



Spon Gate Primary School

**Behaviour
Management
policy**

Aims and school ethos

It is the aim of this policy document to demonstrate how the school fosters and maintains a sense of community and the good behaviour of its pupils. This is achieved by:

- Encouraging a whole school approach to behaviour and discipline
- Helping staff to manage pupil behaviour effectively
- Helping the school to promote pupils' respect for others
- Promoting firm action against all forms of bullying
- Promoting an equality of opportunity for all

It is the policy of the school to encourage good behaviour rather than simply sanction inappropriate behaviour. Nevertheless, all behaviours will be responded to in an appropriate way.

Spon Gate recognises the need to ensure a consistency of response to unacceptable behaviour irrespective of the gender, ethnicity or social background of the individual involved. The school also recognises the importance of encouraging parental support and responsibility in the maintenance of good behaviour.

As a staff, we believe that the prevention of situations where physical restraint is used is always preferable. Staff have undertaken Team Teach training, which emphasises the importance of de-escalation to reduce the need for physical restraint.

Our Golden Rules

There are six Golden Rules that children must follow whilst at school.

The six Golden Rules are:

- Do be gentle (don't hurt anybody)
- Do be kind and helpful (don't hurt people's feelings)
- Do listen to people (don't interrupt)
- Do be honest (don't cover up the truth)
- Do work hard (don't waste time)
- Do look after property (don't waste or damage things)

Rewards for good behaviour

Dojo Tickets

Children can win a Dojo Ticket for any positive learning behaviours or conduct. This might include:

- Remembering to use good manners (please, thank you, holding open a door, etc.)
- Readiness to learn (returning to the carpet quickly, following an instruction quickly, etc.)
- Demonstrating behaviours that have previously been difficult
- Doing something they would not normally do (eating all of their dinner, putting their hand up in class, etc.)

Dojo tickets are the hook when encouraging good behaviour linked to the golden rules and should be awarded very publically and with regularity. It is important that these are issued to children who regularly demonstrate good behaviours as well as those who find compliance more difficult. **Children should not lose dojo points for breaking the golden rules. Alternatively, when children are not following the golden rules, steps for inappropriate behaviour should be followed (see below).**

Each week children's tickets will be counted and the class teacher will update points for each child on Class Dojo. Each week children will get the opportunity to redeem their points for a prize, activity or experience. There will be a list of rewards available with different point values to allow children to save up their points for their desired prize.

Star of the week

Each week, one child from each class is nominated for outstanding attitude towards learning and behaviour to be star of the week. The children nominated are given a badge to wear and their photographs are displayed in the school.

Star of the term assemblies

At the end of each term, class teachers select one child who is presented by the teacher to the whole school as their star of the term. They are awarded a certificate and a prize. This assembly also provides an opportunity to give awards for good attendance throughout the term and, in July, for good attendance throughout the year.

Steps for inappropriate behaviour

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| Step 1 | Verbal warning (with reference to the Golden Rule that is being broken) |
| Step 2 | Written warning (name written on whiteboard. This should be removed at the next natural break if the child has complied with the rules) |
| Step 3 | Loss of 5 minutes of the next available break |
| Step 4 | Moved to a separate table for an agreed amount of time |
| Step 5 | Escalated to a member of the leadership team |
| Step 6 | Restorative conversations allowing for discussion and reflection |

There are only a few instances where children bypass the stepped approach. These would include verbal or physical aggression, racist or homophobic behaviour or behaviour that puts the child or others in danger. Where these behaviours take place, a member of the leadership team must be informed and the incident must be recorded on CPOMS. In all other cases, children must be given the opportunity to modify their behaviour.

Children should never be sanctioned, or lose dojo points, for things that are not in their control, for example forgetting their PE kit, arriving late or not returning homework.

Where children are regularly losing significant amounts of break, alternative strategies must be implemented, linked to an Individual Intervention Plan if appropriate.

Children with Special Educational Needs

For some children, behaving appropriately is very challenging and they will need support that is additional to the general rewards and sanctions. It may be necessary for an Individual Intervention Plan to be established in such cases. Some children may also need specialist interventions. Our team of learning mentors undertake direct work with identified children. Additionally, the school utilises the Learning and Well-Being Service and the Educational Psychology Service for children requiring external agency support.

Behaviour at playtime and lunchtime

Inappropriate behaviour on the playground should be managed with a clear verbal warning. If a child continues to behave inappropriately, or is at risk of hurting themselves or others, they should stay with one of the adults on duty on the playground. Where children's behaviour is dangerous, or persistently challenging, they may lose the right to play outside with their peers for a fixed period of time.

Lunchtime supervisors are able to encourage good behaviour with the use of stickers and a weekly lunchtime star.

Physical intervention

Whilst all staff are trained in the Team Teach method of restraint, physical intervention should be used as a last resort. Adults should attempt to de-escalate the situation or ignore the behaviour if appropriate. It may be necessary to lead the rest of the class away from the situation if it is becoming potentially dangerous.

There may be situations where physical intervention is required. A member of staff who has been Team Teach trained may use positive handling to:

- Prevent a child from hurting themselves or others
- Prevent a child from damaging property
- Prevent a child from absconding
- Prevent behaviours that put others at risk of harm

Where possible, a member of the leadership should be sent for to support the situation.

Following any physical intervention, staff involved will need to complete a Positive Handling log, located in the Headteacher's office. Parents should also be informed. It may be necessary to undertake a risk assessment for a child who regularly displays aggressive or harmful behaviours.

Fixed-term and permanent exclusions

We do not wish to exclude any pupil from school. However, there may be occasions where this is necessary.

Only the Headteacher or Acting Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. When a child is excluded, parents are informed immediately and reasons for the exclusion are provided. Parents are also given information on their right to appeal and their duty to ensure that the child is not present in public during school hours for the duration of the exclusion.

Reasons for exclusions

This following list provides descriptors of reasons for exclusions. The categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The further detail suggesting what the descriptors cover should be used as a guide and this list is not intended to be used as a tick-list for exclusions.

<p>Physical assault against pupil Includes:</p> <ul style="list-style-type: none"> • Fighting • Violent behaviour • Wounding • Obstruction and jostling 	<p>Physical assault against adult Includes:</p> <ul style="list-style-type: none"> • Violent behaviour • Wounding • Obstruction and jostling
<p>Verbal abuse / threatening behaviour against pupil Includes:</p> <ul style="list-style-type: none"> • Threatened violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation • Carrying an offensive weapon 	<p>Verbal abuse / threatening behaviour against adult Includes:</p> <ul style="list-style-type: none"> • Threatened violence • Aggressive behaviour • Swearing • Homophobic abuse and harassment • Verbal intimidation • Carrying an offensive weapon
<p>Bullying Includes:</p> <ul style="list-style-type: none"> • Verbal bullying • Physical bullying • Homophobic bullying • Racist bullying 	<p>Racist abuse Includes:</p> <ul style="list-style-type: none"> • Racist taunting and harassment • Derogatory racist statements • Swearing that can be attributed to racist characteristics • Racist bullying • Racist graffiti
<p>Sexual misconduct Includes:</p> <ul style="list-style-type: none"> • Sexual abuse • Sexual assault • Sexual harassment • Lewd behaviour • Sexual bullying • Sexual graffiti 	<p>Drug and alcohol related Includes:</p> <ul style="list-style-type: none"> • Possession of illegal drugs • Inappropriate use of prescribed drugs • Drug dealing • Smoking • Alcohol abuse • Substance abuse
<p>Damage Includes:</p> <ul style="list-style-type: none"> • Damage to school or personal property belonging to any member of the school community • Vandalism • Arson • Graffiti 	<p>Theft Includes:</p> <ul style="list-style-type: none"> • Stealing school property • Stealing personal property (pupil or adult) • Stealing from local shops on a school outing • Selling and dealing in stolen property
<p>Persistent disruptive behaviour Includes:</p> <ul style="list-style-type: none"> • Challenging behaviour • Disobedience • Persistent violation of school rules 	<p>Other Includes:</p> <ul style="list-style-type: none"> • Incidents which are not covered by the categories above, but this category should be used sparingly