



**ALL SAINTS UPTON CE PRIMARY SCHOOL**  
**POLICY FOR BEHAVIOUR MANAGEMENT**

**Adopted Spring 2009**

**Review annually at Spring Safeguarding and Inclusion Committee**

**2016 Signed..... chair/vice-chair**

**2017 Signed..... chair/vice-chair**

**2018 Signed..... chair/vice-chair**



**All Saints Upton C.E. Primary School**  
**Behaviour Management.**

**Introduction**

- This document is a statement of the aims and principles regarding “Behaviour Management” at All Saints Upton Primary School.
- It was developed during spring 2009 through consultation with the head and all teaching staff and reviewed in Autumn 2011 and 2012.

At All Saints Upton we encourage all our pupils to learn to choose responsible behaviours, and by so doing, to raise their self esteem, respect for others and increase their opportunities for academic successes.

**Introduction**

This policy is underpinned by our Emotional Health, Equalities Policy, Special Needs and Worship Policies.

Circle Time is used to discuss issues arising from inappropriate behaviour. Restorative practice is used to enable children to take responsibility for their actions and begin to make amends. PSHE is used to teach Social and Emotional and Behavioural Skills (SEAL and Silver SEAL). Worship is used to explore Christian ideas associated with the SEAL themes. By teaching children how to manage and understand their emotions they will be motivated and equipped to:

- be effective and successful learners;
- make and sustain friendships;
- deal with and resolve conflict effectively and fairly;
- solve problems with others or by themselves;
- manage strong feelings such as frustration, anger and anxiety;
- be able to promote calm and optimistic states that promote the achievement of goals;
- recover from setbacks and persist in the face of difficulties;
- work and play cooperatively;
- compete fairly and win and lose with dignity and respect for competitors;
- recognise and stand up for their rights and the rights of others;
- understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.

**School Behaviour Plan**

This consists of three parts

- Rules the children must follow at all times
- Positive recognition that children will receive for following the rules.

- Consequences that result when children choose not to follow the rules.

### **School Rules:**

These form the basis of how we expect children to behave:

- **We are kind**
- **We listen**
- **We are honest**
- **We work hard**
- **We look after property**
- **We move around school safely**

These are laminated and displayed in each classroom, in shared areas around the school.

### **Consistency**

Rewards and consequences need to be awarded consistently.

'Average' children and well-behaved children need to be recognised as well as those whose behaviour is often a focus for attention.

### **Restorative Questioning**

This should be used when there are altercations between children, where there is a perceived person harmed.

Both the headteacher and the SENCO are trained in Restorative Conferencing, which can be used to solve major disputes.

## **Rewards**

These fall into two groups: individual and group rewards.

### **Individual:**

- Verbal and non-verbal praise. (INSET July 2011).
- Superstars:  
All children's names are written on "stars" and put around the class board. After an initial warning, a child who does not follow the rules has his/her star removed. All children who still have their stars displayed on Friday afternoon are given a "stamper" on Monday morning. Children in YR and Y1 may have their stars replaced on a daily basis, but a "stamper" should not be awarded on Monday.

Praise postcards for children who have excelled during the day.

### **Letters:**

- Letters to parents for a few children in each class (4 –6) whose behaviour is exemplary, will be sent out each term to acknowledge and celebrate their achievement.

### **Stampers and Medals**

Stampers on a card for good behaviour from class teacher or TAs. Multiple stampers should not be awarded.

KS1	Teacher Certificates for 10,20,40,50,70,80 stampers Headteacher Certificates and medal for 30, 60, 90 stampers (Bronze, silver and gold)
KS2	Teacher Certificates for 20, 40, 80, 100, 140, 160 stampers Headteacher Certificates and medals for 60, 120, 180 stampers (Bronze, silver and gold)

The majority of children should have attained their bronze medal by the end of the spring term. Only the best behaved and co-operative pupils should attain gold medals.

#### **Class Award (Star of the week):**

- A trophy and certificate is given out on a weekly basis to a child who has consistently followed the school rules or shown a marked improvement in behaviour.

#### **“Headteacher’s Stars”:**

- Children sent to the Headteacher for good work recognition and good behaviour will have their photograph displayed in the office.  
Positive behaviour/work will be rewarded by the Headteacher in the office.

#### **Group Awards:**

##### **Class of the Week Award**

“Good behaviour tokens” to be given for assemblies, moving around school, playtimes, lunch times etc. Don’t give multiple of tokens. These should be awarded by staff to children from other classes primarily, rather than the class teachers rewarding their own class. Tokens are to be collected each week and class trophies awarded to the “class of the week” at Friday’s “sharing assemblies”.

In KS2, points will be given for homework and reading.

Each time a class wins the class award, they will be given a “Golden Ticket”. The class with the most Golden Tickets at the end of each term will be given £25 to spend on their class.

#### **Class Rewards:**

- These can be used to bring peer pressure to bear on difficult children, and can be a range of rewards used at the discretion of the teacher :
  - Individual children get recognition for behaviour but the class/group gets the reward
  - Recognition can be for co-operation and working well
  - Children who are on an IBP could get double points – therefore everyone gains.

#### **Long Term Awards:**

- Children could work towards a ‘special’ long-term award.

This could be an individual reward e.g. spend an afternoon with the reception class, helping, but it must be regulated.

### Consequences.

#### **Challenging Behaviour:**

Children who are continually disruptive may need additional attention and help if they are to learn to manage their behaviour more responsibly. This may be achieved by:

- One to one “Problem Solving Conference”/ time for reflection and possible choices available to the child.

Use of restorative practice script to enable children to take responsibility for their actions and begin to make amends.

- Showing empathy and concern for the child trying to manage behaviour but still struggling.
- Use 2 stars and a wish to involve class in encouraging good behaviour.
- A thorough investigation to find out why and what the problem/concern.
- A creative discussion with the child about possible solutions to the problem to determine what can be done to help, and to reassure the child that there are choices to be made.
- Discuss with the child how he/she can improve the behaviour and what you will expect to see, reassuring the child that you are there to support them. Expectations of the change in behaviour must be clearly stated and if on an IBP written down.

#### **(Dropping Down)**

A child who consistently gets to step 5 on the plan, needs to be ‘dropped down’. This means that the first two consequences are ignored and the child goes directly to consequence 4.

#### **Unacceptable Behaviour**

Unacceptable behaviour can be:

- aggressive behaviour
- kicking
- punching
- slapping
- biting
- spitting
- threatening e.g. pinning somebody against a wall
- abusive language
- rudeness to adults

Disruptive behaviour:

- annoying other children
- disturbing lessons (including throwing things, damaging property and wandering)
- damaging property

**(This is not an exclusive list.)**

A “behaviour file” is kept in each class and should be completed as necessary and passed to the SENCO half-termly or when required. The file is used to record:

- Children displaying aggressive behaviour will have automatic entry into the behaviour book.
- Consistent disruptive behaviour during lesson time may also be entered (All children to be treated in the same way).
- Following two entries in the behaviour book, the child is sent to the headteacher and teacher speaks to parents and warns of imminent summons to see the headteacher.
- Following the third entry in the book, appointment is made for parent to see headteacher (length of time between entries to be taken into account).

Records of meetings/phone calls with parents should be kept.

**Individual Behaviour Guidance:**

- Information on particular children – an “aide memoir” of known “triggers/problems for children - will be kept in the registers for the guidance of supply teachers. A copy should also be placed in the behaviour book.

**Individual Behaviour Plan (Report Card):**

- When the general discipline is not effective with a pupil an I.B.P. (Individual Behaviour Plan) will need to be developed. This may follow a third entry in the behaviour book.

An IBP should:

- Include one or two of the child’s most critical problem behaviours
- Establish firmer, more meaningful consequences that will motivate the child to respond
- Be balanced with increased positive recognition –
- Be reviewed on a weekly basis with the parent/child/SENCo

Positive recognition should always begin with praise.

Difficult children will benefit and enjoy personal attention (positive phone call, word to parent, after school conversation, tokens for class reward).

An I.B.P. should be presented in a firm but empathetic manner.

Children need assurance that they are cared for and that the disruptive behaviour is not in their best interest.

An I.B.P. provides due process between child and parent.

An I.B.P. should involve the teacher, headteacher and SENCO child and parent as it forms part of the S.E.N. Code of Practice

**Other circumstances:**

- From time to time it may be necessary to use other strategies when behaviour is particularly challenging. This includes the use of external agencies for advice and support.

**Exclusion:**

- In cases of extreme disobedience and or disruptive behaviour, the Head Teacher will exclude a child if it is deemed necessary. This may be for several reasons as detailed in Appendix 1.
- Exclusion procedures are detailed in Appendix 2. These must be adhered to in all cases.

## **Equalities Act**

This policy has been considered under the Equalities Act 2010, giving due regard to the three principles;

- o Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this act;
- o Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- o Foster good relations between persons who share a relevant protected characteristic, and persons who do not share it.

We are committed to:

Eliminating discrimination and harassment  
Promoting equality of opportunity  
Promoting good relations and positive attitudes towards all people  
Encouraging participation in public life.

Our commitment covers equality on grounds of: age, disability, gender (including Trans-gender), race, religion/belief and sexual orientation.

## All Saints Upton C.E. Primary School

### School Rules

- We are kind
- We listen
- We are honest
- We work hard
- We look after property
- We move around school safely

### **Resources**

Lee Cantor Assertive Discipline

Circle Time

Second Steps

Rob Long

R Time

SEAL Materials

Seasons for Growth

Kids Skills

EmWave

Peer Massage

## Consequences of Disruptive Behaviour

- Verbal warning.
- Star removed (loss of weekly token)
- Miss part of playtime or “time out”
- Entry into behaviour book
- Second entry into behaviour book:-  
Teacher informs parents and HT
- Third entry into behaviour book –  
Teacher informs parents and HT.  
HT asks parents to come into school to discuss issues..
  
- 1:1 Problem solving conferences
- Restorative practices
- 2 Stars and a wish
- IBP (Behaviour card)

Severe – Ensure safety of all children  
Send for Headteacher or Deputy immediately

## Summary

### Behaviour

#### Rewards

##### Individual Rewards

- o Verbal and non verbal praise
- o Superstars
- o Praise postcards
- o Stampers (Multiple stampers should not be given) Teacher certificates (Aim to get bronze medal by end of spring term)
- o Class Award (Star of the week)

##### Group Awards

- o Class of the week
- o Good behaviour tokens (Multiple tokens should not be given)
- o Golden Ticket
- o Class specific rewards
- o Long term rewards

## Appendix 1

### Exclusion

Regard must be given to the DfE document

“Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units.” September 2008

before a pupil is excluded from school.

This document is kept in the Headteacher’s Office in a red folder on the bookcase.

Early intervention when a pupil is at risk from exclusion, the use of pastoral support programmes and CAFs to promote multi-agency working and provide structured support can all be used to reduce the risk of exclusion.

Alternatives to exclusion such as

restorative justice

mediation

internal exclusion

managed move

should be considered in all cases.

A decision to exclude a pupil permanently should be taken only:

- o In response to serious breaches of the schools behaviour policy: and
- o If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a pupil for a fixed period should be taken, on a balance of probabilities, only in response to breaches of the school behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusions and lesser sanctions are considered inappropriate.

Only the headteacher or (or in the absence of the headteacher, the acting headteacher) may exclude a pupil.