

<b>POSITIVE BEHAVIOUR MANAGEMENT POLICY</b>
<b>MARCHWOOD JUNIOR SCHOOL</b>
<b>Date of Issue: March 2017</b>
<b>Review date: March 2018</b>

### **LOCATION AND DISSEMINATION**

This policy will be kept in the school's main policy files and an electronic copy on the school's computer network. It is reviewed annually by our Governing Body and staff.

We wish to ensure high standards of good behaviour throughout Marchwood that encourages self-discipline and is supported by a positive and consistent approach. High standards and expectations of good behaviour will help us fulfil our school aims. This policy is to be read in conjunction with our anti-bullying policy which can be found on our website.

### **AIMS**

We aim that everyone involved in our school should:

- show consideration for others
- be polite and display good manners
- be honest
- have self-respect and mutual respect for each other
- understand and keep the school rules:
  1. Use positive language and actions
  2. Respect your own and others' property
  3. Follow instructions

To achieve these aims we:

- recognise and intend to develop the valued partnership between children, parents, staff and Governors
- reward children regularly for choosing appropriate behaviour and operate a consistent sanction system
- work to build on the existing positive framework of trust and co-operation
- will ensure rules are clear, simple, appropriate and easily understood
- will strive to ensure that everyone in the school will become secure and confident with fair, consistent approaches, procedures and expectations

### **BEHAVIOUR CODE**

The Behaviour Code is displayed prominently in every classroom and around the school and is regularly reinforced in all areas of school life. Positive feedback is provided by members of staff when the code is adhered to.

Individual classroom rights and responsibilities are also negotiated at the start of the year to ensure children are involved in the process.

## **REWARDS AND SANCTIONS**

Children are encouraged to choose appropriate behaviour by the use of a fair and consistent rewards and sanctions system.

### **REWARDS**

We try to ensure the children have high expectations of themselves in all aspects of school life by rewarding efforts in work, attitude and behaviour and promoting appropriate behaviour in lessons and assemblies.

Rewards include:

1. Smiles and praise!
2. The WAM time (win a minute) scheme leading to a choice of reward. Children are awarded learning points when they achieve the learning intention within a lesson and WAM time for their behaviour and manners and consideration for others around the school. Children collect their WAM time on a weekly class chart. Every child is awarded 5 minutes WAM each day, but they will lose 5 minutes of total WAM time for being sent to the breaktime room, and 2 minutes will be lost if their name is moved down the class behavior chart. At the end of the week children can spend their WAM time attending a reward activity of their choice. WAM time can be awarded by all adults in school.
3. Class certificates are rewarded in upper and lower school assemblies for achievement, progress, effort, consideration, attitude, responsibility, manners and enthusiasm in a range of subjects and aspects of school life. When children have been awarded 8, 12 and 16 certificates respectively they are rewarded with a bronze, silver and gold certificate in celebration assembly by the head teacher.
4. Celebrating work which involved exceptional effort by showing work to other pupils, teachers, Deputy Headteacher or the Headteacher. Two pieces of work from each class are displayed on the Magic Board in the school entrance each half term.
5. Whole school celebration assemblies are held every Monday and give children the opportunity to celebrate each other's achievements outside of school.
6. Lunchtime supervisors choose children each week to sit on the top table who have demonstrated good manners.
7. Postcards are sent home to children to praise them for good behaviour and effort with their learning. Children do not know about the postcards until they arrive at home. This is a positive strategy to involve parents in celebrating their child's good behaviour.
8. Learning behaviour stars
9. Headteacher award
10. Junior Leadership certificate

### **SANCTIONS**

This list of sanctions is non-hierarchical and demonstrates the variety of sanctions that may be appropriate in different circumstances. These are stepped systems for inappropriate behaviour in the class and in the playground (see appendices 2-4). The line management for behaviour management is:

Member of staff  
Assistant head  
Head or Deputy

## **SANCTIONS FOR INAPPROPRIATE BEHAVIOUR**

These include:-

1. A verbal warning by the member of staff.
2. A stepped system of sanctions within class – See Appendix 1.
3. A stepped system for inappropriate behaviour at breaktime – see Appendix 2.
4. A stepped system of sanctions for lunchtimes – See Appendix 3.
5. The loss of playtime/s. A Senior Teacher supervises the Breaktime Room. The child's name and the incident are recorded. Records are monitored by class teachers and the SLT who both discuss individual behaviour with children. They contact parents by letter after three times in a half term and parents are invited in after six times in a half term.
6. Loss of WAM time.
7. Being withdrawn from a lesson for a fixed period of time and sent to the Assistant Head.
8. Contacting parents and record contact.
9. Negotiating a Behaviour contract related to IBMP targets.
10. Being withdrawn from special events in school.
11. Internal exclusion (the child works away from the class for a fixed period of time).
12. Being excluded from school for a fixed period. At this stage, the LEA and Governing Body is notified.
13. Being permanently excluded from school.

All staff aim to avoid a negative approach involving sanctions and punishments by the regular use of positive comments and rewards for good behaviour.

In establishing a fair and consistent approach to the issue and monitoring of rewards and sanctions used across the school, we have/will take into account the views of all members of the school community.

## **Appendix 1**

### **SANCTIONS IN CLASS – OUR STEPPED SYSTEM**

We operate a consistent stepped system to help children manage their behaviour. Sanctions are therefore 'signposts along the way' to help the children realise the consequences of choosing inappropriate behaviour. Details are recorded not to humiliate the child, but to give them a visual reminder of their choices. The system starts afresh each day so the child can be encouraged to make better choices.

1. A verbal reminder to child of inappropriate behaviour, explaining which part of the behaviour code the child has chosen not to follow. They are reminded of the behaviour code and then asked to move their peg down.
2. The child is asked to move their peg down on the class system. They lose two minutes WAM time and they are reminded again of the behaviour code.
3. The child is asked to move their peg down. The child will now spend the next breaktime in the breaktime room where they complete a behaviour record sheet which is kept by the class teacher. They lose five minutes WAM time. The behaviour is recorded in the breaktime book.

NB Teachers track individual children's behaviour sheets and a letter is sent to parents if they attend the breaktime room on three occasions in a half term. If a child attends the time out room six times in a half term parents are invited into school to meet with the class teacher and a member of SLT. Continual failure to follow the behaviour code would lead to a Behaviour IBMP, or a Behaviour Diary.

A serious incident can lead directly to more serious sanctions. If a child regularly gets to step 2 and then stops inappropriate behaviour, the teacher can inform the child that they will be 'stepped up'. This means that they will go straight from step 1 (verbal reminder) to step 3 (missing break).

## **Appendix 2**

### **SANCTIONS AT BREAK TIME – OUR STEPPED SYSTEM**

1. A verbal reminder to the child.
2. Child stands by teacher on duty for a couple of minutes and discusses their behaviour with them, including revision of the Behaviour Code.
3. Child sent inside to breaktime room.

Praise is given for those demonstrating appropriate behaviour.

The Breaktime Room is attended by children who are missing a break due to inappropriate behaviour in class or by children who are sent inside during breaktime as they have reached Step 3 of the breaktime behaviour system. Children should bring a pencil to the room to complete their behaviour reflection sheet. These are filed by the class teacher.

NB Missed break sanctions are not for homework non-completion, lack of reading or lack of performance in tests. This is dealt with by class teachers in partnership with parents. However, if homework is not completed on three occasions the child will complete it in the time out room and their parents will be informed.

## Appendix 3

### OUR STEPPED SYSTEM FOR INAPPROPRIATE LUNCHTIME BEHAVIOUR

1. A verbal warning is always given to children behaving inappropriately. If they choose to continue, a stepped system comes into play.
2. Children know there is a stepped system for sanctions – namely, a verbal warning, reported to a member of teaching staff, and then sent to SLT. Knowing the steps of the system gives them the chance to modify their behaviour.
3. The Headteacher meets regularly with the lunchtime supervisory team.
4. Certain misdemeanours lead directly to a child being taken to SLT. These include (but are not limited to) swearing at a child or an adult, refusing to follow an instruction, violent behaviour, and incidents of bullying.
5. Serious incidents are recorded by SLT so behaviour can be tracked over a period of time.
6. Some children are allowed to come into school to find a member of SLT at any point during the lunch hour. This is to help specific children manage their own behaviour more successfully. They are given time to calm down and when they are ready, they can talk to the teacher on duty about why they chose to come in. Parents are contacted.
7. Lunchtime exclusion for limited period.
8. A programme for re-integration and learning to cope with the issues that resulted in their exclusion is put in place by the SLT involving our sports coach and ELSA as appropriate.
9. Permanent lunchtime exclusion.
10. Exclusion from school for a fixed period. At this stage, the LEA is notified.
11. Permanent exclusion from school.