

## **BEHAVIOUR POLICY**

**School Motto:** *'Right from the Start'*

**School Ethos:**

*"At Jackfield we work towards the healthy and wholesome development of all children at all times."*

At Jackfield our ethos is based around the Jackfield Promise: The 3 Bees encompass the Values which we are working together to be:



**Be Kind-** empathy, unity, team work, kindness, friendship, helpful, caring, compassion, inclusive, sharing, thinking of others



**Be Polite-** respect, good listener, empathy, polite, helpful, considerate, thank you, please, excuse me



**Be Sensible-** persevere, following rules, good choices, helpful to others, supportive, independent thinkers, initiative, role model

At Jackfield we believe that good relationships matter. This Behaviour policy ensures staff are fair and consistent with children (taking into account individual needs) and allows children to understand that the staff are in control at all times enabling children to feel safe. This policy is developed to provide guidance for staff in order to promote positive behaviour in school.

### **STAFF**

We believe that adults need to make regular, intentional amounts of time to develop connections with children, which enables them to become aware of events before their effect becomes extreme. This connection ensures that there is more chance of modifying any negative change in a child by making a positive interaction. Staff must be approachable and there to help (not only there to discipline) and children must understand this. At Jackfield staff explicitly teach learning behaviours in order to minimise misbehaviour. The staff and SLT have high expectations for our children while recognising some children have specific needs. Our ethos is based on praising good behaviour rather than highlighting negative behaviour. At all times staff will ensure that parents are kept well informed about any incidents or concerns linked to their child. This will generally take place at the end of the school day (dismissal) or at a mutually agreeable time.

### **PUPILS**

It is essential that each child has the knowledge that staff have them in their mind, care about them as a person and care about what they are doing. Our school recognises that for some pupils variance on procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendix and approaches can be discussed with a member of SLT. At Jackfield we work on the explicit teaching of learning behaviours in order to minimise misbehaviour. Pupils who are aware of their own behaviour can self-regulate and deploy coping skills; these skills develop into essential life skills and provide the motivation and determination to succeed.

## **REWARDS**

Rewards are part of the regular routine.

1. Praise.
2. Star Book.
- a) 1 Star on Card = A paper replica badge is taken home to show to parents to share in their child's success.
- b) 5 Stars = 1 Superstar badge which will be presented in Reward Assembly. This badge is kept for 1 week and returned on Friday morning.
- c) 5 Superstar Badges = 1 special certificate which is taken home and kept. This is recorded in their 16<sup>th</sup> Day Books.
- d) 5 Certificates = name in 'Gold Book' which is kept in the Hall for all to see. A letter will also be sent home to parents to say how proud they should be of their child.
- e) 6 Certificates = Purple Certificate.
- f) 7 Certificates and Higher = Child presented with a medal at the end of Year 2.
- g) A "Proud" card is presented to children for 'special' work they have done that the Class Teacher feels should be shared with the Head Teacher. The cards will then be placed into a weekly draw and the child whose card is chosen will be invited to select a prize from the Treasure Chest.

## **CLASS REWARDS AND ROUTINES**

Clear reward systems are used to improve pupil behaviour as part of a broader teacher classroom management strategy. These start in Reception. In Nursery the children receive stickers to praise good work and behaviours.

At the beginning of each academic year each class works together to write their own rules. These will be displayed within the classroom. Each class will display a visual timetable to support children through transitions. Effective 'attention grabber' strategies will be used, as identified by individual teachers, to regulate behaviours and ensure smooth transitions at different times of the day.

Each class has a jar in which a bead or a marble is placed for whole class Good Behaviour. When 20 beads have been placed in the jar the whole class will get a treat. The children are given a choice. It might be an extra playtime, a video, a free play afternoon. If the whole class misbehaves then a bead is may be removed from the jar. Hopefully this will encourage the children to have a sense of belonging and develop team work strategies.

## **DAILY SANCTIONS (from Reception onwards)**

1. Verbal warning and a conversation with an adult
2. Miss 5 minutes of the next play time/choose time
3. Spend time with a member of SLT
4. Call home to parents

## **PUPIL RESPONSES TO INCIDENTS**

Children have to have the opportunity to reflect on their actions and the impact this may have had on others. Examples may be

- Show the person that has been affected by the child's action that they are sorry. This can be in the form of verbal, written, picture, or an action. We do not force children to say sorry.
- A natural reparation should be used e.g. mess tidied up,
- When a particular activity has caused a problem they may choose to have reduced time / supervision / or not taking part in the activity
- A child may decide they need to earn an extra star before a 'Superstar' badge can be obtained

### **Restorative Question Themes**

When trying to resolve issues we aim to recognise the impact of actions and any harm caused, and consider steps to make things right. The purpose of the restorative approach is for the nurturing and repair of relationships. We aim to encourage acceptance of responsibility, empathy for others and problem solving.

- What happened?
- What were/are your thoughts and feelings?
- What was the impact to those involved?
- Who has been affected and how?
- What needs to happen to put things right?
- What will be done differently in the future?

## **MONITORING OF BEHAVIOUR PATTERNS**

Pupil behaviour patterns will be tracked on a daily basis, through a grading system on a class tracking sheet. Grades will reflect the level of sanction that has been necessary (see table at end of policy). On a weekly basis all class tracking sheets will be monitored by SLT to identify any repeated patterns and areas for concern. SLT will decide what action needs to be taken. This might be some nurture intervention with an identified member of staff, regular checking in with a child, or conversations with home. Any contact with parents will be noted in the comments section of the tracking sheet.

In all cases where the behaviour is a significant cause for concern, the incident will be recorded on CPOMS. The incident should be recorded by the person initially dealing with the incident. Staff should aim to deal with the incident and the reparations and only escalate this to the SLT if further actions are needed or an immediate response is needed and cannot be undertaken by the member of staff dealing with it.

Where there is an incident where a child is exhibiting behaviour which becomes unmanageable or unsafe immediate support should be sought from another member of staff, or member of the senior leadership team. The Head Teacher will ensure that

identified staff have the specialised training (Safety Interventions) to deal with these situations to ensure all incidents are dealt with in accordance to legislation, including DFE Use of Reasonable Force (July 2013). Any pupils who regularly use risk behaviour will have a risk assessment completed, in consultation with parents.

### **What do I do if a child is showing inappropriate behaviour?**

Any behaviour falls below the expectations of the school (e.g. disruption to learning, unkind or inconsiderate actions), requires some level of intervention. The following is a pathway of what to do:

<b>Examples of unwanted behaviour</b>	<b>Escalation</b>	<b>Intervention</b>
Positive behaviours and attitudes to learning	(0)	
Minor disruption to learning Pushing Running inside school Shouting out Rudeness to peers and adults Not completing work Work not being at the expected standard for the individual Behaving inappropriately in the bathrooms Interrupting others Unkind words	Child demonstrates inappropriate behaviour  Minor disruption to learning  (1)	Conversation with adult about reasons          
Disruption on a few occasions Refusal to work Work of a poor standard for that child (although reminders given) Leaving the classroom without permission Verbal/Written unkindness to others/ Swearing	Child continues to demonstrate inappropriate behaviour or Disruption on a few occasions (2)	Miss 5 minutes of next playtime   EYFS: thinking spot/chair before choosing time
Running off Hurting others Biting Pinching	Child continues to demonstrate inappropriate behaviour  Serious disruption (3)	Spend time with member of SLT
Ongoing multiple issues throughout the day Seriously hurting someone else Significantly disrupting the learning of others	Child continues to demonstrate inappropriate behaviour (4)	Phone call home to parent

We aim that by working together with children and parents we will achieve positive behaviour and excellent behavior for learning "*Right from the Start*".

This Policy will be reviewed annually.