



**The Griffin Federation**  
*Learning Together for Excellence*

~ Executive Headteacher - Miss Karyn Wiles ~

## **BEHAVIOUR MANAGEMENT POLICY STATEMENT** **January 2019**

THE MAIN PURPOSE OF THIS POLICY IS TO ENSURE THAT:

All children will behave in a responsible manner, showing consideration and respect for themselves and others. This will ensure that all pupils are free to learn and develop their potential and that all staff are free to teach without disruption.

This purpose is displayed around the school as our three principles. They are that everyone has the right to: -

- Learn
- Respect
- Be Safe

The policy is built on collegiality. Each teacher inherits the standards and expectations of the pupils' previous teachers. We depend on the support of each other. A school cannot function in an appropriate way if the behaviour of its pupils or adults is poor. The attached code of practice sets out how we manage our code of conduct and maintain high expectations.

Pupils and adults should know, with certainty, what the school judges to be good behaviour and what is unacceptable. It is important that they see that the school values good behaviour, and understand why this is so. Through their own experience, pupils and adults need to recognise that rewards and sanctions are applied with consistency.

### Quality of teaching and learning

We believe children's behaviour will be good if they are engaged and stimulated in their learning. We will provide a carefully planned education implementing and enriching the National curriculum. In pursuit of excellence, we will require the children to apply themselves to their work and enable them to develop as confident, competent and self-disciplined learners. We will support all our children, whatever their abilities, and promote a sense of achievement in work well done.

### Quality in relationships

We will work together as a community, maintaining high standards of positive behaviour, promoting good manners, respect for one another, tolerance and co-operation.

We believe that good behaviour is built on mutual respect, therefore, we do not shout at children, or speak to them in a derogatory manner. We instead talk to children in a calm way, remembering that any behaviour exhibited by a child is a form of communication.

### Quality in our school values

- **Wisdom & Knowledge - Working to Learn**  
Acquiring the knowledge to equip us for the journey ahead.
- **Koinonia - Working Together**  
By combining our strengths, it helps work to be done and burdens to be carried.
- **Respect - Working as Friends**  
Everyone supports and respects each other, understanding that there are consequences to our thoughts, words and actions.
- **Perseverance - Working Hard**  
Gives us courage and strength when life is tough.

### Links to our Christian Character

Forgiveness plays a large part in our behaviour management policy. We believe all of our children are unique, created in God's image. As stated in the Lord's Prayer - we forgive those who trespass against us. Every day is a fresh start, our policy builds in the practice of children reflecting on their actions.

We ensure that every child is valued and supported in their daily life, in particular those children who are vulnerable or part of minority groups. Staff and children take inspiration from Jesus' examples of inclusion and tolerance, following the most important teachings of God, love thy neighbour (Mark 12:30-31).

### Quality for our environment

We will provide a warm, friendly, inviting environment. High quality displays which will enrich the children's learning, celebrate their achievements and record their activities around school.

We will promote positive attitudes towards the environment, safe use of equipment and respect for other's possessions both through the curriculum and by example.

## POLICY INTO PRACTICE

We believe a list of rules on the classroom wall is not enough to motivate our pupils to always follow those rules.

Our class behaviour plan is initiated on the first day of the school year. This lesson covers the following points.

Every class will display their interpretation of Golden Rules.

### Golden Rules

- Do be gentle.
- Do be kind and helpful.
- Do listen.
- Do be honest.
- Do look after property.

1. Explanation of why we need rules.
2. Explain our classroom rules - based on the right to Learn, Respect and Be Safe.
3. Check for understanding.
4. Explain how we will reinforce students who follow rules.
5. Explain why we have consequences. Pupils need to understand that they are responsible for the behavioural choices they make.
6. Explain the consequences. Pupils must know exactly what will happen to them if they choose to misbehave once in a day, twice in a day etc and how we will keep track of consequences. (See consequences)
7. Check for understanding. The manner in which we present our behaviour plan will set the tone for the classroom environment. We should be positive and communicate our high expectations.
8. The children will have regular opportunities to practice making good moral and social choices and exploring the rational behind them in PSHE.

## REWARDS

Key principles:

- High self esteem of pupils will be encouraged; we believe that this is at the centre of achievement and learning.
- Everyone will be given the opportunity to have their achievements celebrated.
- That behaviour will improve through the recognition of good conduct.

How these principles affect practice.

### Star of the week

Each week the class teacher identifies a child who has displayed behaviour/achievement worthy of being awarded a certificate. These are announced in the assembly/Worship on Friday.

Throughout the year, every child will be identified as a star of the week winner.

### House Points

Our schools operate a house point system. House points can be given by all adults in school. A record of points is displayed in the classroom.

House points can be given for:

- Appropriate behaviour
- Improved behaviour
- Politeness
- Following golden rules
- Anything that seems noteworthy

At the end of each  $\frac{1}{2}$  term the winning team will be rewarded with an end of term treat. SLT will provide house captains with options of what treat they could choose from.

### Westies/Gedneys/Smarties

School have developed a reward system called Westies, Gedneys and Smarties. Here the children earn a Westie, Gedney or Smartie for good work. This can then be exchanged for items in the weekly shop, or some classes choose to save their tokens for an end of term. Children are able to spend these each week or save them for bigger prizes. Children may only visit the shop if they have not been on red on the traffic lights, at the end of the day, for 2 days per week. This reward is designed for all children, but in particular rewards those children with consistently good behaviour.

Rules	Visible Consistencies	Over & Above Recognition
1. Learn 2. Respect 3. Be Safe	1. Daily meet and greet 2. Lovely Lines 3. Wonderful Walking	1. In class recognition boards 2. Star of the week certificates 3. Always Club
<b>Relentless Routines</b>		
Praise in Public (PIP) Reprimand in Private (RIP)	Wonderful Walking Around School	Consistent Language
<b>Stepped Boundaries</b>		
Gentle Approach, use child's name, child level, eye contact, deliver message - get out!		
<p><b>1. REMINDER:</b></p> <p style="text-align: center;">I noticed you chose to ..... (noticed behaviour)            This is a REMINDER that we need to Be (Ready, Respectful, Safe)            You now have the chance to make a better choice            Thank you for listening</p>		
<p><b>2. WARNING:</b></p> <p style="text-align: center;">I noticed you chose to ..... (noticed behaviour)            This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the quiet area / thinking mat            ..... (learner's name), Do you remember when..... (model of previous good behaviour)? That is the behaviour I expect from you.            Think carefully. I know that you can make good choices            Thank you for listening / I'm glad we had this conversation</p>		
<p><b>3. CALMING TIME:</b></p> <p style="text-align: center;">I noticed you chose to ..... (noticed behaviour)            You need to: 1. Wait outside the classroom/Go to quiet area 2. Go to sit with Year Group Partner Class 3. Go to sit in a SLT classroom 4. Go to HT's office            Playground: You need to: 1. Stand by other staff member 2. Sit on the picnic bench 3. Go to HT's office            I will come and speak to you in two minutes            *DO NOT describe child's behaviour to other adult in front of the child*</p>		
<p><b>4. FOLLOW UP, REPAIR AND RESTORE</b></p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• How did this make people feel?</li> <li>• Who has been affected (hurt/upset KS1)?</li> <li>• What could we do to put this right?</li> </ul>		

Refer to appendix 1 - behaviour flow chart.

Minor inappropriate behaviour - managed by the class teacher

Behaviour which distracts attention from learning

- Lack of attention
- Swinging on chair
- Tapping pencil
- Poking others to irritate them
- Calling out at the wrong time

Moderate inappropriate behaviour - managed by the class teacher

Continuous/deliberate minor behaviours

- Pushing other children with intent to annoy
- Impoliteness to adults or other children
- Spoiling other pupil's work
- Deliberate improper use of possessions
- Minor damage to school property

Serious inappropriate behaviour - Managed by class teacher, reported to SLT, parents contacted by the class teacher at the end of the school day and entered into class behaviour book. Restorative Meeting Held - complete agreement - see appendix 2

- Intentionally and continuously disrupting the learning of others
- Refusal to comply
- Verbal abuse
- Swearing at other children or adults
- Leaving the class room without permission

Serious inappropriate behaviour - Managed by SLT, parents contacted by SLT and serious incident form completed. (must also be included in the class behaviour book)

Restorative Meeting Held - complete agreement - see appendix 2

- Physical assault (Includes spitting at someone)
- Serious damage to the school environment or property
- Racism
- Leaving the school premises

The SLT may delegate the management of some serious inappropriate behaviour to the pastoral teaching assistant.

Refer to appendix 1 - behaviour flow chart.

Significant Behaviour Issues

Some pupils may experience extreme difficulties with their behaviour. This may be a response to particular events at home or as a result of conditions such as ADHD.

Each case must be considered individually and school will work with parents and outside agencies to develop strategies to manage and modify the behaviour.

In some cases, this may involve internal exclusion, i.e. the child remains at school, but not in their own class.

### Exclusion

The Headteacher will consider whether exclusion from school (fixed term or permanent) is an appropriate sanction for a single or repeated act of unacceptable behaviour from the pupil. The decision to exclude a pupil for a fixed or permanent period will be taken:

- In response to serious breaches of the school behaviour policy
- If a range of alternative strategies have been tried and failed
- If allowing the pupil to remain on site would seriously harm the education of the pupil or others in the school.

When the child returns to school, there will be a meeting with parents to complete a reintegration plan and ensure that there is a common understanding of the Behaviour Policy.

### Safety and Physical Intervention

Our School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort in line with DfE and LA advice. Only those members of staff who have been trained to use positive handling will be involved. If used at all, it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff. After physical intervention is used a form must be filled in and given to the headteacher.

### Safeguarding

We will follow the procedures set out by the Lincolnshire Safeguarding Children board and take account of guidance issued by the Department for Education to:

- ensure every member of staff (including temporary, supply, outside agency and volunteer staff) knows the name of the designated safeguarding lead responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse (as outlined in our Child Protection policy) and responsibility for referring any concerns to the designated safeguarding lead responsible for child protection.
- Ensure any person working with children has completed an enhanced DBS and meets the requirements set out in the Safer Recruitment Procedures set out by the Lincolnshire Safeguarding Children board

- Ensure that, as part of their induction process, all staff, including students and volunteers, are fully aware of strategies for managing children's behaviour appropriately as outlined in this policy

### Support for staff

Dealing with behavioural issues can be stressful for all concerned. Members of staff who have dealt with serious breaches of conduct by pupils will be offered support from a senior member of staff not involved with the incident. The headteacher will similarly be offered support from a member of the Governing Body who is not on the Behaviour or Appeal Panel.

### Racism, Sexual Harassment and Bullying

We will not tolerate unacceptable behaviour relating to racism, sexual harassment and bullying. Any incident will be thoroughly investigated by the Headteacher or Head of School. The incident will be dealt with in line with the LA guidance.

### Using the Restorative approach to improve the behaviour.

When our pupils find themselves in conflict or upset we will use restorative language. We will ask them:

**Restorative Approaches**

1. What happened?
2. What were you thinking?
3. What were you feeling?
4. Who do you think has been affected?
5. What needs to happen / do you need to do now?

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We might also ask them:

## Restorative Approaches

1. What would you think if it happened to you?
2. What could you do differently next time?
3. What were you feeling?
4. How can you make sure this doesn't happen again?



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Most situations can be dealt with fairly and promptly by using the above questions. If children continue to misbehave, staff will refer to the school behaviour policy to ensure that there is consistency of approach.

Behaviour Management Flow Chart  
Appendix 1

Step	Action
Step 1	Verbal reminder given in a positive manner
Strategies to try	Circle time, check in/out, praise
Step 2	Verbal reminder given in a positive manner
Step 3	Restorative chat with the class teacher, TA or Midday Supervisor
Additional strategies to try	Reinforce rules, check in/out, positive praise, sending the child for time out in another classroom, loss of playtimes to complete work. Use of stickers for praise when improvements are seen. Using all the rewards at your disposal to reward positive behaviour.
Step 4 Persistent minor behaviours or more serious inappropriate behaviours	Restorative Meeting, with the class teacher - sanction and next steps to be agreed. Written Agreement created on the pupil reflection sheet. Parents informed by class teacher
Step 5 Failure to change behaviours/breaking the written agreement or serious inappropriate behaviours	Discussion with SLT PSP delivered by the class teacher with parents
Additional strategies to try	Internal Exclusions BOSS referral DEN provision Exclusion

Pupil Reflection Sheet - Appendix 2



Pupil Reflection Sheet

Name:	Class:	Date:	Staff Member
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What happened?



What were you thinking/feeling?



What needs to happen to put things right, including any sanction that may be needed?



What are you going to do differently next time?

