

Battle and Langton Church of England Primary School



Behaviour Management Policy

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INTRODUCTION

At Battle and Langton Church of England Primary School we are committed to safeguarding and promoting the welfare of children and young people. One of the ways we do this is through the teaching of positive behaviours. Our ethos towards behaviour is aligned with the 'Thrive' approach to children's emotional development (www.thriveapproach.com) and the Zones of Regulation (www.zonesofregulation.com)

READY, RESPECTFUL, SAFE

At school we teach the children to follow three simple rules: Be Ready, Be Respectful and Be Safe.

BE READY:

- In classrooms/assembly: Sitting still; Eyes on teacher; Mouths closed
- Lining up: One behind the other; Face the front; Hands by sides; No talking

BE RESPECTFUL:

- Follow Adult instructions first; ask questions later
- Kind hands; kind words; kind deeds
- Let others learn, play and be happy
- Look after each other, ourselves and our school

BE SAFE:

- On the playground: Gentle play; Stay where seen; Listen to adults
- In the classroom: Always walk; Use equipment properly; Stay calm

RECOGNISING GOOD BEHAVIOUR

There are three levels of 'reward' available for teachers to recognise good behaviour, and reinforce it.

INDIVIDUAL REWARDS

In Reception and KS1, children achieve get points (of whatever way they're collected in individual classes such as stickers, pom poms) for showing a star behaviour. When children get 5 points in Reception/10 points in KS1 they can choose something from the treasure chest - a small toy from a box

In KS2, children showing good behaviour will earn stickers on individual charts. When 10 stickers are earned, the children will be given a choice of a small reward, for example such as skipping to the front of the line for the day.

WHOLE CLASS TARGETS

Each class are given a behaviour target to work towards. The teacher will look for the behaviour in each child and when that behaviour is seen, the child's name can be placed on the target/recognition board

Once all children's names are on the board, the target is achieved and they win one target point towards a whole class reward. Once 10 target points are achieved the teacher can give them a vote on the whole class reward.

THE 'ALWAYS' CLUB

Children who are always behaving well should be high profile. The purpose is to reward those children who really try with behaviour consistently, and to inform parents that it is happening.

Teachers can select a child weekly that will join a member of the Senior Management Team for a 'meeting' where they will have a 'drink and a chat'. A postcard will then go home for those children.

Golden Awards at the end of each term will also be an opportunity to recognise those children that always go over and above the expected.

ENCOURAGING GOOD BEHAVIOUR

We encourage children to take responsibility for their behaviour and try to teach them that they will almost always have a choice about how they behave. There are 3 STEPS that a teacher will go through to encourage children to modify their behaviour:

STEP ONE: THE REMINDER

A reminder of the expectations for children - **READY, RESPECTFUL, SAFE**. The teacher makes the child them aware that their behaviour is not up to the expected standard. These reminders might be verbal, but are often a simple look or gesture. The child has a choice to do the right thing and will be reminded more than once before step two.

STEP TWO: THE CAUTION

A clear verbal caution delivered to the child making them aware of their behaviour and clearly outlining the consequences if they continue. At Battle and Langton we resist endless discussions around behaviour and spend our energy returning children to their learning.

A scripted approach is used at this stage:

1. Adult approaches a child in a gentle, non-threatening manner; usually lowering themselves to the child's eye level.
2. Adult tells the child what behaviour they have seen, and which of the three rules it breaks.
3. Adult tells the child what the consequences of their behaviour will be, if it continues.
4. Children are reminded of their previous good behaviour to show them that they can make good choices.
5. Adult will walk away and allow the child time to decide what to do next.

STEP THREE: THE TIME-OUT

If the behaviour continues, despite several reminders and a caution, the child will be asked to take a time out before returning to the class and the learning. The adult will ask the child to come with them to either a designated space in the classroom, or outside the classroom (depending on the age of the child). The adult will clearly state why they are asking the child to take a time out and what behaviour they expect to see when the child re-enters the classroom.

After a few minutes (as a guide, one minute per year of age), the adult will ask the child if they are ready to re-join the learning, and re-state the behaviour they expect to see. The child may be asked to catch up the learning missed during a playtime.

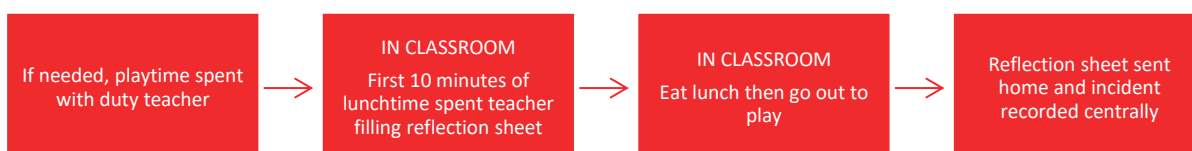
CONSEQUENCES: THE REFLECTION ROOM

After the initial 'time out', if the behaviour continues or the child is unable to complete the time out without misbehaving, the child will be sent to a different class for the rest of the session if it is felt they are going to further disrupt the learning.

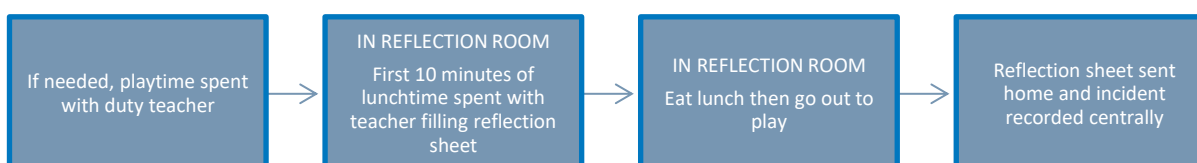
A reflection consequence will then be issued. There is a maximum of 5 days for KS2 children and 3 days for KS1 and reception children, but this is for really serious incidents like hitting and hurting.

If a child is issued with a day's reflection the following happens on the first day:

RECEPTION CHILD:



KEY STAGE 1 CHILD: (IF CHILD IS NOT READY FOR THE REFLECTION ROOM, THEN THE CLASSROOM IS USED)



KEY STAGE 2 CHILD:



For children that access the Pod, there may be further adaptations, such as using the 'Bubble room' for their reflection time.

The reflection room will be staffed by either the Head or Deputy Head each day. It may be staffed by other members of SLT if Head or deputy are absent. These members of staff are there to supervise, not to deal with the behaviour. The reflection room is a consequence, but it's also a chance for the teacher to deal with behaviour away from the rest of the class by jointly filling in a reflection form that will talk through the points on the reflection form (see appendix 1)

The form will then be sent home to parents with notification of how many days reflection the child has to do.

The behaviour incident will also be logged on the school's tracking system.

MANAGING CHILDREN WITH ADDITIONAL NEEDS

All classes will have children with additional needs, whether that be learning, communication, physical or emotional. These must be taken into consideration when managing behaviour. The additional needs are not an excuse for poor behaviour, however the way in which these children learn to manage their behaviour will need additional scaffolding, support and understanding.

SERIOUS MISCONDUCT

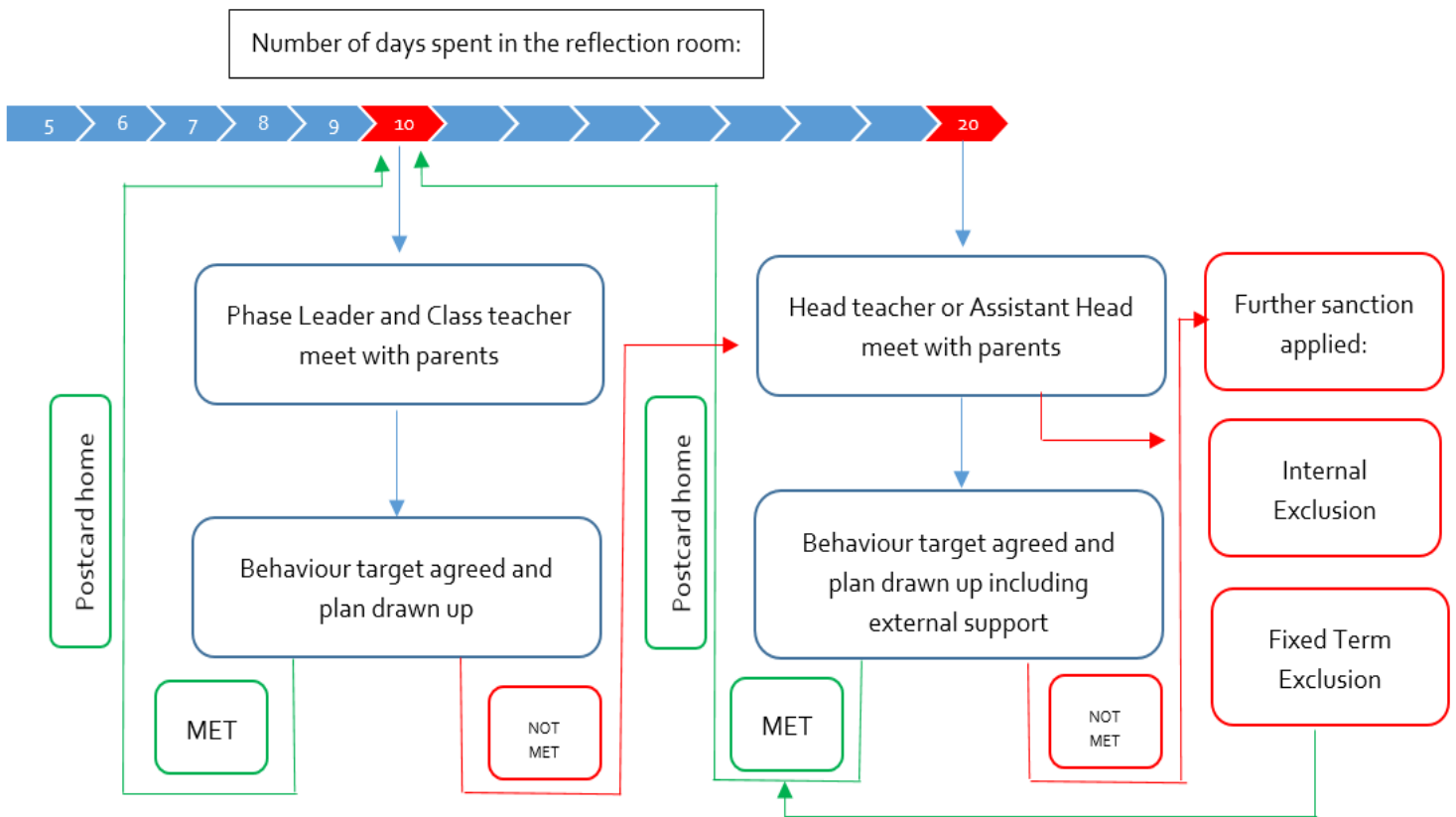
There are no steps for serious misconduct in lessons and around the site. These behaviours include: violence, racism, homophobia, dangerous conduct and threats to other children or staff. In an event as described, we would move to an investigation and in most cases, a consequence which could lead to a fixed term or permanent exclusion.

LONG-TERM BEHAVIOUR IMPROVEMENTS

If behaviour doesn't improve over time, and the child is receiving many days in the reflection room then further action is needed.

Once a child has spent **10 DAYS** in the reflection room (or classroom for Reception), the Phase leader will ask the child's parents to attend a meeting to draw up a behaviour plan. There will be agreed time limits and targets within the plan and parents will be kept informed and expected to support the school in helping their child improve their behaviour.

If the first behaviour target is not met, or the child continues to behave poorly and reaches **20 DAYS** in the reflection room the Head or Assistant head will invite parents in for a second meeting to re-set behaviour targets. At this point parents will be informed of the possible sanctions that may be used if the targets are not met, which include exclusion.



These behaviours will result in an immediate escalation to the Headteacher:

- | | |
|---|---|
| Assault resulting in injury of child | Leaving the site without permission |
| Assault on an adult | Significant damage to property |
| Sexualised assault | Bringing a weapon into school |
| Racist / Homophobic / Transphobic abuse | Deliberately setting off the fire alarm unnecessarily |

It is important to recognise the developmental needs of the younger children: Reception children may exhibit some behaviour that they are still learning to manage- e.g. biting/kicking. However, this behaviour is still not acceptable and must be dealt with in an understanding and age appropriate way by the Phase Leader.

Appendix 1: Behaviour Reflection Sheet

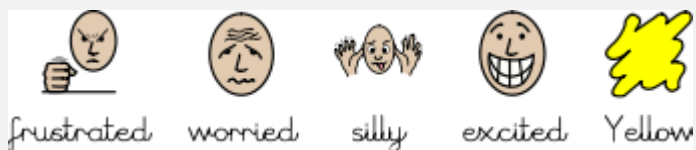
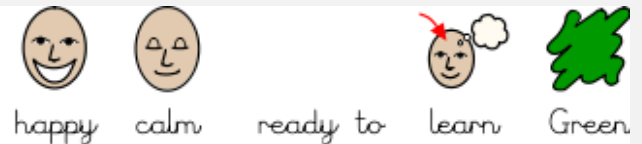
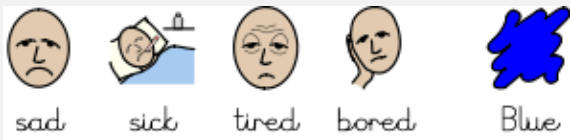
Name : _____ Date : _____

Thinking about my behaviour will help me to make a better choice next time.

What happened?

Why is this behaviour not expected?

Which Zone were you in? How did you feel?





A better thing to do if this happens again?

A strategy I could use to get back to expected behaviour.....

How did my unexpected behaviour make other people feel ?

What can I do to make amends?

Pupil signed _____

Teacher signed _____

_____ will have ___ days in the reflection room

APPENDIX 2: SAMPLE BEHAVIOUR PLAN

Name: Year Group:		Class/Tutor:	Meeting with parents:	Start date:	End date:
	Plan	Review 1		Review 2	
Objectives (what change do we want to see?)					
Success Criteria (what will the change look like?)					
What will the school do?					
Outcomes					
What will parent/carers do? Parent/Carer signature:			What the pupil needs to do Pupil signature:		
Designated teacher with responsibility:					