



Behaviour Management Policy

Written by:	The staff of Henshaw and Greenhead Primary Schools
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Ratified by governors	

PROMOTING GOOD BEHAVIOUR, SELF-DISCIPLINE AND RESPECT

Introduction

Our behaviour policy reflects our school promise, which promotes our Christian values. Children, parents, staff and governors are expected to abide by these values at all times:

Wisdom gives us strength in all we do
Endurance keeps us going, trust in teamwork too
A thankfulness to God and community is right
Respecting his creation, the gifts we hold tight
Everyone's forgiven, kindness big and small
We value humility, justice for all
Peace and friendship for all to see
Striving for koinonia is where we want to be

Philosophy

Children are happy when they are learning how to do things in a challenging, caring environment.

At The West Tyne Church Schools Federation, we want to make sure that all children are effectively cared for and happy. We want our children, for example, to learn how to read and write, how to play together, how to discover, how to make things and last but not least, become responsible citizens who know to treat each other respectfully and show regard for their teachers, parents and members of society, regardless of their differences.

At Henshaw and Greenhead Primary School we like to work alongside parents to encourage children to develop as fully as possible. We want to help our children to:

- * grow socially
- * grow personally
- * grow academically

We believe that good behaviour needs to be carefully nurtured and developed. It is too important to be left to chance. We think young children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it. This policy is about how we achieve this.

THE BENEFITS OF GOOD SOCIAL BEHAVIOUR

At our Federation, we believe that if staff, pupils, and parents value good social behaviour:

CHILDREN

- * learn to respect others
- * learn what good behaviour means
- * learn to care for one another
- * learn the value of friendship
- * develop self-discipline
- * develop self confidence
- * do as well as possible in their school work
- * helps children to self-regulate their behaviour and emotions

TEACHERS

- * teach effectively with few behaviour problems
- * meet the need of all pupils
- * make positive contacts with parents
- * develop personally and professionally

PARENTS

- * feel confident that their children are growing personally, socially and academically
- * know that their children will receive support when they need it
- * feel welcome in school to discuss their children's progress in a positive atmosphere
- * feel that the school communicates their children's progress and achievements

This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times.

If, however, any child finds these general aims difficult to understand, as young children can, we will help them by making these behaviours clearer, more specific and more suited to their individual needs.

Everyone at Henshaw and Greenhead Primary Schools have agreed to:

- * recognise and highlight good behaviour as it occurs
- * ensure that all children are praised for behaving well
- * ensure that criticism is constructive
- * explain and demonstrate the behaviour we wish to see
- * encourage children to be responsible for their own behaviour
- * communicate effectively to parents about their children's good behaviour
- * recognise individual children and groups of children for behaving well, using a range of meaningful, visual and age-appropriate rewards.

We believe that good behaviour should be recognised through awards of privileges and rewards. Such rewards and privileges include:

- * verbal praise
- * stickers
- * a range of certificates linked to our 'Our School Promise'
- * positive comments through emails home and postcards to parents/carers
- * special responsibilities to show children we trust them
- * lunchtime awards from supervisors (names are written in mid day spotter books)

Teachers intuitively create class behaviour reward systems as a result of individual and group dynamics in their classes.

Throughout school, when children show exceptional behaviour or behaviour which we want to encourage, they are rewarded with stickers and words of praise.

All classes from Reception to Year 6 celebrate good behaviour by the use of a traffic light system. All children's names begin on green.

In Reception and Key Stage 1, when children show exceptional behaviour/work/effort, their name is moved to a golden star from the green spot.

In Key Stage 2, when children show exceptional behaviour/work/effort, their name is moved to Bronze, Silver and then Gold.

CONSEQUENCES FOR POOR BEHAVIOUR

Occasionally, children may not follow Our School Promise and be inconsiderate towards others. Everyone at Henshaw and Greenhead Primary School have agreed to try to prevent this from

happening by:

- * reminding pupils of Our School Promise
- * reciting our School Promise at either the beginning and/or end of assemblies.
- * noticing good behaviour as it occurs ie. giving recognition to those children who follow Our School Promise. This can take the form of informal and 'on the spot' identification or awards of certificates in our weekly assembly celebration.

Sometimes this may not be enough and, depending upon the situation, it may be necessary to deal with misbehaviour by giving effective reminders of appropriate behaviour and warning of the **consequences** of choosing inappropriate behaviour.

A consequence will be proportionate. In determining this is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The consequences are as follows, within a day:

For low-level disruption (1st time): A non-verbal reminder (touch on shoulder, tap on the table)

First time a child breaks a promise: Verbal warning - Where possible this should be done 1:1 by a quiet word. The adult will ask the child to come and speak to them outside of earshot of other children.

Second time: - second warning. Child is reminded of what was said and then child moves their name to Yellow circle on the class traffic light display.

Third time: Separating the pupil within the class. Child moves their name to Orange circle on the class traffic light display.

Fourth time: involvement of the Assistant Head/Headteacher (Child moves name to Red circle and completes the Behaviour Record Form - at a time appropriate to do so).

If this is the first time within a half term that the child has moved to Red, they will miss their playtime. Parents will be notified via email or phone call. Behaviour form is completed by the adult who was in charge of the class at the time and parents notified. Behaviour reflection sheets are then scanned onto CPOMS.

Children are supported to complete a Behaviour Reflection sheet which encourages them to think about the specific unwanted actions/behaviour which was displayed. Strategies are discussed to prevent the situation happening again. The staff which complete the behaviour reflection form are responsible for informing the parent/carer of the incident. If another child is physically hurt, then this child's parent must also be notified of what happened and the resulting action.

If this is the second time within a half term that the child has moved to Red, they will miss their lunchtime play. Parents will be notified via email or phone call. Behaviour form is completed by the adult who was in charge of the class at the time and sent to parents and filed in HT office.

If a child moves to Red for a third time, the AHT or HT will contact the parents/guardians & ask them to come into school to discuss ways of helping the child to learn more appropriate social behaviour with the class teacher. The child will miss break and lunchtime play. Previous behaviour reflection forms will be discussed.

Children are returned back to green before children arrive back in the class in the morning so they understand that each day is a new day and poor behaviour does not carry on to the next day.

Staff will adjust this approach only for children with specific, identified needs on an EHCP plan or where additional provision is needed at support plan level.

Sometimes further sanctions may be necessary. These sanctions may include the following -

- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges - for instance the loss of a prized responsibility or not being able to participate in an upcoming special event.
- Missing break/lunch time.
- School based community service - e.g. weeding school grounds, tidying classroom

Although unwanted behaviour may cause disruption or uneasiness, staff agree to:

1. Not shout at children (they may however raise their voice if they need the children's attention for health and safety reasons) or are in an outdoor environment.
2. Not physically intervene with a child (unless the child is putting themselves or others in danger)
3. Not putting children in a position which causes them to feel embarrassed but still ensuring unwanted behaviours are discussed and corrected, where possible 1:1

RESTORATIVE APPROACH

If there has been an incident involving a child (or group of children) showing unwanted behaviour towards another child (or group of children), a restorative approach will be initiated. This will be led by the appropriate member of staff (all staff have received training in this).

During this, each child will have the chance, without interruption from other children, to reiterate what happened, how they felt, what they were thinking at the time and what needs to happen now. All adults in the school follow the below prompts, found on the reverse of their lanyard:

Restorative Approach: key questions

1. What happened? (each child to have a turn speaking without being interrupted)
2. What were you thinking at the time?
3. How were you feeling at the time?

4. Who has been affected?
5. What needs to happen now?
6. What do we need to do in the future?

The children involved then discuss the solution in moving forward. A behaviour reflection form is completed by the child (or group of children) showing the unwanted behaviour if this is a repeated incident or the adult feels the incident is serious enough to have the children miss break/lunch time to do this. Behaviour forms should *ideally* be completed on the day of the incident and not during teaching time. This is then passed to the Assistant/Head teacher. The adult completing the restorative approach will then monitor the situation to ensure any further incidents are managed successfully. The discussion/behaviour reflection forms showing the outcomes of the restorative approach should always be recorded onto CPOMS, with all children attached to this report.

We also have a 'severe clause' which will by-pass the traffic light system or restorative approach, where a child is sent to the Assistant Head teacher/ Head teacher for the following reasons:

1. Considerable, deliberate, malicious damage to the school or school property.
2. Swearing at an adult or another child with intent to offend.
3. Homophobic, biphobic or transphobic behaviour
4. Racist behaviour
5. Inappropriate physical behaviour towards staff or other children.

THE PREVENTION OF BULLYING

Please refer to our Anti-Bullying Policy.

In very rare cases it may be necessary to suspend a pupil, for example if there has been a malicious physical attack on another person. This will only ever be considered after all other possible avenues have been explored. Very careful arrangements will be made to ensure that any child returning to school after suspension is helped to behave appropriately.

PROCEDURES FOLLOWING A PERMANENT EXCLUSION

Only the Head Teacher can exclude a pupil and this must be on disciplinary grounds. (This cannot be delegated). When establishing the facts in relation to an exclusion decision the Head Teacher must apply the civil standard of proof i.e. 'on the balance of probabilities' it is more likely than not that a fact is true. In exceptional cases, usually where further evidence has come to light, a fixed term exclusion may be issued to begin immediately after the first period of exclusion ends; or permanent exclusion may be issued to begin immediately after the end of the fixed term exclusion.

The Guidance makes it clear that it is for the Head Teacher to decide whether to exclude a pupil, taking into account the evidence available and the need to balance the interests of the excluded pupil against those of the whole school community. Should a Head Teacher make a decision to issue a second fixed term exclusion to begin immediately after the first exclusion ends then this would be classed as 'consecutive exclusions' and the school would be responsible

for arranging full-time day 6 provision if the exclusion is more than 5 consecutive days. Where a fixed term exclusion is followed by a permanent exclusion, these are not treated as consecutive for the purpose of calculating the sixth day provision.

For permanent exclusions, the school must make sure an Independent Review Panel, for a permanent excluded pupil, is convened and evidence heard from the Head Teacher. The venue for this meeting must be made accessible to all parties. A representative from county must be present to review a permanent exclusion. The parents must be informed (in writing) of the decision of the review body. The importance of good behaviour cannot be over-estimated in our view. Parents, staff and pupils can all enjoy the happy social community at Henshaw and Greenhead Primary Schools and can maintain our warm, friendly, caring ethos through the help of all involved.

Behaviour Reflection

Please complete this form with the child, when their name has been moved to red, not for when restorative approach has been used (unless this has caused the child to be placed on red). Pass the form to Head

Name:	
Year Group:	
Date:	
Lesson:	
What was the unacceptable behaviour?	
Reasons for behaviour.	
How do you feel about it now?	
What would you do differently?	
Strategies discussed to prevent the incident happening again.	<div style="display: flex; align-items: flex-start;"> <div style="width: 20px; text-align: center;">1.</div> <div></div> </div> <div style="display: flex; align-items: flex-start; margin-top: 10px;"> <div style="width: 20px; text-align: center;">2.</div> <div></div> </div> <div style="display: flex; align-items: flex-start; margin-top: 10px;"> <div style="width: 20px; text-align: center;">3.</div> <div></div> </div>
Adult's signature:	
Assistant/Head's signature:	

Form to be scanned onto CPOMS once returned from the AHT or HT