

John Perry Primary School



Behaviour Policy

Last reviewed on: November 2020

Next review due by: November 2022



John Perry Primary School Behaviour Policy

Note: To be read in conjunction with Addendum to Behaviour Policy (September 2020)

Every interaction with every child matters every time. We believe that relationships are at the heart of the educational process and, fundamentally, behaviour is most effectively managed when there is a positive relationship between adults and children.

A happy, productive and successful school rests on a clearly defined rewards and sanctions policy. At John Perry Primary School we strongly believe in creating a positive environment for all members of the school community. Pupils are encouraged to be independent in taking responsibility for their choices and are sensitively guided when problems arise. We also recognise that within a climate of inclusion there will be some children who need a personalised approach to their specific behavioural needs. The importance of taking a multi-agency approach to behavioural management is central to this.

Section 89 of the Education and Inspections Act 2006 states that the Head teacher of a relevant school must determine measures to be taken with a view to;

- (a) promoting, among pupils, self-discipline and proper regard for authority, (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- (c) securing that the standard of behaviour of pupils is acceptable, (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- (e) otherwise regulating the conduct of pupils.

Rationale

- To have an agreed framework for a consistent approach to behaviour throughout the school, with parental co-operation and involvement.
- To build each child's self-esteem by placing the emphasis on praise and reward.

- To ensure that everyone acts with courtesy, kindness and consideration at all times.
 - To promote independence and self-discipline so that each child learns to accept responsibility for his/her behaviour.
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- To ensure a calm, positive working atmosphere where the boundaries of accepted behaviour are clear to all.

This is achieved through:

- Giving pupils the opportunity at each stage to make amends and redeem themselves.
- Working with parents and getting them involved at an early stage.
- Involvement of the children-encouraging them to take responsibility for their actions.
- A readiness to be flexible, and look for a variety of strategies in those cases where children cannot conform to the expected patterns of behaviour.
- The use of a multi-agency approach where necessary.

Procedures

Golden Time

Golden time is the reward for good behaviour throughout the week.

Golden time will be from 2:45 to 3:05 every Friday afternoon. There will be a Golden Time chart in every room. *Note: as a result of introducing staggered end-of-the day times due to the Covid-19 pandemic, Golden Time will take place at different times in different Phase Groups, but always for the last 20 minutes of the school day on a Friday.*

At the end of every half term there will be a Diamond Disco for all children who have not lost any Golden Time during the half-term. *Note: Diamond Disco will be cancelled during the Covid-19 pandemic to minimise the risk of cross-contamination between different year groups and Phases.*

Loss of Golden Time

- Golden time will be lost in 1 minute slots for inappropriate behaviour. This will apply to poor playtime and lunchtime behaviour too. Only the adults working in the class can remove Golden Time or give it back. Time can be earned back by displaying good behaviours.
- Lost Golden Time will be spent in the classroom observing or completing work when the other children will be taking part in their rewarded activity.
- For some (a very few) children, the loss of Golden Time and the sanction of lost minutes, is inappropriate. For these children a personalised reward and sanction system will be put in place. This will be 'tailor made' for the individual.

Stay on Green

The procedure by which children earn **Golden Time** is through **Stay on Green**. The school staff will work to promote 'green behaviours' at every opportunity.

In each classroom there is a traffic light system whereby all children start the week on Green. Children's names can be moved to **amber** and **red** following misbehaviour in class. If a child's behaviour is seriously disruptive and/or puts themselves or others at risk, a member of SLT will intervene.

Please see **Consequences for misbehaviour in class** listed below for further information about time-out in class, time-out out of class, involvement of SLT and letters being sent home. *Note: see comment on 'time-out of class' or children being sent to Buddy Classes below as a result of the Covid-19 pandemic.*

Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

It is the responsibility of all members of staff to model the behaviour we want to see from pupils throughout the day and to ensure there is a high standard of behaviour at all times. There will be reminders through assemblies and in class about rules, rewards and sanctions.

Consequences for misbehaviour in class.

- i) Verbal warning – pupil receives a verbal warning from teacher or adult and is reminded how to stay on green
- ii) A repetition of misbehaviour results in a loss of 1 minute of Golden Time – this is marked on a class record in the classroom. The child’s name will be moved down to amber.
- iii) Another breach of behaviour results in the pupil having to sit at the Reflection Area for 5 minutes. The pupil will be expected to participate in class. The child’s name will stay on amber but he/she will not lose any extra Golden Time.
- iv) Another breach of acceptable behaviour and the pupil is sent to the ‘Buddy Class’ for rest of session, where he/she will have to fill in a Reflection form stating the reason(s) why they have been sent out of class. The Reflection form will be returned to the class teacher. The class teacher will send a letter home to inform parents/carers about the child’s behaviour. *Note: for the duration of the Covid-19 pandemic, children will not be sent to the Buddy Class. Instead, they will spend time sitting at the Reflection Area in their own class.*
- v) If the child continues to misbehave, he/she will be sent out of class to see a member of SLT and discuss their behaviour. The class teacher will provide the child with work to be completed out of class. Parents/carers will be informed via phone call and/or letter.

Throughout the day the child will be given opportunities to come back to Green.

Unacceptable behaviours – see *Addendum to Behaviour Policy for additional unacceptable behaviours during the Covid-19 pandemic*

If a child acts in a totally unacceptable way, e.g:

- Walking out of class
- Swearing
- Physical aggression
- Verbal aggression

- Racism – Racist comments will be logged on the school electronic monitoring system and details forwarded to the Borough. This is in line with DFE guidelines
 - Deliberate damage to property

This needs to be dealt with immediately. Each class must use their Help Card to summon a member of SLT or alert a senior teacher at the first opportunity. The Head or Deputy will decide on the action depending on the severity of the incident.

Recording Behaviour

Members of SLT will record instances of inappropriate behaviour electronically using the school management system (*Safeguard*). These will include dates, times, locations and actions following them.

Roles

Leadership

- Ensure absolute clarity about the expected standard of pupils' behaviour
- Ensure that the Behaviour Policy is understood by all staff, parents/carers and pupils
- July induction for new teachers to ensure Behaviour Policy is understood

- Ensure most updated version of the Behaviour Policy is published on our school website and paper copies are available on request
- Ensure records of pupils' sanctions are kept
- Log behaviour incidents on *Safeguard*
- Model the behaviour we want to see from staff and pupils throughout the day
- Ensure SLT are visible at assemblies, corridors, dining hall, beginning and end of the school day
- Ensure those children who show good manners and behaviour at lunchtime are rewarded with an invitation to the Golden Table at the end of every half term. *Note: Golden Table has been cancelled until further notice as a consequence of the Covid-19 pandemic and to avoid children in different 'bubble' groups mixing.*
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy

- Praise those members of staff who adhere to the behaviour policy and promote good behaviour around the school
- Praise good children for good behaviour and celebrate successes
- Ensure that staff understand special needs of pupils
- Put in place suitable support for pupils with behavioural difficulties
- Build positive relationships with the parents/carers of pupils with behaviour difficulties

Teachers

- Display the traffic light (Stay on Green) system and an overview of consequences for misbehaviour in class in the classroom
- Follow the school's Behaviour Policy *and the Addendum to the Behavior Policy (September 2020)*
- Complete all the required paperwork linked to rewards or sanctions
- Understand pupils' special needs
- Work with other adults in the class consistently to secure good behaviour in the classroom
- Praise the behaviour they want to see more of
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Stay calm
- Always use appropriate tone of voice with pupils
- Have clear routines for transitions and stopping the class
- Teach children the class routines
- Remind children of behaviour expectations regularly throughout the school year
- Give feedback to parents/carers about their child's behaviour – let them know about the good days as well as the bad ones

The role of parents and carers:

- Collaborate actively with school, so that children receive consistent messages about how to behave at home and at school.

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

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