

# Behaviour Management Policy

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# Behaviour Management Policy

Ryhill Junior, Infant and Nursery School provides a safe, healthy and stimulating environment where children, parents and staff are partners in learning, ensuring enjoyment and pursuing excellence, to enable every child to reach their full potential.

It is our primary aim that every member of the school community feels valued and respected and that each person is treated fairly. Our values are built upon mutual trust and respect for all.

The school's behaviour policy is 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 in which everyone feels happy, safe and secure.

## Aims

At our school we aim to ensure that all children behave in a way that allows them and other children to remain safe and happy. We aim to:

- Establish a systematic approach to good behaviour for all children
- Create conditions in which effective learning can take place
- Develop positive and reflective approaches to discipline and behaviour
- Develop pride and respect for each other and the environment
- Set high standards in behaviour and work
- Help pupils develop self-esteem, self-discipline, self-confidence and self-control
- Allow pupils to take responsibility for their own actions, appropriate to their age and maturity and prepare them well for their next stage of education
- Work with parents and carers to support good behaviour within school

These aims will be achieved by employing a clear system of rewards and sanctions that are consistent across the school.

## Celebration of Achievements

We believe that it is important to reward the children who consistently show good behaviours, besides verbal praise and individual teacher rewards the school has adopted the following whole school reward system:

### **Class Dojo:**

Each child has an online Class Dojo profile where teachers can award children points based on the 8 enterprise skills of:

- Aiming High
- Creativity
- Leadership
- Listening
- Presenting
- Problem Solving
- Staying Positive
- Team Work

Children will be able to see how many points they have acquired daily by viewing the Class Dojo system at home and in school. Dojo points can be 'spent' instantly in our reward shop where a variety of prizes will be available. Alternatively, children can choose to save up their tokens to exchange it for a higher value prize at a later time.

## Special Mentions Assembly:

Each Friday, children's achievements will be celebrated in a special assembly to which pupils' parents are invited to attend via text message. Children will be nominated by their class teacher each week. Nominations will be based on one of our 'Enterprise Skills' (see above) or any other achievements or positive behaviours. Each winner will be rewarded with a certificate and sticker for their achievement.

## Misbehaviour

We recognise that there will be occasions when there will be issues with pupil behaviour. These situations should be dealt with fairly. It is always important to label the behaviour, rather than the child. Problems with behaviour are more likely at certain times of the day, usually when children are not actively involved in the classroom. Such times include; waiting in lines, moving about the school, cloakrooms or during dinner / break times.

We try to avoid high risk situations by ensuring adequate supervision:

- i) No children should be left in the classroom without supervision,
- ii) All children should be watched onto / in the playground.

While it is hoped that all pupils will value and respect one another, and recognise the benefits of positive behaviour and attitudes, it is important too that a contingency to deal with inappropriate behaviour is in place and administered consistently and reasonably by staff.

## Good to be Green:

The school uses a visual traffic light system to monitor pupil behaviour. The scheme is called **Good to be Green**. A poster is displayed in each classroom explaining the colour coded system (see appendix)

1. All children start the day on **green** which signals that they are READY to learn and follow the school's Golden Rules.
2. If a child exhibits what the school deems to be undesirable behaviour, they are given a verbal warning. If the child continues to exhibit undesirable behaviour they are then issued with an individual **yellow 'SLOW DOWN' card** which prompts the child to 'slow down' and think about their actions. A child has the opportunity to return to a green status if they demonstrate that they have made the appropriate changes to their behaviour.
3. If the child still continues to exhibit undesirable behaviour following the yellow card then the child will be issued with an individual **red 'STOP' card**. This card signals to the pupil that they need to STOP and reflect on their behaviour.
4. The child will then be asked to complete a Reflection Time task (see appendix) during the next available morning playtime which will encourage them to think about their choices and consequences as well as any restorative actions that they can take.

The issuing of warnings or changes in colour status should not be displayed publicly in the classroom. The teacher will record any red cards on the class behaviour log and send a text message to parents to inform them. Parents are welcome to get in touch with school to enquire about the circumstances which led to the issuing of the red card (teachers will advise of this at an appropriate time, when they are available e.g. the start/end of the school day).

Where pupils engage in inappropriate behaviour which is physical or aggressive towards another child, children will automatically receive a red 'STOP' card and will need to see a member of the SLT who will determine the consequence. If a child receives 3 or more red cards in one week, they

will also be asked to visit a member of the SLT. Class behaviour logs will be collected at the end of every week by SLT to allow for tracking of any trends or frequent issues.

At the end of each half term, pupils who have stayed green every day will have their name entered for a reward draw. One name from each class will be chosen and the winning children will be rewarded with an afternoon tea with the Headteacher, or similar event.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Failure to follow the school Golden Rules

## **Playtimes:**

We expect that the same school rules apply at playtimes as well as the rest of the school day and that children will respond to the Lunchtime Supervisors at lunchtimes. Lunchtime Supervisors should be treated with the same respect as other adults in the school and have access to the school system of reward and sanctions.

- **Breaktime:**

A playground duty rota is in the staffroom and should be checked daily. It is the responsibility of supervising staff to ensure children are playing safely and appropriately in designated areas. Children who are not playing appropriately should be dealt with by staff on duty. Sanctions will include those outlined above. Should a more serious incident occur then senior staff should be sent for or those children involved should be accompanied into the building by one of the supervisory staff. Children who have been involved in playground incidents should never simply be sent in unaccompanied. Teaching staff who are aware that they will be absent from school on a particular day should arrange to swap duties with another member of staff in order to ensure children can be supervised adequately.

- **Lunchtime:**

Lunchtime Supervisors should use the same methods of applying sanctions that class teachers do during break time. Minor problems at lunchtime should be investigated by the Lunchtime Supervisors and dealt with appropriately. Where it is felt that further action is required the Head / Deputy or the senior member of staff responsible for the building at the time should be sent for in order that the matter may be resolved immediately. Lunchtime supervisors should report any incidents of poor behaviour to the class teacher or support member of staff.

## **Serious Incidents**

In the case of repeated and continual bad behaviour, especially that which may cause serious disruption, or staff and other children to become unsafe the following may be considered:

- A meeting between parents and the Headteacher
- The child may be placed on a behaviour log to closely monitor and attempt to improve behaviours

- In exceptional circumstances the child may be excluded from activities or an offsite visit where we cannot guarantee the appropriate and safe behaviour of the child. Where a child does not go on an educational visit they will still be expected to attend school.
- In cases where a child is in danger of hurting himself / herself all members of staff have up to date Team Teach training (a positive handling technique).

This would only occur in very exceptional circumstances; our school believes that most situations can be handled through de-escalation techniques and good classroom practice.

In the rare event of extreme, persistent or unacceptable behaviour that may put the safety of staff and other pupils at risk, the procedure for exclusion may be put into operation.

**Serious misbehaviour** may include:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school does not tolerate bullying of any kind. If after investigation it is discovered that an act of bullying has taken place we will contact parents and carers and act immediately to stop any further occurrences of such behaviour. Any incident of bullying is dealt with by the Headteacher immediately.

Parents and carers will be regularly surveyed to seek their opinions on behaviour and safety at the school. They will also be directed to 'ParentView' where they can leave their comments in regard to behaviour and safety.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The victim will always be taken seriously and supported.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- A verbal warning
  - A red card issued to the pupil
  - Keeping the pupil behind after class to apologise to their peer
  - A letter or phone call to parents
  - Behaviour Reflection task
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- If necessary we will invoke the full range of sanctions that are detailed in the school's behaviour policy. These include:
    - Removal from the group
    - Withdrawal of break and lunchtime privileges
    - Fixed term and permanent exclusions

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **Children with known challenging behaviour / links to SEN**

Some children that attend our school may display challenging behaviour linked to a particularly SEN. If a child is known to have these behaviours a meeting between parents/carers, the headteacher and the SENDco will take place. The behaviour policy and positive handling policy will be explained in full to parents. If required, the child will have in place a risk assessment which has been agreed and signed by parents/carers. A child with a significant SEN need may require alternative rewards and sanctions to be put in place. This will be agreed between the class teachers and the SENDco and/SLT.

## **Promoting a close partnership with parents**

Parents are respectfully encouraged to recognise their responsibilities in promoting the good behaviour of their child. Parents are welcome to be involved in all areas of school life and are invited into school to work with their children and take part in special events regularly. Information is shared through the newsletter, website, parents' notice boards, text messages and Class Dojo. A written report is given at the end of the year, which includes comments about behaviour. Class teachers and the Headteacher are usually available at the end of school for parental discussions, or specific appointments can be made for longer more private discussions.

## **Roles and Responsibilities**

### **The role of the Governing Body**

- Ensure that the behaviour policy is implemented, maintain a safe and effective school, and review the effectiveness of the policy.
- Give advice to the Headteacher about disciplinary issues where necessary.

### **The role of the Headteacher**

- Implement the school behaviour policy consistently throughout the school and model standards of behaviour.
- Ensure the health, safety and welfare of all children in the school.
- Support staff in their implementation of the policy.

### **The role of the Class Teacher**

- Ensure the school rules are enforced in classes, and that their class behaves in a responsible manner during lesson time.
- Manage pupil's behaviour when on duty in the playground.
- Ensure that the standards of behaviour are upheld in all settings by all children (not just those in your class) who you may come into contact with throughout the day.
- Treat each child fairly and enforce the classroom code consistently.
- Treat all children in their classes with respect and understanding.

### **The role of support staff**

- Ensure the school rules are enforced in the classroom as well as around school/in shared areas of the school such as corridors, toilets and the library.
- Share responsibility with class teachers for the management of pupil's behaviour when they are on duty in the playground.
- Lunchtime supervisors have responsibility for the management of pupil's behaviour at lunchtime.

### **The role of parents and carers**

- Ensure children receive consistent messages about how to behave at home and at school.
- Support school by monitoring any online activity that children are accessing at home and ensure this complies with our e-safety policy in order to effectively safeguard their child.
- Support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Headteacher.

APPENDICES

Ryhill Junior Infant and Nursery School  
**Behaviour Reflection Sheet**



**KS1**

NAME	
CLASS	
DATE	

Which of our Golden Rules did you not follow?

Tick all that apply

- ALWAYS BE SAFE
- ALWAYS BE KIND AND SENSIBLE
- ALWAYS TRY YOUR BEST
- ALWAYS RESPECT OTHERS AND THEIR PROPERTY
- ALWAYS BE POLITE AND HONEST

What happened?

How did you feel?



stressed



upset



nervous



angry



worried



other

How did you make others



stressed



upset



nervous



angry



worried



other

How do you feel now?



stressed



upset



nervous



angry



worried



other

What can you do next time?

Ryhill Junior Infant and Nursery School  
**Behaviour Reflection Sheet**



**KS2**

NAME	
CLASS	
DATE	

Which of our Golden Rules did you not follow?

Tick all that apply

- ALWAYS BE SAFE
- ALWAYS BE KIND AND SENSIBLE
- ALWAYS TRY YOUR BEST
- ALWAYS RESPECT OTHERS AND THEIR PROPERTY
- ALWAYS BE POLITE AND HONEST

What happened?

Who has been affected by what you did?

How were they affected?

What were you **thinking** then?

What are you **thinking** now?

What were you **feeling** then?

What are you **feeling** now?

What needs to happen next?

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What will you do differently next time?

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Ryhill Junior Infant and Nursery School

**Behaviour Log Sheet**

Class:	Week Commencing:
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Pupil	Date	Reason	Staff Initials			Reflection Time done?