



## St. Margaret's C.E. Junior School – Positive Behaviour Management Policy



### Ethos:

We expect our children to live by our **school motto**:

Everyone is Valued	Everyone is Motivated	Everyone Achieves
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In addition, our Christian Values form the bedrock of much of our work on attitudes and behaviour. These have been established with contributions from staff and children. All stakeholders are expected to support them.

### Our Core Christian Values:

Respect	Equality	Co-operation
Compassion	Forgiveness	Peace

We aim to achieve excellent behaviour and positive relationships by embedding our values through worship, PSHE sessions, circle time and across the curriculum. Our staff and children use these values to inform their relationships and to promote high standards of behaviour and attitudes.

Respect and **equality** of opportunity is central to our Christian Values and we tackle any hint of discrimination quickly and firmly. We recognise and respect **all** groups of learners within our school, informed by our Equal Opportunities Policy.

### Overall Aims:

- To promote excellent behaviour where children understand their responsibilities and are committed to following our Core Christian Values
- To produce a positive environment in which mutual respect and tolerance flourishes
- To ensure that everyone feels safe and happy so they have the platform to learn well
- To promote equality and good relationships

### This is achieved through:

- Pupils following the Rights and Responsibilities (school behaviour code)
- Rewarding good behaviour consistently
- Modelling good practice by staff/other pupils
- Embedding our core values in teaching and learning across the curriculum
- Using clear and progressive consequences

We have a positive approach to managing behaviour and believe that encouraging children to follow the right path, in which they display respect for all others and excellent manners, is the best way to achieve excellent behaviour. The staff and children have agreed a school code of 'rules' based upon the principles of Rights and Responsibilities.

### Our Rights & Responsibilities School Code:

This is displayed in every class room and the school hall.

Rights	Responsibilities
Feel safe & Feel Secure	Be honest / be SMART online / Respect the environment / tell adults of problems...
Work Hard & Achieve Success	Try your best / be positive / be resilient / concentrate & focus / be motivated...
Be Valued & Be Wanted	Show respect / be kind / value ideas / support others / include everyone...
Be Respected & Be Equal	Welcome others / listen / take turns / share ideas thoughtfully / treat others as...
Enjoy School Life	Be friendly / positive / helpful / enthusiastic / civil / a team player...
Uphold our Core Values	Respect / Equality / Co-operation / Compassion / Forgiveness / Peace

### Behaviour Management:

Class teachers are responsible for their children at all times during the school day. In addition, all members of staff are responsible for the behaviour of children within sight or sound of them. Positive behaviour management expects good behaviour and adherence to the Rights & Responsibilities code. These expectations apply at all times of every school day and all staff should consistently implement this policy.

The approach should always be a positive one; encouraging and re-affirming our ethos, values and school code rather than a negative one of criticism and punishment. Staff should apply this policy in a balanced way, including public praise and more private reprimand.

Staff should clearly inform children if their behaviour is inappropriate whilst providing guidance how to achieve our values and a model of the positive behaviour that is expected. The key principle is to address any issues pro-actively whilst maintaining positive self-esteem for all children. It is their behaviour which has fallen short **not** their character.

Good behaviour is rewarded publicly (as outlined in 'Rewards') and unsatisfactory behaviour is recorded by the class teacher in the Behaviour Log, with consequences noted below.

**Rewards include:**

- Praise, congratulations and approval to reward children in an informal manner
- Informal stickers/dots awarded by staff
- Class behaviour chart with stampers for (a) manners & positive attitude or (b) behaviour for learning
- 10 stampers = bronze certificate / 20 stampers = silver / 30 stampers = gold
- Deputy Headteacher or Headteacher stickers to reward extra special work/behaviour
- Celebration Worship – a weekly certificate is awarded for outstanding achievement
- Behaviour celebration worship – rewards for manners and behaviour e.g. wristbands
- Class Golden Time of 15 minutes for the class which settles first after break-times over a two week period
- Attendance certificates awarded annually for 100% attendance / clear improvement
- Text messages/emails sent home to highlight particularly good progress
- Ticket from lunchtime staff to reward excellent behaviour and manners

**Consequences:**

When children's behaviour falls below expectations, consistent and incremental consequences will be applied. In the majority of cases this will be dealt with by the class teacher or other members of staff.

Consequences should not lead to children being denied access to the curriculum by, for example, preventing them from taking part in P.E., swimming sessions or trips, unless there is a clear risk to the safety of themselves or others. It is important that punishment fits the crime, that it is reasonable, measured, and incremental. Emphasis should be placed on putting right what has been done wrong.

Offences against persons must be followed with an apology (possibly in writing). Offences against property should be followed by restitution, repair or compensation.

As a rule, a whole class should not be kept in as a punishment for the actions of individuals. However, this may need to be done as a last resort to 'get to the bottom' of an incident. Senior leaders should be consulted for guidance.

**'Resilient' or 'Distracted' Class Chart:**

All children have their picture on 'Resilient' unless their behaviour falls below expectations, either in a serious incident or through persistent low-level incidents. Their picture will then be moved to 'Distracted'. Other consequences are noted below in section 1 or 2.

**All children start each day afresh and they can also earn the right to revert to 'Resilient'.**

<b>Section 1</b>	<b>Lower level incidents</b>
	This includes: chatting in lessons, distracting others, calling out, misusing equipment, being unkind to others, using inappropriate words
<b>(a) Consequences – the teacher/staff will:</b>	
	<ul style="list-style-type: none"> <li>○ Make eye contact or use facial expressions</li> <li>○ Walk past the child and place hand gently on shoulder</li> <li>○ Praise those doing the right thing to minimise the attention given</li> <li>○ Highlight the incorrect behaviour, tell them what to do and give them the chance to quickly put it right</li> </ul>
<b>(b) Child persists doing above:</b>	
	<ul style="list-style-type: none"> <li>○ Take child to one side to remind them of expectations</li> <li>○ Move the child away from other pupils (within the same classroom)</li> <li>○ Issue a verbal reprimand or warning</li> <li>○ Keep child back at playtime to discuss</li> <li>○ Set clear expectations for the child's future behaviour</li> </ul>

<b>Section 2</b>	<b>One off, more serious incidents</b>
	This includes: answering back, being rude or unpleasant, being uncooperative, showing frustration/temper or using inappropriate language
<b>(a) Consequences – the teacher/staff will:</b>	
	<ul style="list-style-type: none"> <li>○ Avoid confrontation in front of others</li> <li>○ Investigate the reason for the behaviour (this may involve discussions with other pupils and staff)</li> <li>○ Keep child back at playtime to discuss</li> <li>○ Record the incident in Behaviour Log (including details of the behaviour, the antecedents and the consequences)</li> </ul>
<b>(b) Child persists doing above:</b>	
	<ul style="list-style-type: none"> <li>○ Ask another adult to take the child to another class to work and reflect on the behaviour – this is a short term seclusion (max 15mins)</li> <li>○ Investigate the reason for the behaviour (this may involve discussions with other pupils and staff)</li> <li>○ Keep child back at playtime to discuss</li> <li>○ Record the incident in Behaviour Log (including details of the behaviour, the antecedents and the consequences)</li> <li>○ Arrange a discussion with parents/carers</li> <li>○ Consider a pastoral support programme or individual behaviour plan</li> <li>○ Inform Deputy Headteacher/Headteacher</li> </ul>

After 3 occurrences of more serious incidents the child will report to the Deputy Headteacher or Headteacher at break time. They will discuss the issue with the pupil and determine what further consequences may be needed. This may include:

- Report to the DHT or HT for 5 minutes at each break time to reflect upon how they've improved their behaviour – this could be for 1 day, or more should the need arise

<b>Section 3</b>	<b>Serious incidents</b>
	This includes: verbal abuse, violence, bullying, stealing, damage to property
<b>(a) Consequences – the teacher/staff will:</b>	
<ul style="list-style-type: none"> <li>○ Ask another adult to take the child to another class to work and reflect on the behaviour – this is a short term seclusion (max 15mins)</li> <li>○ Investigate the reason for the behaviour (this may involve discussions with other pupils and staff)</li> <li>○ Keep child back at playtime to discuss</li> <li>○ Record the incident in Behaviour Log (including details of the behaviour, the antecedents and the consequences)</li> <li>○ Arrange a discussion with parents/carers</li> <li>○ Consider a pastoral support programme or individual behaviour plan</li> <li>○ Inform Deputy Headteacher/Headteacher</li> </ul>	
<b>(b) Child repeats the above behaviour:</b>	
<ul style="list-style-type: none"> <li>○ Involve SENCO and Headteacher (if not already involved)</li> <li>○ Arrange a meeting with parent/carer</li> <li>○ Consider making a referral to Behaviour Support</li> <li>○ Put a pastoral support programme or individual behaviour plan in place</li> <li>○ Consider implementing a fixed term seclusion or exclusion</li> </ul>	

#### (Section 4) Racist/Homophobic/Religious Incidents

Any incident of a racial, homophobic or religious nature should be reported to the Deputy Headteacher/Headteacher (also record in behaviour log).

#### (Section 5) Lunchtime incidents

Children are expected to follow our Rights & Responsibilities code at all times. The lunch staff should implement this during lunch. They should hand a ticket to the class teacher or a senior member of staff who will decide on the appropriate consequence.

#### (Section 6) Seclusion and Exclusion from School

A serious breach of the behaviour policy may result in a period of seclusion from class or an exclusion which must be either FIXED TERM or PERMANENT. The power to exclude a pupil may be exercised only by the Headteacher (under the 1986 Act) who will use this sanction for serious cases. This may be due to a single severe breach of the policy, repeated serious incidents or persistent acts of disruption to the class and/or school.

When a child returns to school following a fixed exclusion (or before) a meeting with the child's parents will outline a planned programme which will stress that the restoration of normality has to be earned. If the conditions of return are broken, and the pupil continues to be disruptive, a further exclusion (fixed term or permanent) may follow.

## **Additional Information**

### (1) Personal Property and Confiscation of Inappropriate Items

Children are discouraged from bringing in items of personal property, particularly valuable items, as they can interfere with the health and safety of pupils or disrupt learning. Items may be confiscated if they are deemed to be inappropriate in school, are likely to cause offence, personal injury or damage to property. These items may be returned to the child or parent or disposed of. We are protected from liability for damage or loss to confiscated items by the Education and Inspections Act 2006.

### (2) Pastoral Support / Individual Behaviour Plan

Counselling, mainly informal, aims to build a deeper understanding of the child, including an awareness of underlying problems. It is also an opportunity to model positive behaviour. The class teacher often provides this, with support from the Pastoral Support Assistant, SENDCO, Deputy Headteacher or Headteacher. Each child's class teacher should be kept informed where issues arise.

An individual behaviour plan may be developed by the SENDCO and class teacher for particular pupils, incorporating input from outside agencies where relevant. This is to help the child overcome difficulties and work towards a range of behaviour goals.

### (3) Positive Handling

Some pupils may react to challenge or confrontation by displaying violent or aggressive outbursts (towards their peers or staff). In such cases, it may be necessary to restrain a child or remove them from a situation. As far as possible, this will be conducted by staff who have had positive handling training.

### (4) Behaviour Log

This is kept by each class teacher in a file. Each incident is logged under the child's name and kept alphabetically for future reference. Details include: date, name, class, location, activity, adults and children involved, the details of the behaviour including antecedent and the consequences.

### (5) Clothing

Pupils are expected to wear the correct school uniform, including smart black school shoes. Jewellery, including earrings, should not be worn. (Earrings can be ripped out in physical activities including at breaktimes) Simple watches can be worn but removed during PE.

**Policy in consultation (staff/pupils) May 2017 and implemented September 2017**

**Agreed by Governors in October 2017 – For review by October 2019**

Signed by:

**David Hugill (Headteacher)**

**Charles Freeman (Chair of Governors)**