

St Just Primary School.
Policy for Behaviour Management.
September 2018
Annually reviewed



At St Just Primary School, we feel it is vitally important that all staff work together to determine a level of acceptable behaviour from all pupils, in all areas of school life.

We firmly believe that children cannot thrive socially, academically, physically and emotionally in an environment where poor behaviour is apparent.

Our aims are:

- To establish a school community that positively promotes socially acceptable behaviour.
- To ensure we provide a safe, secure environment for everyone.
- To ensure consistency, fairness and equality of opportunity for all.
- To support our children in becoming socially acceptable adults who can make a positive contribution to their community.

Our policy is based upon the rationale that:

Our school environment promotes harmony and peace within an atmosphere of healthy debate, promoting tolerance and respect for others.

Any behaviour which impedes teaching and learning is unacceptable.

Any behaviour which threatens safety and security, both physical and emotional, is unacceptable.

All children have a right to access the curriculum without interruption or threat of insecurity.

All children and adults have a right to feel comfortable, secure and supported in their working environment.

A 4 point strategy for management of unacceptable behaviour during learning and play sessions:

1. For their first interruption to teaching and learning, or for poor behaviour on the playground, the child's name is written on the class behaviour board.
2. Following a second incident on the same day, the child is moved away from the main body of the class but continues to listen and learn.
3. At a third incident, the child has forfeited their right to learn and is now sent to another class until the end of the session and the Headteacher is informed immediately so that she can ensure the next break time is missed and supervised adequately and safely. The child misses the next break time. A letter is sent that day, with the child, informing the parents that their child has reached stage 3. Keep a copy of this letter in your class file and give a copy to the Headteacher.
4. Once back in their own class, or at a subsequent break time, if they display poor behaviour again, the child is sent to the Headteacher. A phone call home is made requesting that the parents meet with the Headteacher and Class teacher. A letter is also sent with the child, (if appropriate, otherwise posted), informing the parents that their child has reached stage 4. This letter invites the parents in to discuss the behaviour of their child. The Headteacher files a copy of the stage 4 letter and also gives a copy to the class teacher.

Stage 3 and 4 blank letters will be saved on the staff drive in the 'Behaviour' folder.

Severe clause – for extreme behaviour such as swearing, extreme rudeness to adults, hitting or biting, children are sent directly to the Headteacher and the child's parents are informed. Severe incidents are recorded in a file in the Headteacher's office.

Every child starts each new day with a fresh start unless they 'owe' a missed breaktime from the previous day.

This system is consistently managed in all classes with flexibility of resource to reflect age appropriate stimulus, based on the premise that very young children, especially those in Tater Du Class, are still learning how to behave appropriately.

Staff Management of this strategy.

The relationship and 'working together' of staff within each class and across the school is of paramount importance to the success of this strategy.

In the early stages, staff in one class might wish to discuss the threshold for its implementation, ensuring consistency. Class teachers may wish to retain all responsibility for names going on the board, with support staff 'advising' of poor behaviour.

Staff must not get in a position of undermining each other.

We aim to work towards a system whereby ALL staff can implement the strategy but this might take some time. It is vital that staff in one class are seen by the children to be working together and supporting each other in their behaviour management decisions. This is true also, of the whole school. Nothing creates more bad feeling in a child than a perception that something is not 'fair'. If we all manage behaviour consistently, giving genuine support to each other, then the child must accept that it is fair.

In practice:

Set up a class Behaviour Board in a clearly visible part of the room – easily accessible to the class teacher so that interruption is minimal when you write up a name. Set up all 4 stages so you can praise the stages not reached.

Remind the class every day of the BM strategy. Discuss yesterday and how it will be improved.

It is based on the premise that poor behaviour is the child's choice, that they knew the consequences and made the wrong choice.

Once on stage 1, NEVER remove their name until the next day. Their task is to not get onto stage 2!

Praise and reward a day with nobody on the board.

We will discuss this in assembly and have whole school treats for good days / weeks etc....

NEVER use it as a threat – NEVER say, 'If you do that again, I will put your name on the board' (perhaps in Tater Du) as they have been warned already and it has been their choice to break the rules.

How do we encourage our pupils to behave in a consistently acceptable way ?

- We act as positive role models in our interaction with others.
- We aim for respect from all pupils for all staff – friendship second.
- All members of the team report, discuss and share information.
- We involve the children in determining rules and agreed procedures.
- We set clear boundaries of expectation and explain why these are necessary.
- We actively and explicitly encourage and support the children in applying methods by which they can take responsibility for their own behaviour.
- We encourage the children to develop methods by which they can sort out problems themselves.
- We teach them when it is appropriate to get adult help.
- We reinforce strategies at regular, planned times as well as taking spontaneous opportunities.
- We plan opportunities for self evaluation and reflection.
- We are realistic whilst being highly demanding in our expectations.
- We do not blame or label individuals, rather, we work with them to improve their behaviour.
(Example: We might say, 'I don't like your behaviour' not 'I don't like you'.)
- We take time to explain not to punish.
- We always reinforce the value of sincere apology, both in word and in deed.

- We work with parents – we do not blame them.
- We listen and offer confidential support to parents and pupils when necessary.
- We are creative in providing a stimulating environment and curriculum which encourages positive, on-task behaviour.
- We ensure inclusion. We do not discriminate according to gender, ability, social standing, colour, race or disability.
- We encourage and support training for and adoption of, new strategies.
- We keep the necessary paperwork up to date.
- We liaise with outside agencies and support services, engaging their help when suitable.

WE ACTIVELY AND EXPLICITLY ENCOURAGE AND REWARD ACCEPTABLE, GOOD AND OUTSTANDING BEHAVIOUR IN CHILDREN AND ADULTS THROUGH:

- Awarding house points
- Awarding certificates
- Giving praise, both verbal and written
- Encouraging and rewarding responsibility, independence and individuality
- Making others feel valued by showing and expressing gratitude and appreciation
- Rewarding a show of tolerance or forgiveness
- Sharing and making an example of good behaviour
- Circle time
- Whole school assembly
- PHSE and Citizenship initiatives
- School Council
- The use of monitors in classes
- Positive feedback to parents
- Sticker and star charts

This policy must be read in conjunction with the school's policy on Exclusion.