

**Catton Grove Primary School**

# **Behaviour Management Policy**



|                            |                |                       |
|----------------------------|----------------|-----------------------|
| <b>Approved by:</b>        | Ali Sims       | <b>Date:</b> 11/11/20 |
| <b>Last reviewed on:</b>   | September 2020 |                       |
| <b>Next review due by:</b> | January 2021   |                       |

**CATTON GROVE PRIMARY SCHOOL**  
**Striving for Excellence**

## **Behaviour Management Policy**

We will strive to create an atmosphere of **calm** and **security** for our children in which effective learning and teaching can take place.

**Our aims are: -**

- to develop in children a sense of self discipline and an acceptance of responsibility for their own actions
- to create conditions for an orderly community in which effective learning can take place.
- to achieve mutual respect between all members of the community
- to show proper concern for the environment.

A high standard of behaviour is an expectation in this school and all members of the school community should use and be consistent with the same approach. The behaviour of the individual should be managed by the individual, and the behaviour of whole groups should be managed by adults in the school. The behaviour management policy at Catton Grove Primary School is supported by the Bill Rogers' approach.

## **Our Expectations**

**We expect adults and children in our school to:**

- be polite and courteous at all times
- act without verbal or physical aggression
- understand the value of, and show respect for personal property
- be prepared to co-operate in all aspects of school life
- share resources and equipment effectively
- show respect for each other
- take responsibility for their own safety and the safety of others

These expectations will be reinforced through classroom rules which are negotiated by class members at the start of the year. Each teacher should agree with the class the rules and routines so that everyone knows who does what, when and perhaps most importantly HOW.

Please see Appendix 1 – Guidance on formulating classroom rules

## **Core Values:**

We have incorporated 11 'Core Values' into our curriculum to strengthen the culture and ethos of the school and to help create a strong community identity. These core values support the behaviours of our pupils and set out our expectations of everyone in the setting

## **Rewards**

We believe that positive praise is the basis of good behaviour management. Appropriate opportunities should be made to praise children. This will raise their self-esteem and help them to learn to accept praise with good grace, enable them to appreciate their strengths, recognise the success of others and help them to become positive members of society.

These are some of the characteristics we all work hard to promote.

- being helpful to everyone in the school community
- working hard and to the best of our ability
- being kind, thoughtful and careful
- keeping promises and telling the truth
- being polite and friendly
- discussing misunderstandings and problems

Rewards should be given when behaviour reflects the above characteristics.

Rewards can include stickers, Dojos, time on the play equipment etc.

## **Foundation Stage**

### **Nursery – Caterpillar**

Stickers are given for positive behaviour. Should a child need support with their behaviour, a member of staff sits with them to have thinking time and demonstrate expectations.

### **Nursery – Bumblebee, Ladybird and Butterfly**

Stickers are given for positive behaviour. Should inappropriate behaviour occur a verbal warning is given, should this continue, a three-minute time out is issued and recorded in the Timeout Book. The member of staff issuing the Timeout will discuss the behaviour with the child. If the behaviour continues, a Timeout is given in another Nursery room and a member of staff will talk through the behaviour with the child. This Timeout is also recorded.

## **Reception and KS1**

- Stickers are given for positive behaviour. The children will also be given a Green card for excellent behaviour/work – sent to another classroom where a reward is given, and the celebration song is sung.
- Should inappropriate behaviour occur, children are given a verbal warning for inappropriate behaviour i.e. that breaks a class rule or disrupts others' learning.
- Yellow card given if spoken to a second time, then show card to other adults in setting.
- Red card given if inappropriate behaviour continues or immediately if extreme behaviour (biting, kicking etc) At this point the child is taken to another classroom for a short period of "thinking time".
- Cards only last for one session, so child starts with a 'clean slate' each session.
- Sticker charts for specific children working on specific behavioural issues shared with parents/carers and appropriate staff. –

## **KS2**

### **Rewards**

Rewards across KS2 are given in the form of praise, stickers, and Dojo points. Pupils will visit the senior leadership team to share good work.

### **Procedures for actions following consistent misbehaviour:-**

#### **Stage 1**

Pupils will receive verbal warnings by a member of staff for inappropriate behaviour.

If the pupil amends the behaviour, the class teacher will use appropriate verbal praise to remind pupils of the way in which they turned around their behaviours.

#### **Stage 2**

If the pupil receives three warnings and do not try to display the required behaviours, they will be placed in the classroom of a designated colleague with their work to complete. For the vast majority of pupils this is generally enough for them to have time to reflect on how they behave on return to their own classroom. The pupil will be required to attend a lunchtime detention. (Please see the procedure below) Parents/carers will be informed by the class teacher and the time out is recorded on the pupils end of term report.

#### **Stage 3**

In the cases where persistent unacceptable behaviours are reoccurring, and the pupil receive three time outs, the parent/ carer is required to meet/talk to the class teacher with the class teacher to discuss strategies to resolve behaviour. (Please see below for details of Daily, Weekly or Break time Report Cards)

#### **Stage 4**

For some pupils where behaviour is deemed to be violent towards either pupils or adults this may lead to a fixed term exclusion. It is expected that a parent will attend a meeting prior to the pupil returning to school and an action plan being agreed by the school, parents, and pupil. Any such exclusion must follow the Exclusion policy.

## Report Cards

For a small proportion of pupils daily, weekly or break time report cards help them to keep their behaviour on track. Each report card **MUST** have no more than three achievable targets which are aimed at supporting the pupil to achieve the required behaviours. A copy of the report is sent home to parents/carers and a copy is kept in school. Some pupils request these reports and if this is the case, parents are informed that is the pupil's choice.

## Lunchtime procedures

### Key Stage One – Behaviour Recovery (Currently in year groups)

The ethos behind Behaviour Recovery is *restorative*.

It is a place that children can be sent to when they need to be taken off of the playground at *lunchtime* to reflect on their behaviour choices with an adult and to take steps into making their wrong choices right.

This is an immediate consequence and children are to stay in for the rest of the lunchtime session.

## **Behaviour Recovery procedure**

1. Children sent in from the playground (after careful consideration of the need to be sent in).
2. Adult on duty to sit with the child. Child to tell the adult, in their own words, what has happened/why they have been sent in. If more than one child is sent in because of a related incident, then the adult and children sit down together. Adult to hear both sides of the story. (during this discussion adults and children all sit down- it is important that you are at the same level as the children).
3. Children to go to a thinking spot, to think about their behaviour and about what they are going to do to put their wrong choices right.  
If more than one child- children sit separately for thinking time. Children to sit in a good thinking spot (chair/carpet).
4. Adult and child/children to come back together to discuss the child's ideas about how they can put things right. Decide on an appropriate action i.e. make a card of apology, fix something you have broken, help someone etc.
5. Complete the decided action.
6. Adult to finish with a firm message that their behaviour was not acceptable and explain why/ what behaviour you want in the future.
7. Child to remain in behaviour recovery for the rest of their lunchtime.
8. Teachers to continue to log behaviour recovery incidences. Date/ why they were sent in/ what restorative action was completed/ initial/ complete name on table.

### **Key Stage Two – Detentions**

The Year group leader support the children, who throughout the day have had a Time Out. The children are sent to the year leaders classroom, just before lunch with the completed time out record. Their actions will be discussed with questions such as:

- What actions led to you being here?
- What proceeded the behaviour?
- What should you have done instead?
- What will you do in future?

These children will stay in the class for 15 minutes to consider their behaviour.

All time outs, detentions, red cards, and behaviour recovery incidents are recorded.

### **Adults should endeavour to:**

- Model good social language and behaviour at all times.

**We should try to avoid:**

- Inconsistency
- Negative comments – especially about the person
- Punishing a whole group
- Imposing excessive sanctions
- Aggressive shouting
- Put downs and sarcasm
- Ridicule or humiliation
- Causing intentional embarrassment
- Labelling the child instead of challenging their action(s) and behaviour

**Positive Handling**

From time to time it may be necessary to restrain a pupil in order to;

- Prevent them harming themselves.
- Prevent them harming others.
- Prevent them damaging property

In other circumstances it may be appropriate to remove a child from a classroom if their behaviour is either likely to or is causing significant disruption to the class.

This kind of sanction should only be used as a last resort when all other strategies have been employed.

Staff should follow the guidance set out in the 'Use of Force to Control or Restrain Pupils' as issued by the DCSF in 2010. Named staff have received the required Norfolk 'Step On' and 'Step up' training to restrain children and a detailed list is held with the safeguarding leader, Alison McCullough. Training is updated every 1 year.



## **Support for staff**

It is important to remember that all members of staff work together to ensure and maintain the highest standards of behaviour. Support is available to all staff throughout the school. It is much better to seek help and use the procedures that exist.

It is a strength to be able to ask for help. Enlisting a senior colleague to visit and observe can support more effective behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit.

Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Our collective responsibility to promote good behaviour will help to ensure a consistent approach across the school and move us towards being a school where everyone knows what is expected of them.

## **Devising Classroom Rules (Including those for Wet Breaks)**

Rules should be drawn up and agreed as a class. These displayed in a written and pictorial form in order to ensure all pupils can access them.

- Rules should -
- Be clear.
  - Be fair and reasonable.
  - Be positive, explaining what we want rather than what we don't want.
  - Be enforceable.
  - Have agreed consequences.
  - Be regularly referred to.

Each teacher should agree with the class the routines, daily procedures and duties that are necessary so that everyone knows who does what, when and perhaps most importantly HOW.

The number of rules should be limited to:

- Rules about manners - how we speak to one another, how we attract attention.
- Rules about movement in and between classrooms.
- Rules about safety.
- Rules about noise levels - class talking and listening rules.
- Rules about care of the classroom environment - clearing up, care of school property, care of one's own and others' property.
- Rules about respect and consideration.

## **Dojos**

This an online system which has been used throughout many the school. Rewards are given for good learning behaviours and general behaviour towards each other. Parents can access their child's Dojo Record; this enable parents to be able to see what their child has achieved and reinforce with praise at home.

## **Star of the Week:**

Each week the class teacher will nominate a pupil to be 'Star of the Week'. They can be nominated for academic and non-academic reasons. The certificates are connected to the months Core Value. Their certificate will be presented in the weekly celebration assembly/classroom. The pupil will retain a copy of the certificate and another will be prominently displayed in the school for everyone to see.

Classes who have no time outs (class or lunchtime) will receive a certificate in the weekly celebration assembly.

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Date reviewed: November 2020

Date approved:

Date of next review: November 2021