisfactory outcome for child, teacher and parent. However, if such behaviour is repeated, exclusion will be considered. In extreme circumstances where safety of the individual or others cannot be guaranteed, exclusion may be the first course of action. Parents will always be informed immediately of any exclusion and informed of their right of appeal.

Lunch-times and Playtimes

1. Rewards:

Lunch-time supervisors can reward children for good behaviour. As with all staff, the first reward used will be praise. Staff will give house points to the children for following the school values.

2. Sanctions:

Those children who do not follow the Code of Conduct will be reminded to do so by the lunch-time supervisors. If the child does not respond, they will be asked to reflect on their behaviour and reminded of what the expectations are. If the child continues to misbehave they will be sent to stand against a wall or next to a member of staff for a short time period. If a child continues to be disruptive, they will be sent to spend “time out” in the ICT suite with a member of SLT. If the child refuses to go, the lunch-time supervisor will send for a senior member of staff, or the named member of the leadership team on duty, determined by a rota basis. The senior member of staff will decide how long the child spends in the ICT suite.

NB This is NOT for classroom misdemeanours or to finish work unless agreed by a member of SLT.

Behaviour that involves being sent from the playground will be recorded in the lunch-time behaviour book. The class teacher will be informed, via a slip of paper, by lunch-time staff or the member of SLT on duty. If a child's name appears three times in the same half-term, the Headteacher will be informed to discuss the misbehaviour, set targets for improvement and may send a letter home.

Use of reasonable force – DFE July 2013

At all times staff will continue to encourage good behaviour through praise and rewards. No member of the staff will in any way physically chastise a child. However, there may be rare occasions where reasonable force may be used to prevent a child from "hurting themselves or others, from damaging property, or from causing disorder."

In July 2013 the DFE published "use of reasonable force" which is a set of guidelines and advice for schools. As part of this we are instructed to set out the circumstances when this may occur and we will follow the guidelines set out in this document. All members of school staff have a legal power to use reasonable force. Circumstances when reasonable force may be used (but not an exhaustive list) could be to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- and
- restrain a pupil at risk of harming themselves through physical outbursts.

This Behaviour Management Policy is built on the supportive partnership between parents and staff, in order to support the children's personal and social development.

Dave Jones September 2018

To be taken to the Governors' Curriculum Committee for approval on 26th September 2018
Policy to be reviewed in Autumn 2019

Governing Board Roles and responsibilities

The Curriculum Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

Curriculum committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

Governors will evaluate through Governor visits/observations; pupil interviews, SEF and Headteacher reports on teaching and learning

Success Criteria

1. Children interviewed know the Code of Conduct rules and can discuss their meaning.
2. Children sampled can discuss their class code.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions

This written statement of behaviour principles is reviewed and approved by the Curriculum Committee annually alongside the behaviour management policy

