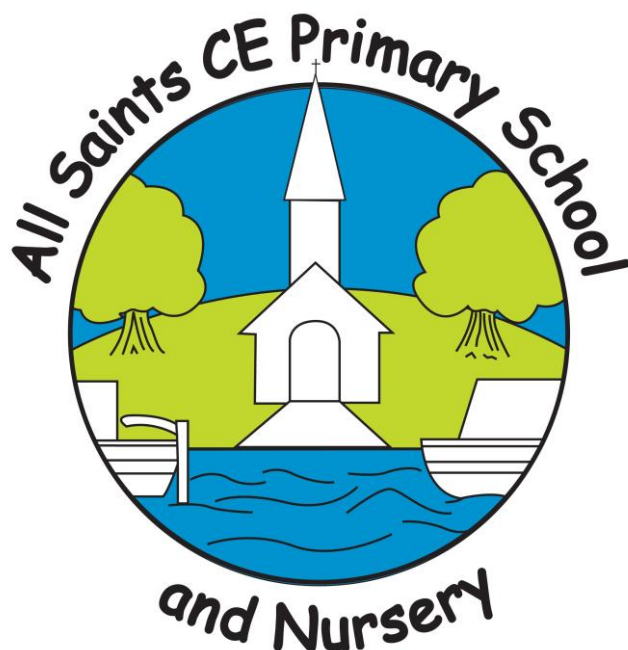


Behaviour Management Policy



*'Learning for life,
building a firm foundation'*

Reviewed: May 2019

Headteacher: Sally Kaminski-Gaze

In our school we demonstrate an assertive approach to teaching and managing behaviour in our school.

An assertive (adult):

- Clearly and firmly communicates their wants and needs to pupils and are prepared to support words with actions.
- Has a positive expectation about their ability to manage in all situations/environments.
- Has a plan and understands behaviour expectations in the classroom, at lunchtime, on the playground and in all places in school.
- Expects support from senior staff, Learning Mentor, Pastoral Manager, SENCO, Headteacher, parents and carers, all colleagues
- Takes a leadership role.
- Possesses key skills.
- Sets clear rules.
- Operates effective Behaviour Programme.
- Provides effective and positive support for all pupils, being mindful of their needs.
- Maximises teaching and learning.

Teaching Responsible Behaviour

All pupils need: Positive role model and a consistent approach across the whole school.

ROUTINES - pupils know what is expected of them in various situations of school life; so that there is consistency.

RELATIONSHIPS - all adults develop positive relationships with pupils through their efforts to encourage and motivate responsible behaviour; there is care demonstrated by all adults.

ROLES - all adults and pupils understand and respect their different positions within the school; there is control/order.

The children must know that our behaviour plans are:

- uniform
- consistent
- mandatory
- fair

This policy will be kept under review to meet the needs of all children. Assertive Discipline should benefit the children and all adults and form part of everyday management of pupils. The teaching of behaviour ties in closely with our general organisation and planning, especially in Personal Social Health Education (PSHE), Spiritual Moral Social & Cultural (SMSC) provision and British Values, founded on our church school ethos.

Adjustments will be made for children when appropriate, with individual behaviour support plans.

Everyone has their own assertive style but we attempt to provide consistency in our various approaches to behaviour, management and teaching.

Sharing practice that works with others is essential, as is supporting staff with challenging children. In some cases, we must accept that outside help is the only way forward for some pupils.

In school, we make sure that rules, expectations, rewards and consequences are clear. The children have opportunities to discuss and have explained to them, why certain behaviour is unacceptable, and what its implications for others might be. We can use circle time, group time, one to one, assemblies and discussion to explore feelings and emotions, and how actions can affect others. Schemes and programmes used are: SEAL (social emotional), Literacy, Spiritual, Moral, Social and Cultural provision 'All about me' (Sex & Relationships Policy), R Time, Keeping Safe, Happy to be Me, Protective Behaviours and the Peacemakers Programme, as well as Peer Mediators and Play Leaders. Collective Worship and House Team Meetings are also mediums through which these important messages are shared.

We promote the development of peer-discipline as well as self-discipline, in our pupils. It is important that we always explain unacceptable behaviour and ensure that the child knows why they are responsible for letting themselves down. Consequences are applied fairly and consistently. We encourage children to think before they act and take responsibility for their behaviour. This often means 'owning up to' and telling the truth. We recognise that this may be very challenging for some children.

The assumption is that all pupils will be 'GREEN' every day and demonstrate appropriate behaviour in all situations.

At the centre of our approach to managing pupil behaviour is a shared understanding of:

Expectations regarding their

- ☐ behaviour and attitudes to others
- ☐ respect for other's work, property, culture, religious belief, sexual orientation and ethnicity
- ☐ ability to succeed and contribute to the life of the school community.

Entitlement to

- ☐ an ambitious curriculum which supports aspirations, abilities, cultures, sexual orientation, ethnicity and religious belief
- ☐ recognition and reward for positive achievement across a wide range of activities and situations.
- ☐ considered, fair and equitable responses to incidents of inappropriate behaviour.

Responses which

- ☐ are positive and developmental
- ☐ do not humiliate or degrade
- ☐ retain respect for the individuals involved both child(ren) and adult(s).

There are occasions when all adults who work with pupils need to explain to the pupils that what they are doing or saying is unacceptable and/or inappropriate and/or unsafe etc.

On these occasions it is important that the schools' policy of mutual respect is adhered to.

Staff are always positive role models and, as such, need to ensure that, even in challenging situations, they use non-confrontational language and ensure that their tone of voice and body posture is non-threatening.

The adult should:

- use a calm, low, clear firm voice
- use unambiguous language/words, age appropriate, so easily understood by pupil
- tell the pupil why warning or card is being given - 'I am giving you a ---- because'

- not be tempted into a conversation about justifying why decision has been taken
- once situation dealt with, move away from pupil
- not take pupils' behaviour personally
- ensure that they address the behaviour and not the pupil,
- remember that behaviour is the pupils' responsibility - to make 'the right choice' and they need to be taught/learn this.

All adults will maintain a 'professional distance' with pupils at all times.

Behaviour Plans

SIGNAL FOR ATTENTION IN:

Key Stage 1 and 2

The signal for attention is a raised hand in the air with the children looking at the member of staff in silence, as the member of staff counts down from 5 to 0.

Years 1 and 2 also use a commentary for each number in countdown.

On reaching zero, Key Stage 1 and 2 children are expected to have their arms folded, looking towards to the member of staff, giving eye contact. This applies to the classroom and at lunchtime in the hall, and other similar situations.

Foundation Stage (Nursery and Reception)

The signal for attention is Count down from 5 to 0 and 'show me your fingers' (in the air). Children are expected to stop what they're doing and face member of staff and listen for further instruction.

Green Behaviour is:

1. Show a positive attitude to learning
2. Following instructions
3. Showing good manners at all times
4. Looking after our school
5. Working and playing together
6. Good sitting, looking and listening.

***Green behaviour** will be supported by Communication Friendly Environment (CFE) diagrams and pictures around school and attached to identity lanyards. So easily accessible for use with younger pupils and those with special needs.

Rewards:

Non-verbal - smile, nod, thumbs up.

Verbal - praise, telling another person e.g. Senior Midday Supervisor, Teacher, Headteacher.

Material - stickers, house points, star awards, badges, certificates and privileges.

Reward - extra playtime, half-termly treat, weekly progress awards, termly awards, Headteacher award.

Golden Time - activities chosen by pupils - and selected weekly.

Class reward system

*Class teachers and Teaching Assistants will report home regarding behaviour on the day in person, to the collecting adult or by a telephone conversation (not email or text).

'Stop and Think' & Yellow behaviour

- Not showing a positive attitude to learning
- Using unkind words
- Talking instead of listening
- Not being on task
- Answering back
- Poor body language - e.g. not giving eye contact, lying across desk, walking away when being spoken to, arms folded and turning away, shrugging shoulders, etc.
- Refusing to follow instructions.

Consequences:

- Child is given a disapproving look
- 'Stop & Think' card issued as a warning, giving children a chance to acknowledge, recognise and change their behaviour.
- if the behaviour continues, a yellow card will be issued
- Playtime will be missed (children in KS1 and KS2 will remain in an allocated class and supervised by an adult)
- no sticker
- no 'reward time' for that week
- meeting with Pastoral Manager or Learning Mentor
- more than 2 yellows in a week - meeting with headteacher, parents/carers and child.

Yellow card behaviour - Where a child persistently misses playtime sessions due to demonstrating 'Yellow Card' behaviour the following procedures will be followed:-

- When a child has missed 2 playtimes in one week, the Pastoral Manager will inform parents via texts and letters home.
- Teaching Assistants on duty will record those children who have missed playtime each day.
- Headteacher and/or Pastoral Manager/Learning Mentor meet with all children who have missed playtime(s) during week, regardless of number missed.
- Pastoral Manager/Learning Mentor monitor weekly and Pastoral Manager/Learning Mentor provide individual or group support and mentoring, identifying why this pattern of behaviour is occurring and how it can be reduced and improved.
- Child will monitor own behaviour during and following intervention programme.
- Parents/carers will be informed that this is taking place.
- Child's behaviour will continue to be monitored.
- If no improvement, Headteacher will invite parents to a meeting to discuss child's behaviour.
- Behaviour Partner Programme will be put in place for those children who do not improve.
- Child will be assigned an adult 'Behaviour Buddy/Partner'.

Red Behaviour

1. Persistently refusing to follow instructions
2. Hurting someone (physically)
3. Playfighting
4. Verbally abusing - this includes racist and homophobic name calling.
5. Damaging property and stealing.
6. Any behaviour which is considered to be bullying - emotional, physical or verbal, homophobic.

Consequences:

- ☐ 1 red = isolation for rest of session and phone call home.
- ☐ Miss playtime all week.
- ☐ 2 or more red cards = isolation for rest of day. Meeting with Headteacher and parents/carers.
- ☐ Letter sent home and phone call to parent/carer by Headteacher.

- Parent/carer invited to a meeting with Headteacher or in her absence, Deputy Headteacher, to discuss difficulties child is experiencing managing own behaviour appropriately.
- Persistent 'red' behaviour may result in a fixed term exclusion.
- 2 or more red cards in a week at lunchtime will result in a child being sent home at lunchtime.
- Pupils who receive 1 or more red cards in a week, will miss playtime; no Reward Time, will meet with the Headteacher, Deputy or Pastoral Manager to receive further sanctions, at the discretion of the Headteacher.
- Parents/Carers will be notified and invited to meet with senior staff to discuss child's inappropriate behaviour and further action to be taken.
- No extra curricular club for that week (or longer at discretion of Headteacher).

Lunchtime Behaviour Plan

- At the beginning of every half term all pupils in each class will be reminded of the expected behaviour during lessons, lunch and play times in and around school.
- This is the time when the children have the most freedom so it is important that their midday break is 'quality time'.
- Children can receive 'house points' at lunchtime, collectively for their House Team to encourage team work.
- Follows exactly the same principles of application, rewards and consequence as outlined above.
- The Senior Midday Supervisor and all supervisors will adhere to and follow the lunchtime behaviour plan.
- Midday supervisors should encourage children to eat politely, sensibly, have conversations with those children sitting near to them at the table, and correct those children who do not hold cutlery correctly, or who show poor table manners etc. Behaviour in the dining hall should be controlled and the noise level should be acceptable.
- Children who receive red or yellow cards at lunchtime have to miss lunch-time play and go directly to the Rainbow room to be supervised by Pastoral Manager and Learning Mentor.
- Children are expected to show 'green' behaviour at lunch-time.
- Senior Midday Supervisor and Pastoral Manager/Learning Mentor liaise closely about children's behaviour and report to Headteacher or Deputy Headteachers.

- Midday supervisors (or senior) will inform Pastoral Manager/Learning Mentor of house points awarded at the end of each week as well as yellow and red cards given during that week.
- Handover of yellow or red cards from midday to teaching staff will be undertaken quietly and discreetly so that attention is not drawn to the child at all. Classteacher or teaching assistant signs the written record of mis-behaviour for which a yellow or red card has been issued.
- In the event of serious incidents at lunchtime, the Headteacher, Deputy Headteachers or Key Stage Leaders must be informed immediately or as soon as practicable in order that appropriate action is taken.
- Pastoral Manager/Learning Mentor alternate weeks on playground / Rainbow room.
- Midday supervisors must follow the procedures as set out in Individual Behaviour Plans for some pupils. Copies of these will be made available by classteachers for midday supervisors to read.
- Each midday supervisor must ensure they are aware of the sorts/types of behaviour which warrant a yellow or red card being issued.
- SENCO and senior staff must inform senior midday supervisor of pupils with diagnosed conditions which may affect their behaviour eg. ADHD, Autism.

Lunchtime Arrangement:

- Lunch-time begins at 12 noon for Reception, Year 1 and Year 2 and 12.15 p.m. for Key Stage 2 with the sound of the bell.
- The children are managed in house teams during lunch-time - Faith, Hope, Love, Peace and Truth.
- A timetable is drawn up which indicates which house team is first in for lunch .First, second, third, fourth and fifth on a rota basis.
- First house in for lunch is collected by a Midday Supervisor from the ICT Suite - sent by classteachers.
- Children assemble in house groups by the sound of the bell ringing, when indicated to do so, on the playground.
- Each house then goes in for lunch according to position on weekly house team rota .
- Play equipment is available on the main playground.
- Middays are responsible for ensuring equipment is out ready for children and responsible for ensuring children tidy it away and return to store cupboard. Play leaders help with this task.
- Year 6 are assigned responsibility as 'Leaders' of their particular house/team and are 'on duty' at lunch-time.

- Middays are responsible for ensuring that 'Leaders' undertake their duties appropriately during lunch-break.
- No football will be played at lunchtime.
- Lunch-time ends at 12.45p.m. for Reception, Key Stage 1 (years 1 & 2) and 1p.m. for Key Stage 2.
- For Reception and Key Stage 1 the bell is rung at 12.40pm. Middays line children up on the playground and handover children to class teacher or teaching assistant.
- At 12.55 p.m. the bell is rung for Key Stage 2 and children stand still and stop talking. At the sound of the second bell, children walk into lines. They stand facing forward in silence. The play equipment is packed away.
- Lunchtime supervisors bring each class into school to the correct class at 1:00pm.
- Senior Midday Supervisor will liaise with Pastoral Manager/Learning Mentor or Headteacher about any behavioural issues.
- Senior Midday Supervisor will ask for numbers of reds and yellows at lunchtime daily and will record the number in a book and on data collection sheets.
- In the event of a child presenting unacceptable behaviour at lunchtime and when all other sanctions have failed, the child will be excluded from school at lunchtime for a fixed term. This will be for a set number of lunch-time sessions. Parents/carers will be informed by Headteacher or Deputy Headteacher.
- All pupils during lunch time have the opportunity to earn house team points whether in the hall, corridor or on the playground. They can be awarded for showing kindness, being helpful, good manners etc. The assumption is that pupils will stay green during lunchtime. This expectation is the same as all other times during the school day.

Playtime and Supervision

- Teachers and assistants must ensure that children vacate the classroom and the cloakroom areas at breaktimes and go outside in a calm, settled and orderly manner; similarly, on re-entry to school after break.
- In the event of any poor behaviour on the playground, the teacher must keep the child with him/her. It may be that by the end of play, the situation has been resolved. If the teacher or teaching assistant feels the presenting behaviour is such that the situation needs to be dealt with by a member of Senior Leadership Team, then the child must be taken at the end of playtime, or a child sent in to fetch a member of staff. When the bell is rung, children will line up on the playground and the class

teachers/teaching assistants will collect them promptly and will lead them into school in an orderly manner.

- a) The teacher/teaching assistant/midday gives the signal for attention and rings the bell; on the second ringing, the children move to their lines quietly and stand facing forward.
 - b) In the event of uncertainty regarding outside play due to inclement weather, the duty teacher will make the decision and inform the other classes whether pupils will go out to play or stay in for 'wet play'.
- All teachers and assistants to be out on the playground to accompany their class into the school building promptly at the end of playtime.

Missing playtime as a consequence

- Those children who have to miss playtime as a consequence of yellow or red behaviour must remain in an allocated class room supervised by an adult. This applies to pupils in Key Stages 1 and 2.
- These children must be given the opportunity to go to toilet/lavatory before next session begins.
- The teaching assistant or teacher on duty will record the names of those children missing playtime on the appropriate recording sheet.
- If a teacher decides to keep pupils in at play or lunch time to complete unfinished work, the supervision of the children is the responsibility of the class teacher.

Foundation Stage (Nursery and Reception)

- The same principles which underpin the behaviour management for Key Stages 1 and 2 are followed in Nursery and Reception but with some minor adjustments, taking account of their age.
- Children are learning how to regulate their behaviour and what appropriate behaviour is and therefore a greater emphasis is placed upon demonstrating what 'green' behaviour is and praising children who show it.
- If children in Reception are given a yellow or red card during the morning session or at lunchtime, their green card is turned around to show red or yellow and they must sit quietly on their own for 5 minutes.
- The reason for this action **MUST** be explained very clearly to the child 'You must sit on your own for 5 minutes because you were'
- At the end of lunchtime/morning session, reception children's cards are turned back to green so children have another opportunity to behave well.

Reception

- In the summer term, staff prepare children for the start of year 1 when children are expected to follow the full School Behaviour Policy. As a transition strategy the full Behaviour Policy is applied.
- If children in Nursery do not show green card behaviour they are sent to sit on the 'Thinking' red chair to reflect on their behaviour for 3 minutes. A restorative conversation takes place immediately so children can think about correcting their behaviours.
- In the Summer Term, staff prepare children in nursery for the start of reception. As a transition strategy, children will receive 'stop and think' yellow or red cards.

Year 1 children

- Year 1 children are expected to follow the School Behaviour Policy..

The classroom setting

- It is expected that all staff, teachers and teaching assistants, will be in their classrooms by 8.45 a.m. to receive children. Children can come into school from 8.45 a.m. The bell is rung at 8.55 a.m. All children are expected to be in school by this time.
- All adults must set good examples, be positive role models in the way they communicate and behave (see Staff Conduct Policy).
- All class teachers and teaching assistants will:-
 - plan
 - prepare
 - stimulate
 - stretch
 - motivate
 - inspire
 - be relevant and consider individual needs of all pupils in class/ group.
- value differences and diversity, exploit it. Everyone is different.

- have a positive expectation about their ability to manage classroom behaviour.
- encourage respect.
- guard against loss of dignity.
- look to the whole child and consider all needs.
- have high expectations for each child for learning and behaviour.
- be fair, consistent, controlled, quiet and calm whatever happens. Move swiftly and effectively into the behaviour management plan when needed.
- make it clear that once an incident is over it is finished.
- always be positive, focus on this and look actively for things to praise.
- teachers will ensure that:-
 - teaching is well organised
 - lessons are stimulating, interesting and engage pupils in learning which promotes good behaviour.

House points and Praise

- Pupils will earn house points for their house team, collectively and individually.
- Each class member also has the opportunity to earn class rewards/table points etc - e.g. Key Stage 1 'Stars'; Years 3 and 4 marbles in a jar; Years 5 and 6 pasta in a pot. These rewards are earned by individuals or small groups in class by demonstrating good behaviour.

Restorative Conversation

- This process will be facilitated by a member of staff who was not involved in the incident.
- A restorative conversation will take place between the child and the adult who gave the sanction to the child.
- This is primarily to maintain a positive relationship between adult and child.
- The 'conversation' should take no longer than 10 minutes.
- The conversation should finish positively.
- It is an opportunity for the adult to explain the reason for the sanction - in an atmosphere of calm and reflection. There is often an opportunity for the adult and child to apologise.
- Positive relations must be maintained.

Exclusions

- The decision to exclude a child from school, including exclusion at lunch-time, can only be made by the Headteacher, or in her absence, the Deputy Headteacher.
- It is important that parents/carers are kept fully informed if there is likely to be an exclusion. A phone call, followed by a letter alerting parents/carers to the likelihood of an exclusion, will be sent prior to the exclusion being actioned, or a meeting with parents.
- The school follows the Local Authority's procedure for fixed term or permanent exclusions - appendix 1, and Exclusion Policy. (see Exclusion Policy).

Examples of serious behaviour which may warrant fixed term or permanent exclusion	
Behaviour	Sanctions
Deliberate act of physical aggression towards staff and other children Involvement in a criminal act at school	Exclusion for fixed period of time Permanent exclusion Exclusion at lunchtime
Deliberately inflicting pain Leaving school premises without permission Blatant disobedience Persistent Physical/verbal bullying Losing complete control Seriously damaging property Fighting Serious opposition to staff Racial abuse Flouting the school rules	
Insolence Disruptive behaviour Talking instead of listening Running around the school	

Lateness at lessons	
Swearing	

Users/Policies/Behaviour+disciplineRelated/Behaviourmanagement Policy May2019