



## **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 understand that:

- Relationships are the vehicle for social and emotional growth
- Supporting children to think and learn is the most effective way for children to access learning
- Behaviours can be a reflection of unmet needs, difficulty coping or lack of knowledge

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

We will follow the key principles of PACE to co-regulate until children are able to self-regulate

PACE is an approach of four personal qualities which allow adults to support a child to develop their own self-awareness, emotional intelligence and resilience. Over time, and with practice, a child will gain strong tools to better understand and regulate their emotions.

PACE stands for PLAYFULNESS, ACCEPTANCE, CURIOSITY, EMPATHY.

- **Playfulness – an open, ready, calm, relaxed and engaged attitude.**
- **Acceptance – unconditionally accepting a child makes them feel secure, safe and loved**
- **Curiosity – without judgement children become aware of their inner life**
- **Empathy – a sense of compassion for the child and her feelings**

Pace can be used by any adult to validate, explore and understand children’s feelings. It is an approach which limits shame, promotes compassion and brings a sense of mutual support, strength and resilience.

### **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.

### **Recognition**

There are two main recognition 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:

75 points	= Bronze Certificate
200 points	= Silver Certificate
400 points	= Gold Certificate
600 points	= Diamond Certificate

The achievement of earning a certificate will be recognised through its presentation at a Friday assembly. Parents in year 3 and 4 will be invited by letter to come to the assembly when their child is presented with a certificate. Parents in year 5 and 6 will be invited by letter to come to the assembly when their child is presented with a Silver, Gold or Diamond certificate. Their Bronze certificate will be presented in an upper school assembly without parents attending.

- 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 recognition

- **Postcards** may be posted to directly to children. These may be for any reason.
- Some class teachers may give a group reward e.g. table point system, a 'trophy' awarded to the best table, etc. However, these should not replace Learning Points to ensure a unified reward policy.

### Learning Behaviour Ladder

We wish to focus on recognise 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. The images on the learning ladders link to the Dojo characters.

From time to time children will need support to refocus on learning or regulate. There is not a one size fits all approach therefore adults will need to use a range of strategies based on the context of the situation and knowledge of the child including:

- Recognising children who are on task, being explicit about the required behaviour
- Discreet eye contact, proximity or gestures
- Limiting the language when giving instructions and allowing thinking time
- Discreet conversations which may uncover the reasons behind a child's behaviour
- Use of aspects from training such as PACE, collaborative problem solving and restorative practice

On occasion, a child may require further de-escalation. The focus should be on co-regulation using the above strategies. However, it is likely that more time will be needed to be given to this. It may also be necessary to ask for support from colleagues including SLT. Adults who have a strong relationship with a particular child may be best placed to support.

Significant incidents 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. 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.

- Bullying – see anti-bullying policy.
- Racist, homophobic remarks or behaviour. (*Follow school guidelines and always complete a racial incident form*)

#### Communication to Parents

Parents should be kept updated when there is a more significant incident or a pattern of behaviour.

The aim of this discussion will be to:

- Gather views and opinions unpicking any factors which may be impacting on the child's well-being such as changes in circumstances, routines etc
- 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. This may also be a starting conversation for further internal and external support.

We will always endeavour to build a positive relationship with parents as the aim is always to work together to improve outcomes for the child.

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

For significant or persistent incident 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 and identifying further support.

#### **Lunch-times and Playtimes**

We would expect all staff to follow the principles and strategies within this policy. As such, we recognise the importance of providing training to all staff which will take place regularly

#### **Use of reasonable force – DFE July 2013**

At all times staff will continue to encourage good behaviour through praise and recognition. 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 2020

Taken to the Governors' Curriculum Committee for approval on 7<sup>th</sup> October 2020  
Policy to be reviewed in Autumn 2021

### 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 bi-annually alongside the behaviour management policy

