



Behaviour Management Policy

February 2018

Approved by GB: February 2018

Next Review due: February 2021

Behaviour at Churchfields Junior School

At our school we believe in treating each other fairly and with respect. We look for the best in staff and pupils and look for all to achieve. We are committed to creating a safe, happy and healthy atmosphere where children can love life, learning and play. Effective behaviour management should be positive, affirming and reconciliatory. It should consist of systems and structures that provide a reflective and supportive learning environment for all our children.

As such our behaviour policy reflects our high expectations of both the learning and social behaviours we want to develop celebrate and identify in our children.

Through the consistent use of the systems and principles of this policy, children understand that we have secure and fair boundaries. We are also a school where we expect children to take responsibility for their own learning and behaviour.

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviours or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their development within and beyond their school years.

We are a '**No Shouting**' School. This means that we expect all members of our community to speak and listen to each other with respect. Adults shouting at children is unacceptable as a strategy of managing behaviour or reprimanding.

This policy will form the basis upon which we map out the purpose, nature and management of behaviour in our school.

The policy reflects the views of all the staff of the school. It has been drawn up following consultation with all staff and children, and has full agreement of the Governing Body.

All staff, including support staff, are fully aware of their role in its implementation. Staff have access to the Policy via the school's server via the Teacher's Drive. It is also available on the school's website for the wider school community

Developing Positive Behaviour

We look to encourage and facilitate positive behaviour first and foremost in our children. This is done through the use of appropriate body language and helpful scripts.

Examples of positive language are listed below:

Remember ... state the behaviours you want to see, NOT what you don't want to see.

Avoid saying please but end with thank you! – it sounds more assertive and that you expect compliance.

Helpful scripts – keep it short and punchy

- Stay in your seat whilst you are eating/ working thank you!
- Line up sensibly, thank you.
- I hear what you are saying and I will But right now I need to
- I am listening to your problemand I will speak to ... when ...
- Right now you need to be do the right thing, thank you

- Where should you be?
- This behaviour is not appropriate. Rewind and make the right choice, thanks.
- Well done for cooperating, thank you!
- Great lining up over here thanks for cooperating / doing the right thing!
- Very helpful behaviour!

Our Systems

We have two whole school behaviour management systems, **Going for Gold** and the **Golden Tokens** system. We also have a weekly **Celebration Assembly** where at least one child from each class is awarded merits for positive behaviour and attitudes.

Going for Gold is...

- Based on an **assertive** model; children have the opportunity to make **positive choices** about their behaviour and **influence outcomes**
 - Promotes **high expectations**
 - Clearly **defines behaviour types** for children
 - **Acknowledges positive behaviour** and rewards it accordingly
 - **Motivates** children to improve and sustain positive behaviour
 - Enables children to **reflect** on their behaviour
 - Enables staff to support pupils in **modifying** their behaviour
- A **fair and consistent** approach from all members of staff
- Integrated throughout the day
- Tracks and records behaviour outcomes
- Informs parents and the school community about a child's positive and / or challenging behaviour

Golden Tokens allow year groups to work together to achieve Golden Time at the end of each half-term. There may be a specific focus for earning Golden Time, such as holding doors open, or there may be a general focus, such as 'corridor behaviour'.

Celebration Assembly

During weekly Celebration Assembly at least two children from each class are awarded merit certificates for positive behaviour and exemplary demonstration of our learning dispositions. Merit assembly is a good opportunity for the awarding teacher to talk to children about the meaning and outworking of these learning characteristics and their importance.

As of February 2018 the agreed school learning dispositions are:

- Curiosity
- Collaboration
- Resilience
- Independence
- Reflection
- Determination
- Communication

Going for Gold Explained

Every day each child starts on green, but aims for GOLD! It's all about **Positive** and **Negative Choices**.

- At the beginning of the day, all children have their name / face on the green part of the board
- If a child makes positive individual choices with their behaviour they move up the board
- If a child makes negative individual choices with their behaviour, they move down the board and suffer the corresponding consequence.

Gold:	Gold sticker, golden token, a golden leaf and visit to Senior Leadership Team
Silver:	Silver sticker and golden token
Bronze:	Bronze sticker
Green:	Starting colour
Blue:	Warning with the misbehaviour explained to the pupil. If blue behaviour continues, the pupil will move to yellow.
Yellow:	Reflection time / form completed in a buddy class for 15 minutes. If the pupil returns to class and repeats further yellow or blue behaviours, they will spend their break time in a class from the other half of the school, i.e. Year 3 pupils will go to a Year 5 classroom for their break time and Year 4 pupils will go to a Year 6 classroom for their break time and vice versa.
Red:	Detention – x 2 in one week= a meeting arranged parents with the class teacher and a member of SLT. Detentions are only issued for red behaviours. Not for repeated blue or yellow behaviours.

Behaviour Types

GOLD

- Being an exceptional role model to others in work, attitude and behaviour
- Embracing areas of school life and learning
- Displaying exceptionally excellent behaviour
- Showing exceptional initiative
- Producing an exceptional piece of classwork or homework

SILVER

- Applying consistent effort
- Being a good role model
- Having a high sense of achievement
- Showing an impressive level of work
- Helping without being asked
- Going that extra mile with homework
- Taking risks and attempting challenges
- Showing resilience

BRONZE

- Being considerate to peers and adults
- Showing very good social skills
- Showing initiative
- Being self-motivated
- Working independently
- Encouraging others to do the right thing
- Exceptional participation in lessons

GREEN

- Co-operating with others
- Respecting our school and equipment
- Respecting our peers and other adults
- Always do your best
- Being polite and helpful and showing good manners

- Stopping and listening when other people speak
- Being sensible in the corridors and while walking around the school
- Taking pride in your work
- Actively taking part in lessons
- Participation in partner/group discussions
- Being supportive of others

BLUE

- Shouting/calling out during teaching time
- Getting out of your seat during whole class learning
- Distracting other children from learning
- Talking when others are talking
- Rocking on chairs
- Not working to the best of your ability
- Not co-operating with others
- Having a negative attitude

YELLOW

- Not following instructions (including not amending blue behaviour)
- Taking or damaging other people's property (e.g. using someone's belongings without asking)
- Name calling/teasing
- Throwing things
- Rudeness
- Refusal to work

RED

- Discriminating against others (e.g. making unkind comments about people's religion, gender etc.)
- Intimidating behaviour / bullying
- Fighting
- Offensive language (e.g. a swear word)
- Stealing
- Lying

Golden Tokens

Golden Tokens can be awarded by any adult in the school. The focus is for good behaviour in the corridors, at lunchtimes and individual acts of note. Some weeks have a specific theme where earning Golden Tokens are encouraged through specific acts such as holding doors open for each other, politeness and positive comments about others. Golden Tokens should also be awarded to children exemplifying learning dispositions.

Golden Tokens encourage year groups to work together to win more tokens than other year groups. Tokens are counted up fortnightly on Tuesdays and the overall winning year group is announced in assemblies the next day. The winning year groups are granted Golden Time or other suitable rewards, defined by their teachers.

Lunchtime Behaviour

The midday staff members implement Going for Gold in the dining hall and playground. Positive behaviour is rewarded with golden tokens or stickers.

Midday supervisors should actively look for positive behaviours displayed by all children. They should look to give out several golden tokens each lunch time.

Children displaying red behaviours at lunchtime will discuss their behaviour with the midday supervisor coordinator. A sanction such as time out will be issued. On some occasions there will be a need for the incident to be further investigated by senior leaders, but on the whole the matter should be considered dealt with by the midday staff. Valuable teaching time should not be given over to further reporting or discussion of lunchtime behaviour.

Incidents needing further actions will be recorded in the MDA behavioural record. A regular analysis of this folder will be undertaken by the senior leadership team in order to identify patterns and issues. (Appendix 3)

Where there are friendship issues or minor disagreement between pupils, the Year 6 advocates are available in the second part of lunchtime to mediate and resolve conflicts.

The Detention Room

Detentions are given in line with Going for Gold. They can also be issued by members of the Senior Leadership Team where appropriate.

The detention room is open every lunch time, including wet plays. It is run by Learning Support Assistants (LSAs). Children are given a form which will encourage them to reflect on their behaviour. (Appendix 1)

A register is kept of children sent to the detention room. This information analysed by the Behaviour Leader and shared with class teachers and SLT.

Informing Parents

It is the responsibility of class teachers to inform parents if their child has been issued with a detention. If a child has had three detentions within a half term, then parents will be invited in to speak to senior leaders.

Recording and Reporting

- Each class has its own Going for Gold display. This is to track the position of pupils over the day.
- Reflection forms completed when a child is sent to a buddy class should be sent to the office at the end of each week. There is a pocket in the register to hold these. (Appendix 2)
- Additionally, the Senior Leadership Team, (SLT), have a Behaviour Tracker with records for each child. Where persistent poor behaviour is noted, parents / carers will be invited in to school to meet with the child's teacher and / or members of SLT
- Isolated incidents of extreme negative behaviour will result in parents / carers being invited to school to meet with the class teacher and a member of SLT

- Serious and persistent incidents of poor behaviour will be recorded on the school's data system, SIMS, in the child's permanent record
- When there is physical, sexual, racial, homophobic or verbal abuse involved, the Head Teacher may exclude the child from school (see Exclusions Policy for further information)
- Incidents of Racist behaviour are recorded (without names) and reported to the Governing Body
- Allegations of bullying are always investigated and recorded (see Bullying Policy for further information)
- Each term a report is produced for class teachers with recommendations made by the Behaviour Leader. Teachers are encouraged to find ways to reduce the incidences of misbehaviour through a range of methods, including meeting parents, P.S.H.E and the Going for Gold system.
- SLT will monitor the application of this policy across the school to ensure consistency and fairness

Equality Analysis

- As part of our commitment to eliminate discrimination and advance equality of opportunity, the SLT will keep and monitor records of positive and negative behaviours for race, SEN, gender, faith and financial circumstances in order to evaluate whether this policy is applied fairly and to identify any issues affecting particular groups. The Head Teacher will include an analysis of behaviour, including an equality assessment, in her HT report to the Governing Body each term.

Parent Responsibility for a Child's Behaviour

- Support the school's behaviour management systems and work in partnership with the school
- Praise and encourage their child in all areas of school life
- Act responsibly and set a good example
- Value all members of the school community and appreciate their differences
- Support their child by attending meetings and open evenings
- Make sure their child is ready to learn each day by
 - being on time
 - wearing school uniform
 - providing a healthy breakfast
 - ensuring sufficient sleep i.e. at least 10 hours per night
- Explain to their child what is expected around behaviour, attitude to learning and social interaction
- Keep the school informed about problems at home which affect the child

Staff Responsibility for a Child's Behaviour

- As necessary, remind children about the school's behaviour management systems (especially at the beginning of each term), rewards and consequences
- Begin each school year by designing a set of class rules and class contract together and display these at a prominent place within the class
- Build on each child's self esteem through constant encouragement, celebration of achievements, valuing differences and showing respect for them individually
- Set a good example by showing fairness, patience and consistency
- Ensuring children move around the school safely by leading from the front and reminding children of appropriate behaviour.
- Make it clear that response is to the behaviour, not the child when praising or disciplining
- Provide a safe, stimulating and happy environment
- Have high expectations of every child
- Keep records regarding behaviour
- Work in partnership with parents, colleagues and outside agencies
- Model polite, positive behaviour
- Encourage the children to be responsible for their own behaviour

Review

This policy is reviewed by staff and governors every three years. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.

Appendices



Detention Form

Tick as appropriate ✓

Repeated Yellow Behaviours (Breaktime Detention)			
Taking/Damaging others people's property		Throwing Things	
Name calling/Teasing		Rudeness	
Refusal to Work			

Red Behaviours (Lunchtime Detention)			
Discriminating against others		Intimidating/ Bullying others	
Fighting		Offensive Language	
Stealing		Lying	

Name: _____

Class: _____ Date: _____

1. I have been given a detention because...

2. My behaviour has affected my learning and the learning of others because...

3. Next time I will...

Child's Signature: _____

Teacher's Signature: _____



Reflection Form

Tick as appropriate ✓

Yellow Behaviours			
Taking/Damaging others people's property		Throwing Things	
Name calling/Teasing		Rudeness	
Refusal to Work			

Repeated Blue Behaviours		
Shouting / Calling out	Getting out of your seat	
Distracting others from learning	Talking when others are talking	
Rocking on your chair	Not trying your best	
Not cooperating with others	Having a negative attitude	

Name: _____

Class: _____ Date: _____

1. I have been sent to another classroom because...

2. My behaviour has affected my learning and the learning of others because...

3. Next time I will...

Child's Signature: _____

Teacher's Signature: _____