

Behaviour Management Policy 2017

(review Sept 2019)

This policy has been written to underpin our core values and priorities with particular reference to our Rights Respecting ethos.

Article 28: Every child has the right to an education. Primary education must be free. Discipline in schools must respect children's dignity.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Our school rules

We work hard

We are kind

We listen

We are truthful

We take care of each other and our school

Our school rules apply at all times inside and outside the school. They will be taught and reinforced during lessons and assemblies.

Rewards:

Children who consistently keep the school rules and those who show improved behaviour should be rewarded. The following rewards should be used:

- Smiles, claps, stickers, stamps and meaningful praise.
- Golden tickets and/or dojo points – awarded to children who are following the school rules.

Golden tickets are collected in each classroom and 1 ticket will be picked each week from the box. When a child's ticket is drawn, they will receive a small prize.

In Key Stage 1 and 2, children will receive a small prize when they have collected twenty golden tickets stamps on a card or 20 dojo points.

Golden slips to be awarded to children who work hard and produce excellent work, relating to their ability. The children complete their section of the golden slip and then take it to the Headteacher who will complete their section, give the children a sticker and record their name in the golden book. These children will have their names read out during achievement assemblies (around 3 per term). One child who has received golden slip will be chosen by the Head teacher each time to receive the golden award badge.

Whole class reward of extra playtime will be given to classes who collect 15 tokens. These tokens are given for classes that line up quickly, quietly and sensibly at break time and lunch time, as well as to classes that come into assembly quietly and sensibly, listen well and leave again sensibly and quietly. Classes can also achieve these tokens by walking sensibly to and from the MUGA.

Consequences:

Consequences will be used when a child does not follow the school rules. The following steps will be followed by all staff during lesson time.

The Steps	Foundation Stage	Key Stage 1 and 2
	Children following school rules are on green	Children following school rules are on gold
Step 1	Reminder of expected behaviour	Verbal warning plus visual symbol
Step 2	Warning and choice (time out to discuss with children in a circle)	5 minutes
Step 3	Amber – speak to parent/carer	10 minutes (If three incidents at step 3 in one week, the teacher should record in the behaviour book and inform parents)
Step 4	Red – time out and speak to parent/carer (record in behaviour book)	15 minutes - Class teacher to record in class behaviour book. Child to be sent to head teacher or member of SLT who will record on CPOMs and ensure a standard behaviour text is sent to parents.

Serious incidents such as violence, racism or swearing should be referred to the headteacher. In these situations, the steps should not be used in KS1 and 2. In FS the unit manager will speak to parents and record the incident on CPOMs

In the Foundation Stage:

Staff will record children who get to step 3. Children begin each session on green (i.e. every morning and after lunch).

In Key Stage 1 and 2:

- The minutes relate to loss of playtime. This will be supervised by the adult who gives the consequence.
- Teachers have the option to give children the opportunity to “cool off” at any point before step 4. If this option is used, it must be logged in the class behaviour book. Children should be sent to the nearest classroom with work to complete. This is not a sanction; it should be used as a way to avoid escalation of inappropriate behaviour. A telephone call should be made to the receiving teacher to inform them. The receiving teacher will then provide a place for the child to work without further discussion of the behaviour.
- Children are able to move back up to gold if they have tried hard to turn around their behaviour (though this needs to be monitored that the same children are not yo-yoing up and down)

The consequences of inappropriate behaviour are applied on a daily basis with each new day giving all involved a ‘fresh start’.

Lunchtime/playtime

The school rules apply throughout the school day and will be reinforced by lunchtime staff and staff on playtime duty. Staff will focus on encouraging and rewarding positive play. Consequences will be used when a child does not follow the school rules. All staff should follow the following steps.

The Steps	Foundation Stage	Key Stage 1 and 2
Step 1	Remind child of the school rules and give the child the opportunity to choose to play appropriately	Remind child of the school rules and give the child the opportunity to choose to play appropriately
Step 2	<p>Five minutes’ loss of play to be timed and supervised by L.O. (stood with L.O.). If less than five minutes of playtime remains, the child will lose play until the end of the lunchtime.</p> <p>If the child then repeats the poor behaviour, they will lose another 5 minutes of play then a blue slip will be filled out and given to the class teacher the end of playtime. The class teacher will store these in the behaviour book.</p> <p>Any persistent poor behaviour must be reported to the class teacher via the blue slip.</p>	<p>Five minutes’ loss of play to be timed and supervised by L.O. (on the wall). If less than five minutes of playtime remains, the child will lose play until the end of the lunchtime.</p> <p>If the child then repeats the poor behaviour, they will lose another 5 minutes of play then a blue slip will be filled out and given to the class teacher the end of playtime. The class teacher will store these in the behaviour book.</p> <p>Any persistent poor behaviour must be reported to the class teacher via the blue slip.</p>

Serious incidents at lunchtime must be referred to the member of the SLT on lunchtime duty who will record the incident on CPOMs, the class behaviour book and ensure a standard behaviour text is sent to parents.

Wet Lunchtimes

The classroom consequences board will not be used by lunchtime organisers. The Lunchtime Steps will be followed. Five minutes' loss of play will be supervised by the lunchtime organiser in the classroom. Serious or repeated minor incidents should be referred to the SLT member on duty.

Parental Involvement

Class teachers will use their discretion about when to contact parents informally. As far as possible class teachers should aim to build up positive relationships with parents. When a child's behaviour becomes a cause for concern the following steps should be followed:

1. Informal chat to Parent(s)
2. Letter/text from class teacher to Parent
3. Formal meeting with parents and class teacher
4. Meeting with Deputy / Head teacher

Expectations linked to behaviour

Children should:

- Walk around school
- Wear full school uniform including black shoes, and no jewellery
- Wear PE Kit (plain white t-shirt with black/dark blue shorts or leggings)
- Carry PE kit in a PE bag
- Not eat sweets or chewing gum or bring drinks except water into school
- Not bring toys to school (any prizes won in school should be taken home)

Routines to be followed by all staff to promote an effective learning environment and ensure safety:

- Behaviour incidents will be logged in the class behaviour book at steps 3 and 4. Behaviour books will be passed up to the next class teacher at the end of the academic year.
- Children should be reminded to go to the toilet during playtime. They should not go to the toilet during lesson times on a routine basis. If a child does leave the classroom to go to the toilet, the child's name should be noted down.
- Water bottles will be labelled with each child's name and stored neatly near the sink area.
- Worry boxes are set up in classes so the children have somewhere they can communicate if they are worried about anything including behaviour.

Children with Additional Needs:

Any child with an additional or special need for behaviour must have whole school strategies that outline the different procedures to be used.

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