

## 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 Autumn 2014 through consultation with the head and all teaching staff.
- The policy will be further reviewed in the Autumn of 2016.

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 values. 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 are gentle**

- **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.

## **Rewards**

These fall into two groups: individual and group rewards.

### **Individual:**

- Verbal and non-verbal praise. (INSET July 2011).
- Green Dojos. Children are awarded green dojos for demonstrating good behaviour in school based on the school rules. Children with the highest number of dojos each day are given a Dojo certificate and all children achieving 100% green dojos each week are recognised in sharing assembly.
- 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.

### **“Headteacher’s Stars”:**

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

### **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.

- Classes achieving 100% green dojos in a week are rewarded by a class activity of their choice.
- The class with the highest average percentage each half term are rewarded with a treat such as non-uniform day, extra break etc.

### **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.

### **Consequences of Challenging Behaviour**

- Children may be awarded red dojos to help them to identify those behaviours which need more work.
- If more than one red dojo is awarded each day, children will spend time with an adult at break times to reflect on how they can improve.
- If red dojos accumulate over time, children will enter 'Dojo Watch' to help track and monitor their behaviour with an increasing amount of intervention from parents and Staff.

### **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.)**

Children displaying unacceptable behaviour may be fast tracked through the monitoring process depending on the severity/frequency of incidents.

### **Behaviour File**

A “behaviour file” is kept in each class and dojo reports should be completed as necessary and copies passed to the DHT. The file is used to record:

- Children involved in ‘serious incidents’ or unacceptable behaviour.
- Children causing consistent low level disruption and accumulating red dojos over time.
- Tracking through the monitoring system: Class teacher/ Parents/ HT/ Parent-HT-SENCO resulting in an IBP, and subsequent actions.
- Referral to SENCO and subsequent actions.
- Records of meetings/phone calls with parents.

### **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

#### **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.

#### **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;

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

**Agreed by the Governing Body** \_\_\_\_\_

**Signed** \_\_\_\_\_

**Reviewed Autumn 2011**  
**Reviewed Autumn 2012**

**Reviewed Autumn 2014**  
**Reviewed Autumn 2016**  
**Next Review Autumn 2018**

## All Saints Upton C.E. Primary School

### School Rules

- We are kind
- We are gentle
- 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

## 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:

- In response to serious breaches of the schools behaviour policy: and
- 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.