



Shottermill Junior School

Behaviour Management Policy

Governors' Committee Responsible:	Children & Learning Committee
Nominated Lead Member of Staff:	Headteacher
Status & Review Cycle:	Statutory (Every 2 years)
Next Review Date:	September 2021

Introduction:

This Behaviour Policy has been written in accordance with the most recent advice from the DfE: **Behaviour and Discipline in Schools January 2016**, as well as **Section 89 of the Education and Inspections Act 2006** which provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst its pupils. It also links to the most recent publication of **Keeping Children Safe in Schools** and the **Equality Act 2010** and at Shottermill Juniors the following equalities objectives have been published to show how we are committed to ensuring a fully inclusive working and learning environment for all:

- **Provide all children with appropriate access to learning experiences at our school and not disadvantage any child from taking part on the grounds of their gender, ethnicity, background or culture, Special Educational Need or Disability, or any other discriminatory factor.**
- **Provide a secure and supportive environment that empowers people to challenge discrimination should they encounter it.**
- **Ensure that any person visiting or working within our school environment does not suffer discrimination.**
- **Ensure prospective employees are treated fairly and do not suffer any form of discrimination in line with fair recruitment purposes.**
- **Promote and celebrate diversity of children and adults who visit or work within our school and promote equality through our actions and communications.**
- **Provide systems of monitoring to facilitate continuous improvement, learning and sharing of existing good practice, as overseen by the Governing Body and Local Authority.**
- **Work with all stakeholders or other local schools to develop cohesive communities with shared values that encompass equal opportunities.**
- **Work towards the elimination of discrimination and harassment through upholding our Core Values of: *Respect, Trust, Love of Learning, Communication, Creativity and Excellence.***

Main Principles:

At Shottermill Junior School we believe that teachers have the **right** to teach in a classroom free from disruptive behaviour but also have the **responsibility** to provide a safe, stimulating learning environment where all children's needs are catered for.

Similarly, we believe that children have the **right** to learn in a classroom free from disruptive behaviour but also have the **responsibility** to follow and respect the classroom rules.

This behaviour management policy sets out the systems and processes in place, to ensure that there is a high standard of behaviour demonstrated by all pupils across the school. It has been written in consultation with children, staff and Governors. The school holds high expectations of pupil behaviour but will ensure that it works in partnership with parents and guardians to ensure a coordinated approach to meeting the needs of pupils who require additional support with managing their behaviour.

Above all, Shottermill Junior School prides itself on its positive learning environment, pastoral care and inclusive approach where all children are valued.

Working in Partnership with Parents:

In order to successfully manage pupil behaviour, we believe it is vital for us to be able to work in partnership with parents and guardians. We believe that together we have a shared responsibility for ensuring that a range of strategies are used to support and promote positive behaviour furthermore we expect parents to uphold and reinforce the expectations of the school.

Good behaviour is secured through:

- **Providing children with clear expectations of behaviour and conduct in a range of situations;**
- **Effective classroom management which involves a consistent approach by all adults in school;**
- **Providing children with the opportunities to develop their self-esteem and self-control;**
- **Providing children with clear choices and consequences so they can manage their behaviour;**
- **Setting appropriate limits of pupil behaviour in order to secure safe boundaries;**
- **Providing positive encouragement to motivate children to behave;**
- **Having high but realistic expectations of pupil behaviour;**
- **Promptly recognising and rewarding good behaviour;**
- **Tailoring approaches used to prevent misbehaviour;**
- **Providing staff training and liaising with other agencies;**
- **Establishing positive relationships where mutual trust and respect are promoted.**

Ultimately, the desire is for self-discipline, where children choose to be responsible for their own behaviour. Positive recognition is the most important element to successful behaviour management and will ensure fairness and equality for all children.

When children join Shottermill Junior School, the child, parent and teacher are expected to sign the **Home-School Agreement (See Appendix I)** indicating that all parties agree with the school's Behaviour Management Policy.

A Whole School Approach to Managing Behaviour:

Our approach to managing pupil behaviour consists of three parts:

- **Rules**
- **Positive recognition and rewards**
- **Consequences**

Rules:

Children are reminded of our shared expectations of acceptable behaviour in their own class at the beginning of each academic year through writing **5 Classroom Rules** which are generated through discussion and whole class agreement. The rules will be worded using positive language and are loosely based around the following suggested statements:

- **Treat others how you would expect to be treated yourself**
- **Follow the instructions given by adults**
- **Use kind words**
- **Use kind actions**
- **Respect school property**

Teachers will revisit their classroom rules periodically throughout the academic year to ensure children are reminded of what is expected.

Positive Recognition and Rewards for Individual Children:

Here at Shottermill Junior School, we have a shared and consistent approach to recognising and rewarding positive behaviour and believe that it is vital that children receive instant feedback when they are able to make good choices and follow the rules.

Children can earn housepoints / dojo points for good behaviour, displaying good manners and working hard in lessons. They may also show their work to the Headteacher or receive special privileges or recognition through positive phonecalls, certificates or other tangible rewards.

Individual children may be awarded stars or smiley faces. These are collected in a book or on a chart. They should not be in full view as some children will be disheartened if they do not have as many as others. These should be related to a system of rewards to be agreed across each year group.

Other Positive Recognition and Rewards:

Class incentives are a useful approach to enhance team work and collaboration. Examples of systems may be a whole class marble jar, where marbles are awarded if the **whole class** is working hard and exhibiting good behaviour. The class teacher may choose to use a whole class reward system to focus on a particular behaviour target and once all the marbles have been earned, children are rewarded with a whole class treat such as a special lesson of their choice.

In the lower part of the school, children also have the opportunity to earn the responsibility of taking home a special toy, which stays with them for the weekend. This is often extremely motivational and builds on the approaches used at infant school. If chosen, the child also has the responsibility of completing a diary of what they did with the special toy.

Above all, teachers must be aware that positive recognition will mean utilising different approaches for individual children and may need to be reviewed if they are not having the desired effect on improving pupil behaviour.

Consequences:

On occasions it will become necessary to ensure that a clear and consistent approach is used to managing misbehaviour (inappropriate behaviour/ behaviour not in line with school policy). The following step by step warning system has been developed to ensure a clear approach which is understood and upheld by all adults working within the school building.

It is extremely important that the system is used fairly and consistently and adults should take special care to actively listen to the views of the child/children involved. All attempts should be made to support pupils at each warning stage to avoid further escalation and repeated incidents of misbehaviour.

- 1st warning =** Child given a verbal warning and their name recorded on a sheet at the front of the class (See Appendix II)
- 2nd warning =** Child given a further verbal warning and the last one out at the end of the lesson
- 3rd warning =** Child given further verbal warning and a simple 10 minute home task to be completed on official paper and signed by parents before being returned. (See Appendix III)
- 4th warning =** Child sent to another class for 15 minutes with work to complete. The child must return to class after this time and the teacher must contact the parents.
- 5th warning =** Child will go to the Headteacher (or most senior member of staff available), who will contact the parents and arrange for an appointment. An appropriate consequence will be given by the Headteacher.

Teaching Children about Discipline:

In order to uphold our high standards of behaviour at Shottermill, we recognise that the adults have a shared responsibility for communicating to children our expectations of conduct and supporting children to behave well at all times. The school will use the following approaches to achieve this:

- **Create opportunities to teach children about managing their behaviour in different situations.**
- **Teach routine procedures e.g. entering the classroom, collecting resources, sharpening pencil.**

- Teach special procedures e.g. Fire drill, going to assembly, putting specialist equipment away.
- Explain to children why we need rules and negotiate rules with them.
- Explain how we will positively recognise children who follow the rules.
- Explain why we have consequences and facilitate children's understanding of positive and negative consequences.
- Support children in making good choices.
- Reinforcing the class rules by recognising good behaviour or using the 5 step warning system where appropriate.
- Revisit the class rules periodically to remind children of the expectations.
- Be a model of good behaviour for children to learn from.
- Develop trusting and respectful relationships where everyone is listened to and valued.
- Encourage children to reflect on their behaviour.
- Help children develop approaches and strategies for controlling their behaviour.

Tracking of Pupil Behaviour:

It is important that there are effective systems in place to track pupil behaviour, in order to identify trends or patterns that may be occurring. Having a clear understanding of how children behave in school will ensure that everyone is safeguarded and will enable better support for pupils who may be struggling with aspects of their behaviour.

The school records and monitors the warnings that children are given using our agreed Tracking Sheet (Appendix II). The school records the details of behaviour incidents using the agreed Behaviour Incident Form. (Appendix IV) Records are maintained by the class teacher but copies are made and filed in the whole school behaviour file for ease of monitoring. The Behaviour Support Assistant is responsible for monitoring behaviour incidents over time and reporting to Senior Leaders on the frequency of incidents and any patterns and trends regarding misbehaviour. The school uses this information to make improvements with the aim of reducing the number of behaviour incidents that occur in school.

Exclusion:

In instances of extreme misbehaviour, the child will be sent straight to the Headteacher or most senior member of staff available. Such cases of misbehaviour will be thoroughly investigated and may result in internal exclusion, fixed term exclusion or in extremely severe cases, may result in permanent exclusion from the school.

The school will follow the agreed processes put in place by the local authority. In some cases, a pastoral support plan may be initiated to carefully plan the reintegration of a pupil back into school and advice may be sought from outside agencies. In all instances the school will ensure that parents are informed of its actions every step of the way.

The school has identified the following examples of extreme misbehaviour as those which may warrant a form of exclusion:

- **Causing deliberate injury to a member of staff**
- **Seriously and intentionally hurting another child** (e.g. biting, punching)
- **Absconding from the school premises or serious misbehaviour whilst on a school trip**
- **Repeated refusal to follow instructions from a senior member of staff**
- **Deliberately causing serious damage to school property** (e.g. breaking a window)
- **Deliberately causing a breach of safety** (e.g. setting off the fire alarm)

Individual Behaviour Report Card:

It may be necessary to establish an Individual Behaviour Report Card, which is a helpful approach to encourage good behaviour for persistent offenders. This would be agreed in partnership with the parents, class teacher, Headteacher / SENCo. The format of this would usually follow a weekly timetable, with clear behaviour targets for the child to focus on. The Behaviour Report Card should be completed by the class teacher in discussion with the child and is aimed at providing feedback to the child and parents on behaviour in each lesson. The report must be sent home to the parents at the end of the day / week for them to sign. This approach can also be adapted for playtime sessions only and will be monitored by the playtime supervisors on a daily basis.

Individual Behaviour Plans:

Some children may not respond to the approaches mentioned above and may require additional planning and support to help them develop and improve their behaviour. In this case, a Behaviour Plan will be initiated in a shared process involving the class teacher, SENCo and parents or guardians. In some instances, it may be necessary to involve outside agencies to assess the child's behaviour and assist with writing a Behaviour Plan, which may include a Risk Assessment to minimise the risk to the child and others in the school.

Playground Behaviour Management System:

Creating a positive and safe playground environment is highly important at any school. Children should feel comfortable to play and socialise with their peers and the relationships between all children and adults should be based on mutual respect, openness and honesty.

We encourage children to play well with one another, make good choices, share playground equipment or take turns and follow the rules. When children demonstrate examples of good behaviour, we award green smiley faces which are equal to 2 housepoints. Children enjoy earning these and they are a positive approach towards encouraging good behaviour from all children.

If children are found to be misbehaving on the playground, a warning system is in place which is similar to the one used inside the building by teachers. For incidents of misbehaviour on the playground, a child may be given a yellow card warning which involves 5 minutes timeout / sitting on the wall.

In serious cases of misbehaviour, a red card may be issued and the child should come off the playground and take this to the office. In instances where a red card is given, a senior member of staff will be called to talk to the child/children and they will spend the rest of the lunchtime off the playground. A summary of this system is displayed in corridors and classrooms (see Appendix V) and all Lunchtime Supervisors have a duty to record misdemeanours using the Behaviour Incident Form (see Appendix IV).

Staff must also ensure that the victim has been appropriately looked after and reassured that the problem has been dealt with.

Positive Handling:

Shottermill Junior School adopts a positive approach to managing behaviour alongside the agreed warning system and in almost all instances it is not expected that restraint will be required to manage pupil behaviour. Adults are permitted to intervene in situations to protect a child or adult from getting hurt but must exercise extreme caution to avoid confrontation and further escalation and causing injury to themselves or others. In all instances, adults should seek immediate assistance from a member of the Senior Leadership Team in such situations of extreme misbehaviour.

Only those fully trained members of staff (who have undergone 2 day training e.g. TeamTeach or MAPA) will be permitted to use methods of restraint to intervene and control situations where pupils are behaving in a way that may cause danger to themselves or others and will only be used as a last resort where de-escalation techniques have failed and it is the only remaining option to keep children or adults safe. As with all behaviour incidents, the full details will be recorded and logged using a separate physical restraint form (See Appendix VI). This form must be countersigned by a senior member of staff.

If it is felt that there is a higher risk / increased likelihood of using Positive Handling techniques in school, the agreed policy and protocols will be immediately reviewed (e.g. Behaviour Plan initiated with Risk Assessment).



HOME-SCHOOL AGREEMENT

The School's Promise:

We will:

- Aim to provide a high standard of education in a safe, secure and stimulating environment, in line with policies and key information which can be found on our school website.
- Provide all children with appropriate access to learning experiences and not disadvantage any child from taking part on the grounds of their gender, ethnicity, background or culture, Special Educational Need or Disability, or any other discriminatory factor.
- Welcome and encourage parents' interest and involvement in school life.
- Contact parents or guardians if there is a problem with an accident or illness, school attendance or punctuality.
- Let parents or guardians know about any concerns or problems that affect their child's work, behaviour or wellbeing.
- Actively support parents or guardians with resolving problems or improving outcomes for children.
- Arrange Consultation Evenings, share pupil achievements and report on academic progress.
- Keep parents informed about school activities through regular emails or newsletters.

The Parent's or Guardian's Promise:

I/we will:

- Ensure my child attends school regularly and punctually unless prevented from doing so by illness or other agreed reason, which must be communicated to the school on the first day of absence.
- Ensure that my child is properly equipped for lessons and wears smart school uniform.
- Take an interest in my child's life at school by attending Consultation Evenings and other key events.
- Support the school's policies and guidelines including those for behaviour, anti-bullying, e-safety and promoting equal opportunities for all.
- Support the school's homework programme through encouraging my child to complete home learning tasks.
- Let the school know about any concerns or problems that might affect my child's work or behaviour.
- Ensure the school always has up to date contact details and medical information about my child for in case of emergencies.

Child's Name:

Class:

Signed: (Parent / Guardian)

Date:

Signed: (Headteacher)

Date:

Home Task Sheet

Your name _____

Class _____

Date _____

The rules I broke:

Why did you choose to break the rules?

What were you thinking/feeling?

What could you have done instead?

Who else was affected by your behaviour?

How can the harm be repaired?

Parent's signature _____

Date _____

Behaviour Incident Form

Name of pupil(s) involved:	
Time and Place:	Date:
Class(es):	Incident recorded by:

A = Antecedent	What triggered / came before the behaviour?

B = Behaviour	Behaviour / type of behaviours displayed?	✓
Bullying, racist, homophobic or other form of discrimination		<input type="checkbox"/>
Intentional harm towards children or adults		<input type="checkbox"/>

C = Consequence	What action have you taken? Please refer to Warning System or Playground Code of Conduct

D – Follow up strategies to prevent recurrence:		✓
Change in classroom organisation / adopting other strategies to manage and prevent recurrence of behaviour		
Small progressions are devised for the child (e.g. sitting on chair for a given length of time, putting hand up to answer questions)		
Use of different resources / differentiated tasks		
Rewards of reward charts established for recognising and promoting positive behaviours		
Use of certificates, special stickers to reward effort in displaying positive behaviours or progress in behaviour over time		
Involving parents at an early stage to co-operate on an action plan		
Showing achievements in assembly / star of week / Headteacher Award for improved behaviour		
Commenting on a child's good behaviour to other children / other classes		
Other (please state):		
E - Follow-up action required:		
<p>Contact with Home? Yes / No If Yes, please complete: 'Record of Meeting' form</p>		
<p>Report to be countersigned by member of SLT if appropriate. (Copies of these forms are retained by the class teacher as well as the in the Behaviour Monitoring File located in the office.)</p>		
Countersigned:		Date:

Our Playground Code of Conduct

“It’s Good to be Green”

Children will be awarded a Green Smiley Card (= 2Housepoints) for:

- ✓ Helping another child
- ✓ Sharing toys / games
- ✓ Being polite and using kind words
 - ✓ Using good manners
- ✓ Queuing or waiting patiently
 - ✓ Eating a healthy lunch
- ✓ Inviting others to join in your game
 - ✓ Putting rubbish in the bin
- ✓ Remembering to compost your fruit waste
 - ✓ Clearing your food away nicely
- ✓ Packing away equipment when asked
 - ✓ Using kind actions
- ✓ Following instructions from adults

“Stop and Think!”

A Yellow Card = 5 minutes time out sitting on the wall

A yellow card may be given if you need reminding about our playground rules:

- **Respect school property**
- **Be polite and use good manners**
- **Wait patiently for our turn**
- **Follow instructions from adults**
- **Play non-contact games**
- **Use kind words**
- **Use kind actions**
- **Treat others as you would want to be treated yourself**

“Come off the playground”

A Red Card = Go to the office and explain why you have been sent in

A red card may be given if you have broken one of our playground rules.

The consequence of a red card means that you will have to explain your behaviour to the Headteacher or Deputy Headteacher.

