



# BEHAVIOUR MANAGEMENT POLICY

Date 04/09/2023

## **Purpose**

This policy document was written after consultation with the teaching staff and the Governors. It is a working document which reflects the ethos and practice within the school in relation to behaviour management.

## **Aims**

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

The whole ethos of Scott Primary School is to provide all children with a happy, caring, learning environment in which they can develop their full potential - whatever their needs and irrespective of age, ability, disability, gender, race and social circumstances. In order to achieve this, children need to be taught how to behave appropriately and be praised when they do. However, they also need to know that there are boundaries and that there will be consequences if these are crossed. This policy aims to promote the principles of positive reinforcement praising and rewarding children for their achievement whilst also providing consequences that are fair and reflect the severity of the negative behaviour. This also needs to be easily accessible for the children to understand as well as enable any adult within the school to implement it fairly and consistently.

## **Traffic Light System**

At Scott we follow a traffic light system for behaviour so that children can self-regulate their own behaviour. In every classroom, a traffic light system is displayed (see right). The children all start with their names on the green face (positive). These names are moved up and down the traffic light system as a visual indication to the children about their behaviour. **Up** indicates rewards (+Dojos) and **down** indicates sanctions (-Dojos). If children change their behaviour, they can move back up to the green face again. Faces are reset after break and lunch times and at the start of every day. The traffic light system is a clear visual support for children enabling them to make the right choices with their learning behaviours in the classroom.



## **Rewards**

### **Class Dojo**



Class Dojo is an online system whereby children are given a character avatar that then collects points throughout the year. Each week every child can accrue Dojo Points for positive behaviour and lose Dojo Points for negative behaviour. Dojos are earned by showing positive behaviours for learning or effort with their learning e.g. persevering with a Maths problem or putting a lot of effort into their writing during an English lesson. Children gain and lose Dojos as part of the traffic light system. They can also gain further Dojos at the discretion of the class teacher e.g. for homework, effort with work or persevering etc.

It is very important that positive behaviour is recognised and rewarded and that children are given Dojo Points and recognition of their achievements, particularly children who are consistently well behaved and not solely children who normally display negative behaviour. The name of the child from each class who accrues the most Dojo Points in a week will be sent to Mrs Barker and she will send them an individual positive praise message on the Class Dojo online system.

### **Celebration Assemblies**

Children are also rewarded weekly in Superstar Assemblies across the year for their efforts in lessons. Once every half term, Star Writer awards are given for children who have worked hard on their writing and TT Rockstars and Numbots awards for those who have worked hard on their Maths. Every Teacher keeps a record of their Class Superstars and this is shared on the weekly newsletter sent to all parents.

### **Golden Time**

The premise that underpins our behaviour policy is the offer of 'Golden Time'. At the end of the week, children can use their Dojos to choose their Golden Time activity. This is a 20 minute session undertaken once a week, by the children in Years 1 – 6. Each week, the children with the most Dojo points will have first choice of a Golden Time activity. Children with the fewest Dojo Points will have the last choice. Golden Time is a 20 minute session undertaken once a week. During this time each teacher and teaching assistant offers one different activity to the children. These activities are only available during 'Golden Time' and so retain their importance and are seen to be 'special'.

Suggested Golden Time activities are as follows:

- Cinema
- Construction (Lego/K'Nex)
- Painting
- Drawing
- Computers
- Play dough
- Board games
- Loom bands
- Speed stacks
- Hula hooping
- Dance
- Music

### **Sanctions**

When children need support in correcting their behaviour, the following steps are followed:

1. Verbal rule reminder
2. 2nd warning – move to yellow straight face/circle
3. Move to red sad face/circle – lose Dojos (up to 2 – teacher's discretion)



If children do not change their behaviour and move back up the faces, they will receive a Behaviour Log.


### **Behaviour Logs**

Behaviour Logs are used to record behaviour that is not tolerated at Scott Primary School (see right). When a Behaviour Log is issued, parents are informed about their child's behaviour so that they can help support their child with their behaviour and choosing better learning behaviours next time. It also serves as a record of behavioural incidences and are logged on CPOMS.

Depending on the severity of the behaviour, different sanctions will be applied. This could be minutes spent inside at break time/lunchtime or a withdrawal of privilege – e.g. lunchtime clubs/fixtures.

**Certain behaviours require immediate action and automatic Behaviour Logs:**

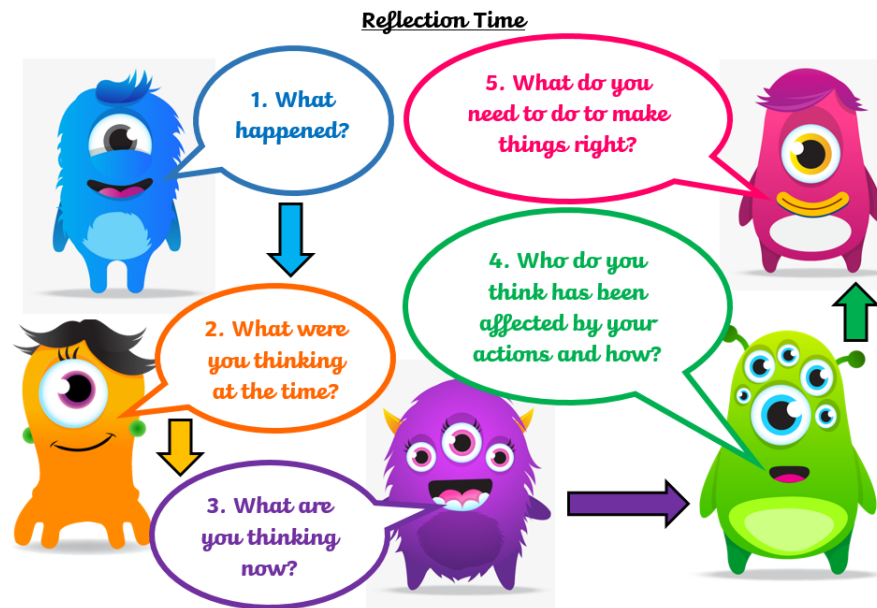
- **Hitting/Kicking/Swearing/Threatening Behaviour** = lose 3 Dojo Points and time out away from class/playground
- **Fighting/Stealing/Intimidation** = lose 4 Dojos and see Assistant Headteacher and time away from playground

SCOTT PRIMARY SCHOOL BEHAVIOUR LOG																			
																			
Pupil name –	Class –																		
Date of incident –	Time of incident –																		
Place of incident –	Logged by –																		
Bullying incident: Yes/ No	Discriminatory Incident: Yes/ No																		
Description –																			
Outcome & action taken –																			
Signed (school) –	Signed (parent) –																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left;">Circle type of incident -</th> </tr> </thead> <tbody> <tr> <td style="width: 50%;">AGG: Aggressive Behaviour</td> <td style="width: 50%;">RST: Refusal to stop talking</td> </tr> <tr> <td>DB: Dangerous Behaviour</td> <td>RW: Refusal to work</td> </tr> <tr> <td>DO: Dangerous Object</td> <td>SH: Self harm</td> </tr> <tr> <td>D: Disruption</td> <td>SB: Sexualised behaviour</td> </tr> <tr> <td>IL: Inappropriate language</td> <td>T: Theft</td> </tr> <tr> <td>PA: Physical assault</td> <td>V: Vandalism</td> </tr> <tr> <td>RFI: Refusal to follow instructions</td> <td>VA: Verbal Abuse</td> </tr> <tr> <td>RM: Refusal to move</td> <td>O: Other</td> </tr> </tbody> </table>		Circle type of incident -		AGG: Aggressive Behaviour	RST: Refusal to stop talking	DB: Dangerous Behaviour	RW: Refusal to work	DO: Dangerous Object	SH: Self harm	D: Disruption	SB: Sexualised behaviour	IL: Inappropriate language	T: Theft	PA: Physical assault	V: Vandalism	RFI: Refusal to follow instructions	VA: Verbal Abuse	RM: Refusal to move	O: Other
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- **Bullying/Discriminatory incidents** = lose 5 Dojos Points and see Mrs Barker and a letter is sent home.

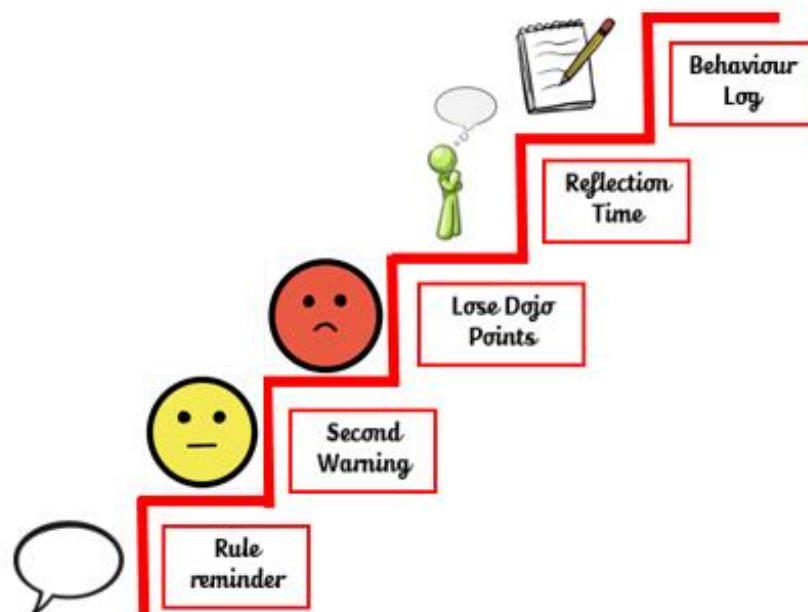
### Reflection Time

When a child has been involved in behaviour that warrants a time out, loss of break time or a Behaviour Log, children will be given opportunities for Reflection Time. This can be completed independently (writing down answers to each question) or through discussion with an adult. This enables the child to analyse their behaviour and talk through their behaviour with an adult to correct it for next time.



### Consequence Staircase

This process is outlined for the children in a **Consequence Staircase**. The **Consequence Staircase** is displayed in each classroom:



### Further Sanctions

If children persistently receive Behaviour Logs the following sanctions are followed:

1. Parents called in for a meeting with class teacher and Assistant Headteacher so that a Behaviour Report Card can be put in place
2. Parents called in for a meeting with Mrs Barker
3. Internal seclusion (incremental)
4. Fixed-term exclusion
5. Permanent exclusion

### Behaviour Report Card

A report card is used to track behaviour for learning in individual lessons. These are monitored by the Assistant Headteacher on a daily basis and discussed with parents weekly. Once behaviour improves, children can come off the Report Card. These will be tailored to each child and so may look **different to the examples below**.

## Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to maintain focus
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

## Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes

for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **House Points**

Each Child is allocated to a House Team. Siblings will be in the same house. House points are awarded for examples of team work, following the school rules, being a member of the Walking Bus etc. House Points are awarded by all members of staff at their discretion. Every week the points are totalled and the results are shared with the whole school in assembly. The House team with the most points at the end of every half term are rewarded by being allowed to wear their own clothes for one selected day.

### **Links with other policies**

- E-Safety and Acceptable Use Policy
- Equality Policy
- SEN Policy
- Anti- Bullying Policy
- Anti – Racism Policy

### **Equal Opportunities**

Scott Primary School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

### **Disability Discrimination**

Scott Primary School is committed to having due regard to the following

The Equality act 2010 places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.