



Behaviour Management Policy 2018



Flakefleet Primary School

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BEHAVIOUR MANAGEMENT POLICY

At Flakefleet Primary School we wish to provide an environment where there is mutual respect, support, encouragement, security and independence and where all members of the school share responsibility for developing this ethos successfully.

1. Rationale

The School's policy aims to achieve the conditions required for children and staff to concentrate on the all-round development of children's potential. Our aim is to promote an ethos within which children and staff seek to achieve the highest possible standards of learning and teaching.

The promotion of good behaviour and the measures for dealing with inappropriate behaviour, are based on a stepped approach, which employs 'consequences' for all types of behaviour. The promotion of ongoing good communication about children's behaviour within the school, and between home and school is an integral part of this approach.

Where a child continues to exhibit inappropriate behaviour consideration will be given to any underlying problems that may be causing this. This will normally include referral to the School Learning Mentor, discussion with parents and members of the SLT.

Rights and Responsibilities

The rights of pupils and teachers are at the core of our whole-school approach to Behaviour Management.

Rights. . .

- Everyone has the right to learn,
- To be treated with dignity and respect
- Recognition as an individual
- An environment free from bias and discrimination
- Personal growth; satisfaction and a sense of achievement
- Fun, stimulation and interest
- Participation in decisions
- Be listened to
- Be able to explain their feelings
- Be treated politely
- Have their property respected
- Feel safe and secure in school;
- Be praised and rewarded

... and responsibilities

- To be kind, caring and sharing, not to hurt another by what they do or what they say
- To be polite
- To protect the most vulnerable
- To respect other pupils
- To respect adults
- To earn trust
- To give praise to each other
- To take responsibility for our own actions and belongings

These responsibilities link into our School's Code of Conduct

'The Flakefleet Way'

2. Code of Conduct

The Flakefleet Way

A Flakefleet Child :

- * Is kind and polite***
- * Is fair and honest***
- * Shows respect to others***
- * Listens carefully***
- * Looks after our environment***
- * Has high standards***
- * Works hard and learns from mistakes***
- * Is proud to be part of the school community***

The “Flakefleet Way” should be reflected in all aspects of school life. It is displayed and shared with pupils, parents and visitors to school. It is displayed in the entrance to school, on the website and in the schools admission document.

Each class and teacher looks at ‘The Flakefleet Way’ as part of the PHSE curriculum. Children help to draw up their ‘Class Charter’ that is clearly displayed in each classroom. This ensures that the wording is appropriate to the age of the child. Class rules for each class may be worded slightly differently but they will all follow the same principles. All statements will be in positive language (e.g. instead of "We will not shout out" would read, "We will use good manners".)

3. Our Teaching Behaviour Management Skills

Staff make use of an extensive range of management skills in establishing an ordered, calm and purposeful school and classroom ethos. Throughout the school “ The Fleetwood Way – Restorative Approach” is used by all teachers working closely with support staff, the SLT and parents in order to maintain and develop this ethos.

4. Reinforcement

The school has a system for recognising good behaviour. These consequences will occur in class, around school and in assemblies.

Principles

- a) To maintain our school ethos we need to be positive at all times. Children need to receive more positive comments than negative
- b) The status of well-behaved pupils is highlighted regularly.
- c) Staff verbally express their expectations of pupil behaviour and show approval when they are met.

Each classroom displays the colour behaviour system.

Each day pupils start on light green.

Pupils are rewarded by being moved up the chart to dark green then gold.

Exemplary
Better than Expected
Expected
Below Expected
Unacceptable



Rewards

In class teachers and other adults reward pupils in a variety of ways:

Smiles	Verbal Praise	Encouragement
Privileges	Stickers	Written comments
Dojo Points	Work/Child sent to another teacher	Work/Child sent to HT
Other classroom rewards	Postcard sent home	Message sent on Class Dojo/ text

Dojo Points

All adults working in school can award a Dojo Point for acts of kindness, enthusiasm, good work, sportsmanship, as well as any behaviours, which are recognised as being examples of the “Flakefleet Way.” When a child receives a dojo point it is recorded by the member of staff on the Class Dojo app or website.

Within the whole school these points are collated and pupils and staff are in four teams.

The four teams are:

St Georges	-	Red	St. Andrews - Blue
St. David's	-	Yellow	St. Patrick's - Green

Assemblies

Each term, the points are collated and a cup awarded to the team with the most Dojo points.

Each team has two Team Captains (one boy, one girl). These pupils will be in Year 6 and be exemplary role models in terms of reliability, honesty, enthusiasm and effort.

Additionally there are two Y6 Ambassadors who are exceptional role models.. These Y6 pupils assist in giving awards in Celebration Assemblies.

In assemblies good behavior is recognised and celebrated in a number of ways:

Dojo Points	<p>When a pupil reaches a Dojo point milestone they are be a given a raffle ticket to be placed in the Dojo Lotto. At the end of the term, 3 winning raffle tickets will be drawn and the lucky children win a special prize.</p> <p>Badges are also given to recognise these milestones in collecting points. Team Captains will organise the giving of badges and raffle tickets</p> <table><tr><td>50 dojos</td><td>-</td><td>button badge</td></tr><tr><td>100 dojos</td><td>-</td><td>merit badge</td></tr><tr><td>150 dojos</td><td>-</td><td>bronze badge</td></tr><tr><td>200 dojos</td><td>-</td><td>silver badge</td></tr><tr><td>250 dojos</td><td></td><td>gold badge</td></tr></table>	50 dojos	-	button badge	100 dojos	-	merit badge	150 dojos	-	bronze badge	200 dojos	-	silver badge	250 dojos		gold badge
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200 dojos	-	silver badge														
250 dojos		gold badge														

	<p>300 dojos - Dojo Champion Certificate</p> <p>All parents have access to their child's point collection on line and can view their child's rewards at any time of the day.</p>
Learner of the Week	This is presented to a member of each class in Celebration Assembly. It recognises individual sustained effort or achievement.
Force Flakefleet	This Dojo is awarded to pupils for contributing to the wider community. Often accounts from visitors, members of staff or pupils are given. Additionally letters or emails are read recounting incidents where pupils have shown that they are a responsible citizen.
Flakefleet "E" award	This recognises consistent excellence, effort, enthusiasm, energy, etc. A cup and certificate is awarded to one child in each class per half term. The children are able to keep the cup for half a term.
High Flyers	This recognises pupils that have worked to a high standard over and above the expectation of that year group. These pieces of work will be displayed prominently in display cabinets that are used solely for that purpose. Pupils are given a certificate and a High Flyers Achievement badge to keep in recognition of their work.
Sports Award	Each half term a trophy is awarded to a pupil from each year group for excellence in sport. Pupils are able to keep this trophy for half a term.
Additional Awards	There may also be certificates given by the office staff, support assistants, mealtime assistants and play leaders so that the children acknowledge the importance of all adults within the School
End of Year	At the end of the school various awards are presented to the Year 6 pupils. The shields displayed in the entrance are engraved with their name and pupils also take home a small trophy in recognition. Star of the Year certificates are presented to a pupil in each class. Y2 and Y6 are awarded certificates for best attainment and achievement.

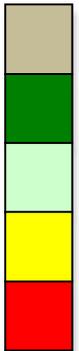
Awards given (except Force Flakefleet) are published in the weekly school newsletter and on the website. Parents are also invited to attend assemblies where their child is going to receive and award.

5. Managing Inappropriate Behaviour

Our system is designed to promote the idea that behaviour is within the decision of the child. It is their choice how they behave. In most circumstances we operate a fresh start policy. If a child makes an error of judgement, there will be a consequence and they then have the chance to start again afresh. Where inappropriate behaviour is persistent and sustained, staff follow the procedures outlined in this document.

The most effective sanctions are those imposed by the class teacher. ***Consequences should refer to the behaviour exhibited and not the child personally.*** Pupils are encouraged to do the right thing when inappropriate behaviour is displayed.

1. Reminder
2. Withdrawal of signs of approval (e.g. smiles, conversation, etc.)
3. Verbal reprimand
4. Repeated verbal warning (move to yellow and behaviour reflection sheet may be completed))
5. Isolation of child from other pupils (not outside the classroom) **OR** Time out (10 minutes)- moved outside the classroom (**with an adult**) or into another class – pupil should continue with their work.)
6. Loss of privileges (**an amount of playtime/ lunchtime**)
(move to red, red dojo given and a red reflection sheet completed by the child. Parents will be contacted through Class Dojo at the teacher's discretion.
*** At this point, the incident will be recorded on Emerge and a**
If the behaviour does not improve, is repeated or the pupil refuses to comply move to Step 7 (when an SLT member or Headteacher will add any relevant details in the notes section on Emerge)
7. Referral to SLT member
8. Referral to Deputy Head Teacher or Headteacher -internal isolation
9. Exclusion from school, temporary or permanent (Head Teacher decision only)



Recording and Tracking Behaviours

The school uses the Arbor recording tool to record and track behaviours. All behaviours from Step 4 onwards, to be recorded by the responsible adult.

The school's Behaviour Leader will track behaviours.

Yellow behaviour trends will be shared with Governors, staff and pupils. These trends are share with pupils to give them ownership of potential improvements (or any adverse trends) in Behaviour for Learning across school.

The Behaviour Leader (Deputy Headteacher) will monitor and evaluate trends in timings of behaviour, share with stakeholders monitor and jointly respond with actions.

Individual pupils whose name is inputted regularly, especially if above Stage 1 Yellow) will be highlighted to the Behaviour Leader.

The nature of the behaviours will be analysed and one of the following will be the response:

1. Class teachers to put in place an individual behaviour strategy
2. Behaviour Leader to put in place an individual Behaviour strategy.
3. An Individual Behaviour Plan written and implemented with parents involved.

CONSEQUENCES

Staff follow the 5-colour system either electronically or on a display.

- Each day all the children start on light green.
- Pupils have the opportunity to move up on the chart so good behaviour is rewarded.
- The steps 1-6 above are followed when inappropriate behaviour is exhibited.
- Verbal aggression and lack of respect for peers (verbal or physical) results in movement to **yellow**
- **Verbal aggression and bad language, directed to an adult,** fast tracks the pupil to **red**.

- **Premeditated physical aggression and/or violent actions to a pupil** fast tracks the child to the **red**.
- Physical aggression to an adult or significantly dangerous behaviour is immediately referred to the available member of the SLT. At this point either the pupil will leave the class or the rest of the class may move out of the vicinity.
- In some instances it may be appropriate for the Family Support Worker or Learning Mentor to be involved to “reach” a pupil who is having difficulty.

Serious Incidents

The Head Teacher/ Deputy/ SLT member will respond to individual situations, as appropriate, but will inform the relevant class teacher of the outcome.

Pupils will be returned to class at the discretion of the Head Teacher/Deputy/ SLT Member

6. Stepped Management Procedure for Emotional and Behavioural Difficulties

This procedure is initiated when a child repeatedly identified as reaching Step 6 of Managing Inappropriate Behaviour (Section 5)

The 9 steps in Section 5 still apply for each incident

Whilst on a Stepped Management Procedure, the child should NOT be moved above GREEN on the class positive behaviour chart

**** At each step within this section, a Restorative Approach discussion should regularly be held with the pupil.**

It is essential that ANY further incidents are recorded on Emerge.

The dates that the child is on any of the Steps (A-D) in this Section is entered onto his/ her Pupil Chronology.

When Behaviour Improvement charts are used, extra dojos can be given they should NOT be linked to additional rewards.

Step A

Action

The class teacher contact parents/ carers to inform them that a number of incidents have occurred which are now a 'cause for concern' and the child's behaviour will be monitored for two weeks after which the parent is invited back into school for a further meeting.

Strategies

A behaviour chart is started with agreed targets for the child that focuses on positives. There should be no material reward for *Further incidents are recorded and, after each one . The pupil completes a Behaviour Reflection sheet.*

Review

After 2 weeks - 3 choices (discussed with parent)

1. Removal from Step A
2. Remaining at Step A for a further 2 weeks.
(only repeated once)
3. Movement to Step B

Step B

Action

Parental meeting.

Agreement with parents to talk to class teacher weekly or communicate through Class Dojo.

Strategies

As in Step A with chart shown to nominated SLT member each day.

Review

After 2 weeks - 3 choices (discussed with parent)

1. Return to Step A
2. Remaining at Step B for a further 2 weeks.
(only repeated once)
3. Movement to Step C

Step C

Action

Class teacher and Deputy Headteacher write an Individual Behaviour Plan.

The Individual Behaviour Plan is shared with child and parent with all parties signing the plan.

Agreement with parents to talk to class teacher twice weekly or communicate through Class Dojo.

Strategies

The plan will be structured to clearly link 'Cause and Consequence' with the particular behaviour traits identified as being the reasons the child has progressed to Step C to include positive rewards if plan followed
Discussion with Pastoral Team with regard to identified Emotional needs' support.

Review

After 4 weeks – 3 choices (discussed with parents)

1. Return to Step B
2. Remaining at Step C for a further 4 weeks.
(only repeated once)
3. Movement to Step D

Step D

Action

Individual Behaviour Plan reviewed supported by a Personal Support Plan that focuses on emotional, social and behavioural needs

Agreement with parents to talk to class teacher daily or communicate through Class Dojo.

Strategies

Cause and Consequence actions continued as in Step C.

Weekly monitoring meetings between Class Teacher, Learning Mentor, Headteacher and Deputy Headteacher.

Weekly review meeting with parents (any two of above to attend)

Weekly counselling sessions.

Complete CAF

Complete Boxhall Profile

Review

After 6 weeks – 3 choices (discussed with parents)

1. Return to Step C
2. Remain at Step D using existing IBP and PSP for a further 6 weeks.
3. Review of IBP and PSP

**** Review will lead to following actions:**

- a) Referral to outside agencies selected from Doctor, CAMHS, Stepping Stones, Educational Psychologist
- b) Headteacher to inform parents of possibility of fixed term and ultimately permanent exclusion.

7. Whole school expectations and Routines

A Before school

Expectations

Children may arrive in school from 8.45. They may come directly into school and go straight into the classroom. A quiet task is set for the pupils to investigate. All children are expected to be in school by 8.55 a.m.

A member of staff is on duty in the KS2 playground to welcome pupils to school.

B About the School

Expectations

Children

- to walk
- to care for the building and grounds
- to treat adults and children with respect
- to carry out tasks sensibly
- to collect and return equipment in an orderly fashion
- to ensure that no one is hurt, either physically or emotionally

Staff

- expect high standards of behaviour
- give explanations of what is expected
- support colleagues and support staff

C In working areas

Expectations

Children

- to enter and leave in an orderly manner
- to be polite to adults and children
- to listen to others
- to care for materials and apparatus
- to care for the general appearance of the classroom
- to respect other people's belongings
- to respect all children's right to learning
- to complete tasks set by teachers and support staff

Staff

- Every member of staff should have high expectations of behaviour and work.
- Classrooms and work areas should be models of high standards of care, tidiness and cleanliness.

D Assemblies

Expectations

Children

- to come into the hall in such a manner as to create an atmosphere conducive to the assembly

Staff

- Staff taking assembly should be in the hall ready to receive the children.
- to ensure that children are punctual for assembly
- to support the atmosphere conducive to the assembly
- to attend Assemblies as timetabled
- Teaching staff excused from assembly should return to the hall to accompany their children back to the classroom at 9.25 a.m. for the end of assembly unless informed differently.

E Playtimes

Expectations

Children

- to leave the classrooms in an orderly manner
- to respect other children
- to be polite to adults and other children
- to report problems to the staff on duty,
- to stop and listen to instructions on hearing the whistle –FS and KS1
- to enter school in an orderly manner on hearing the whistle – KS2

Staff

- staff on duty should be in the playground promptly
- children should be supervised whilst leaving classrooms
- staff in the playground should monitor the outside areas
- class teachers should be in their classrooms ready to receive the children

Routines:

Staff that are on duty should ensure their presence outside as soon as the children are outside. Again it is essential to be pro-active and to intervene early on identification of a potential incident.

At KS1, a designated member of staff will be on inside duty for accidents and/ or incidents.

Positive behaviour is always recognised. All duty staff may award dojos to children who exhibit particularly good behaviour

Children misbehaving should be reminded that the choices they are making are inappropriate and, if continued, there will be consequence.

The steps outlined in Section 5 Steps 1-6 of this policy will be followed (except for items in parenthesis - Points 3 and 4)

If the inappropriate behaviour continues, or a serious incident occurs, steps 7 -11 will be applicable and a Sleuth form completed

Dependent on the situation, a message can be sent at that time **OR** at the end of playtime should a serious incident arise.

The class teacher(s) of these pupils should be also be informed and the completed Sleuth forwarded to them

F Wet playtimes

Expectations

Children

- to follow the normal code of behaviour applicable to behaviour in the classroom

Staff

Teachers should make it clear to the children:

- which activities are to be used during their break
- whether children may continue with normal class work
- that the classroom should be left tidy at the end of break
- that children go to the toilet when given permission
- staff will remain in the classroom with the children
- non-class based staff should complete duty as usual to support class teachers

G End of School Day

Routines

Teachers should see their children out of the class/school and oversee their dispersal including being in attendance in communal areas.

At FS Stage, pupils should be collected from within the classroom by a known adult. Any unfamiliar adult will need a previously agreed password.

FS and KS1 children attending after school activities should be escorted to the relevant location. An adult should remain with the child until the Activity Leader is present.

H. Lunchtimes

A wide range of play environments and equipment is available to promote positive behaviours.

The school uses Sports Premium Funding to employ two coaches daily to promote sports activities.

(these coaches are not responsible for pupil behaviour)

Positive behaviour is always recognised. All welfare staff will be provided with “dojo” stickers to give to children who exhibit particularly good behaviour. *Staff will process these dojos.*

Expectations

Children

- to leave the classrooms in an orderly manner
- to respect other children
- to be polite to adults and other children
- to report problems to the staff on duty,
- to stop and listen to instructions on hearing the whistle –FS and KS1
- to enter school in an orderly manner on hearing the whistle – KS2

Staff

- lunchtime staff should be at classrooms and/or in the playground promptly
- children should be supervised by class teachers whilst leaving classrooms
- class teachers should be in their classrooms ready to receive the children

Routines

1. Mid-day supervisors are on duty in each playground at lunchtime.
2. Children are expected to play sensibly, co-operatively, share any school equipment, treat everybody with courtesy and resolve differences without resorting to violence.
3. When difficulties arise which they are unable to resolve themselves children are expected to seek help from a member of staff on duty and "not take the law into their own hands".
4. Members of staff may use the following strategies to address inappropriate behaviour ;
 - a verbal reminder
 - withdrawal of signs of approval
 - isolation of child from peers (2-3 minutes with an adult)
 - referral to Play Leader (KS1) or Senior Midday Supervisor (KS2)
 - loss of privileges decided by Play Leader (KS1) or Senior Midday Supervisor (KS2) or to any member of the teaching staff if either leader is unavailable.
5. Verbal aggression, bad language to an adult, physical aggression to a child or repeated defiance leads to immediate referral to the Play Leader(KS1) or Senior Supervisor (KS2).
The Play Leader/ Senior Supervisor will complete a Lunchtime Sleuth form and inform the class teacher.
The child will receive a red dojo and the incident recorded on Emerge.
6. The Play Leader(KS1) or Senior Supervisor (KS2).may remove a child from the playground to report to a Senior Member of staff if other sanctions have failed or their behaviour is a health and safety risk to themselves or others.
7. There are members of the SLT available each lunchtime to deal with serious issues.
8. All staff on site are also available to support lunchtime staff.
9. Children will always be offered their lunch and given time to eat it, Adults present will continually encourage all children to eat all, or part of, their lunch.