



High Bank Junior Infant and Nursery School

Behaviour Management Policy

Written: Updated May 2019
Reviewed by SLT and Governors:
Next review due by: September 2020

High Bank Junior Infant & Nursery School

Behaviour Management Policy

This policy should be read in conjunction with the school's Anti-bullying Policy, Promoting Positive Mental Health Policy and our Growth Mindset Policy

1 Aims and expectations

1.1 It is the primary aim of High Bank School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring and inclusive community, whose values are built on mutual trust and respect for all. At High Bank we have high expectations of behaviour. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The primary aim of the behaviour policy is not a system to enforce rules but a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in a nurturing, effective and considerate way. **Having high expectations of behaviour is everybody's responsibility at High Bank.**

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly regardless of their needs and we adhere to the guidance of the Disability Discrimination Act when enforcing our policy. We apply this behaviour policy with a consistent approach across all areas of school life.

1.5 This policy aims to help children to develop in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.7 The school has a Learning Mentor in the Rainbow Room with individual programmes to support some children to manage their behaviour/ emotions (these may be both planned and responsive) and/or with our School and Family Well-being Lead. Where a child's behaviour is very challenging, a referral may be made to external agencies for further advice and support.

2 Rewards and Sanctions

2.1 For a comprehensive account of our rewards and sanctions, please see Appendix 1

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Children are presented with certificates which they receive out of school for activities including swimming, football or any other out of school activities.

2.3 The school has a number of school values. The school employs a number of sanctions to support the school values, and to ensure a safe and positive learning environment. (See appendix 1)

2.4 The class teacher discusses the class principles with each class at the beginning of the year and expectations are set.

- In addition to the school values, the children agree and sign a Home/School Agreement with the teacher and their parents, which state the kind of behaviour we want in our school. In this way, every child in the school knows the standard of behaviour that we expect. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during PSHE (Personal, Social and Health Education).

2.5 The school does not tolerate bullying of any kind (see Anti bullying policy). We encourage our children, and parents, to notify the school if they are aware of any bullying incidents. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Parents of any children who are involved in such an act will be notified immediately. We do everything in our power to ensure that all children attend school free from fear.

2.6 Teachers in our school do not use any acts of force with children. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself. Several members of staff are 'Team Teach' trained to deal with such occasions, should they arise. The actions that we take are in line with government guidelines on the restraint of children and members of staff are fully trained in these techniques.

3 The role of the class teacher

3.1 It is the responsibility of the class teacher to ensure that the school values are enforced in their class and that their children behave in a responsible manner during lesson time. It is the duty of all staff to provide a role model of good behaviour.

3.2 The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly and enforces the school values consistently. The teacher treats all children in their class equally showing respect and understanding.

3.4 The class teacher and SENCO liaise with external agencies, as necessary, to support and guide the progress of any child who is displaying inappropriate behaviour. The class teacher or SENCO may discuss the needs of a child with external behaviour support service.

3.5 Where appropriate and necessary, the class teacher reports to parents about the progress and behaviour of each child in their class (both positive and negative) through daily informal meetings, at the beginning or end of the day, termly parent evenings and year end reports. The class teacher may also contact a parent if there are concerns about the welfare of a child.

4 The role of the Head Teacher

4.1 It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, monitor the effectiveness of the policy and report periodically to the Governing Body. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

4.2 The head teacher supports the staff by setting the standards of behaviour, and by supporting staff in the implementation of the policy through the provision of advice and guidance.

4.3 The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions take place only after consultation with the Governing Body and are in line with Local Authority guidelines for excluding children from a maintained school.

5 The role of parents

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We expect parents to support their child's learning, and to co-operate with the school, this is clearly set out in the home- school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.3 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If the issue is not resolved the matter is referred to the head teacher. If the concern remains, they should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

6.1 The Governing Body has the responsibility of agreeing these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

6.2 The policy will be reviewed on an annual basis.

Early Years

In Early Years we recognise that learning self-regulation and socially appropriate behaviour is a developmental process and that through modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and wellbeing of everyone in our unit.

At this age children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by:

Noticing and acknowledging positive behaviours.

Using clear and consistent boundaries

Explaining the consequences of some behaviours and offering choices.

Involving the children in problem-solving and addressing their own behaviour

Sharing information with parents/carers about their children's behaviour

Providing strategies to support turn-taking

Communicating and modelling positive behaviour, using a variety of strategies and props e.g. makaton, gestures, visual timetables

Recognising and acknowledging feelings to encourage empathy

Creating an environment that minimises conflict e.g. ensuring there are sufficient resources

Providing planned opportunities to discuss behaviour and feelings

Staff will intervene when behaviour is persistently disruptive or difficult to manage.

We do this by:

- Being clear about the behaviour that is unacceptable
- Supporting the child to think of solutions to put things right.
- Providing time away from the situation to calm down and reflect before talking things through.
- Working together with parents/carers and families to share strategies and ensure we are giving a consistent message.
- In some cases, involving the SENCO, and in some cases the School Family Wellbeing Lead, in setting up a Pupil Passport with specific targets related to behaviour.
- Liaising with other agencies e.g. health visitor, behaviour improvement team, to access further support and advice.

Some behaviours are extremely concerning e.g. persistent violence or disruptive behaviour.

Incidents such as these will be managed on an individual basis and in a non-judgemental and appropriate way.

This may include:

Removing the child from the situation.

Seeking immediate support from other staff members

On rare occasions: using positive handling techniques for the child's own safety and the safety of others

POSITIVE BEHAVIOUR

Children are rewarded for following our class principles and going above and beyond with a 'dojo' point.

The children will then accrue points throughout the week and the winner will receive a special award in Celebration Assembly each week.

NEGATIVE BEHAVIOUR

Children are given a verbal warning if their behaviour is not acceptable. The child is then encouraged to do the right thing with the support of the adult, modelling correct behaviour and positive interactions with their peers. **Simple, clear language is used.**

If the behaviour continues, the child's photograph and 'dojo' monster will be moved into the 'amber' spot on the traffic light and a discussion will be had, at a developmentally appropriate level, as to why they have been moved to 'amber'. The child will then be encouraged to do the right thing and rectify their behaviour to allow their monster to return to their coloured 'dojo' team. If the behaviour continues, the 'dojo' monster will be moved into the 'red' traffic light spot and the child is taken to the red spot for 5 minutes for some thinking time. The child will be given a sand timer.

In Early years we offer a very open and honest policy where we can discuss children's behaviour, both positive and negative. We strive ourselves on our relationships and hope parents/carers will feel able to:

Inform us of any relevant changes to their circumstances which may affect their child's behaviour e.g. new baby, moving house, bereavement, divorce, separation or hospitalisation.

Re-enforce expectations of positive behaviour by talking to their child at home.

Actively support staff in implementing positive behaviour strategies.

Be a positive role-model for their child

High Bank Junior Infant and Nursery School



Behaviour Rewards and Sanctions 2018 - 2019 Our Values

- ✓ Aim High
- ✓ Have Respect
- ✓ Make the right choices

Rewards

High standards of behaviour is an expectation at High Bank. When children follow the school values and go above and beyond, it is recognised and they are rewarded. There are a number of ways in which good behaviour is acknowledged and rewarded.

- Each child has the opportunity to gain Dojos using an online 'Class Dojo' Reward system. The Dojo can be awarded for any positive behaviour going above and beyond in terms of class principles. The children are also rewarded for developing their mindset. Each of our core values is a focus every half term.
 - Aspirations
 - Independence
 - Perseverance
 - Pride
 - Curiosity
 - Collaboration
- At lunchtime, laminated Dojo monster tokens will be awarded to children for positive behaviour. These will then be added to the child's total in class.
- Individual Dojos give each child an individual Dojo total for the day and week which contribute to the whole class Dojo total.
- The child with the highest Dojo total at the end of each week will receive special mention from their teacher in Friday's Celebration Assembly and their photograph will be displayed on the Celebration display board.
- Further to this, the individual Dojos contribute to the house colour team totals: Emerald, Sapphire, Ruby and Amber.
- At the end of each half term, the house colour team with the highest Dojo total will receive a reward, e.g. an extra playtime, craft time.
- A certificate is given to the class with the best attendance by the Head Teacher during Celebration Assembly each week.

- At the end of each half term the children are presented with certificates in Celebration Assembly for good attendance:

Platinum award 100% attendance.
 Gold award 98% attendance
 Silver award 96% attendance

- Once every half term, 'feel good Friday' takes place. 1 child from each class will have afternoon tea, with the Headteacher. This will be for the 'always' children- these are children who are **always** a role model.

Appendix 2

Behaviour flow chart

If children choose not to follow our School Values the following flow chart is used

Behaviour	Action	Step	Responsibility
Unacceptable behaviour	Verbal warning	This is an informal warning – no further action is taken if unacceptable behaviour stops and the children are reminded to make the right choice.	Teacher or ETA
Unacceptable behaviour	Reminder is given Amber	This is a formal warning. The child should be encouraged to become involved in lesson, use positive behaviour and be praised for doing so. A tally mark is recorded in the class Behaviour Log.	Teacher or ETA
Continual unacceptable behaviour	Out of class Red	Teacher or ETA instructs the child to continue their learning time in a designated class. Discussion is not had with the next teacher about the behaviour – the child should just work quietly and return to the classroom after 5 minutes. The child's class teacher will record this incident in the class Behaviour Log. Y6 < > Y4 Y5 < > Y3 Y1 < > Y2	Teacher or ETA Designated teacher of new class
Extreme Behaviour	Out of class to member of SLT	If a child displays extreme behaviour he/she will be instructed to leave the classroom/playground/hall immediately and sent to a member of SLT or the reflection room, if at lunchtime. Time out of class is allowed for the child to calm down at this point.	SLT
Continual amber 3 rd time on red from classroom/playground for negative behaviour		Continual ambers will need to be discussed with SLT and a letter sent home. When a child has been asked to leave either the classroom, playground or hall for the 3 rd time, he/she will have a letter sent home to parents	Teacher and Head Teacher
Further	...	When a child has received a further 3 entries	Teacher and

instances of unacceptable behaviour		into the reflection log they are sent to see the Head Teacher and at this point the child's parents are invited into school and the child is put on a tracker.	Head Teacher
			Head Teacher and SENco
Persistent unacceptable behaviour		Referrals made to SENco and pupil support services. Behaviour support plan put in place. Parents will need to be informed that their child is at risk of exclusion.	Teacher/Head Teacher

Note: New Behaviour Logs are used each half term. The School and Family Well-being Lead will keep a record of the logs and types of incident before beginning new ones.

Playtime and lunchtime follows the same procedures only the child will be sent in to the reflection room. Amber and Red incidences must be logged in the class behaviour tracker.

Year group principles

Early Years Unit

- Being kind
- Sharing and taking turns
- Keep trying
- Good manners
- Being independent
- Working together



Year One and Two

- Great ideas
- Handwriting
- Good manners
- Teamwork
- Personal best
- Independent learning

Year Three and Four

- Perseverance
- Presentation
- Good citizen
- Contributions
- Above and Beyond

Year Five and Six

- Pride and presentation
- Resilience
- Record breaking
- Initiative

- Good role model
- Outstanding Outdoors