

St. Andrew's Primary School

Behaviour Management and Recognition Policy

September 2020

Rationale

Our behaviour management policy aims to ensure that all students can reach their full potential in a safe, secure, calm and ordered environment. It encompasses our rules, rewards and sanctions and the communication and management framework we use to ensure that pupils know they are being treated fairly and consistently. Rules are there for a good reason and are made known to the pupils, parents, staff and Governors through the staff handbook, website, assemblies, PSHE lessons and parent's evenings and newsletters. Pupils are informed about expectations and acceptable standards of behaviour, positive behaviour management is promoted through engaging teaching and learning.

Aims:

- To fulfil our statutory duty of care to pupils and staff.
- To promote our ethos of 'working together for a successful future' by providing a safe, secure, calm, ordered environment where teaching and learning can take place.
- To facilitate pupils' rights to learn and teachers right to teach, free from disruption.
- To promote parental partnership with the school where parents support the schools behaviour policy and rules.
- To ensure staff apply the behaviour policy and procedures consistently and fairly.
- To acknowledge the need for change in policy and expectations following the COVID-19 school closures in 2020.

To achieve our aims we will:

- Expect pupils to follow the three simple rules.
- Communicate our policy and procedures to pupils, staff, parent and Governors.
- Expect pupils to take responsibility for their actions and understand the consequences of not doing so.
- To apply sanctions fairly and consistently.
- To celebrate and recognise good behaviour

Rules

At St. Andrew's Primary School we have three simple and clear rules.

- Everyone has the right to learn
- Everyone has the right to be safe
- Everyone has the right to be respected

Whether a child is rewarded or sanctioned depends if these rules are being adhered to or broken.

Who is responsible for behaviour at St. Andrew's Primary School?

Our Behaviour lead is Mrs Hudson (Deputy Head) who works with the headteacher to ensure high expectations of behaviour are withheld and to support staff with more challenging behaviour in school. All staff accept a collective responsibility for the management of good behaviour. Parents are asked to work in partnership with the school. Our Learning Mentor works closely with families to support them with behaviour in and out of school.

Behaviour expectations following school closure September 2020

Research shows that schools are to expect a range of challenging behaviours when children return from being away from school for several months. Children may have increased anxiety or attachment issues and these can manifest themselves in a variety of ways. A number of key staff have undertaken specific staff training in this area and so are well prepared to support children if needed. We can call upon the expertise of the Resilience School Nurse for added support if needed as well as the EWEL team, for extreme behaviours.

Mr Orwin, our Learning Mentor, will be available daily to support children who need additional emotional support.

Being in school from September 2020 will be, and feel, quite different. Expectations of children to social distance, wash hands more frequently and follow specific rules for moving around the school will be introduced. We understand that, at first, children will need to learn these new rules and that some children, eg our youngest children or those with SEN, may need longer time and additional support to learn these rules, however staff will use their own judgement as to whether most children are old enough and able enough to understand these rules and will address any deliberate breaking of them. In these cases, the normal Choices Triangle sanctions will apply. In cases, where a child is repeatedly, breaking the rules, and thus placing others at a health and safety risk, further measures may need to take place and these will be discussed with parents and arranged on an individual basis.

Recognition for pupils who strive to be better pupils

The children, in our school, work hard and behave well and we want to give recognition to them for their efforts. Praising children regularly, boosts their self-esteem and confidence and this, in turn, will help them learn. There are many ways we can acknowledge our pupil’s actions, such as with a smile, a well-done comment, a high five or a sticker. But the most visual and successful method we have found, is to give children Dojo points, using the interactive reward system, “Class Dojo,” online. The children can gain points at any time of the day.

From September 2020, Dojo points will only be given when a child demonstrates one of our core values. Pupils can also nominate their classmates too. By recognising these core values, other children will see and learn what is expected of them and become better people and this will in turn improve their academic success.

Early Years	Years 1 to 6
Being pleased with what I have done	Pride
Treating everything kindly	Respect
Not giving up	Resilience
Trying your best	Determination

Being Kind	Compassion
Doing the right thing	Integrity
Working together	Teamwork
Using good manners	Politeness
Giving something a go	Confidence
Looking after your own things	Responsibility
Telling the truth	Honesty

All classes will have the same categories for Dojo points as we know that consistency promotes fairness.

Many aspects of school life can be attached to these values. For example; improving presentation in work books links to taking pride in your own work, holding a door open for an adult shows respect or remembering to return your homework regularly shows responsibility.

We have high standards of behaviour in our school and will only award points for high standards. Dojos will not be given to children who do the norm eg looking at the teacher or putting their hand up when they should be anyway. Instead, we will be striving for excellence eg tidying up resources that weren't theirs (pride), showing good leadership in a group situation (Teamwork) or finding some money and handing it in (integrity.)

From September 2020, we will have a new system of recognising pupil's actions. Children will have Dojo goals to meet throughout the academic year and will be presented with star badges when they meet milestones.

Bronze star badge: 150 Dojos

Silver star badge: 250 Dojos

Gold star badge: 500 Dojos

Children can wear their stars with pride on their school uniform every day.

From September 2020, we will not be deducting Dojo points from any children as research shows that this is counter intuitive and can sometimes allow pupils to have a "what's the point?" attitude and can often affect a child's self-esteem in that moment and we will no longer be giving 5 Dojo points for every day a child is on green. This is a basic expectation. We will only be rewarding excellence. Green days will be rewarded in another way, (see below.)

One of the unique advantages of this kind of system is that parents are able to monitor their child's conduct at school, from their own home. They are given a personal account code to enter on the Class Dojo website and they can track their child's conduct at their convenience. We actively encourage parents to log on regularly so that we can work together to support the children in being the best that they can be.

We also hold a weekly celebration assembly where children receive merit certificates for demonstrating good examples of the monthly core value. In addition, the Headteacher will choose one child from the whole school who is the Core Champion of the month from a list of nominations from each class. We also celebrate the class with the best attendance.

Consequences

It is as important that children understand that there are consequences to their actions, both good and bad. There is a need for consequences so that pupils are aware of the disapproval of unacceptable choices and to ensure the safety, respect and learning of everyone in our school community. At St. Andrew's we want children to take responsibility for their actions as well as provide opportunities to correct their behaviour before it is too late. Our Choices Triangle is a strategy that all children and staff will use in our school to ensure a consistent approach to improving conduct. It works by providing children with a choice to correct their behaviour before it becomes a more serious matter.

How does it work?

Every child starts every day on Green. Children who stay here all day will be recognised at the end of the day with 1 Dojo point for taking responsibility for their own actions and staying on green. If a child disrupts the learning, safety or respect of another child in or out of class, then they will be given a verbal warning in the first instance. If the child persists then they will be asked to have a "Yellow Talk" with an adult. This discussion will take the form of:

- Being clear as to what actions they were doing that were unsafe, disrespectful or preventing people from learning
- Discussing what negative impact these actions are having on themselves and others.
- Discussing what an alternative action could be and what the possible positive impact could be.
- Agreement on what actions and attitudes the adult would like to see from the child in order for them to move back to green.

This gives the child an opportunity to make a good choice and to move back to green if they do so. There will only be one opportunity/chance to do this per day. Parents are not informed if a child has moved to Yellow.

Once back on Green and a child demonstrates more negative actions, they will then progress to Orange and will be asked to have an "Orange Talk" with an adult. This discussion will be very similar to a Yellow Talk, however it is now that the adult will explain that now they are on Orange, they cannot move back to Yellow or Green and that their actions now need to improve to prevent them from going to Red.

Parents will get a notification on Class Dojo if their child has been on Orange that day but no Dojo points will have been lost. It is up to parents to have a discussion with their child about their child's actions that day.

The Red Zone is the child's final chance. If a child continues to disrupt lessons, upset others or not follow the school rules then they will enter the Red Zone. Here the child will:

- Visit to the Head Teacher (or Deputy Head in their absence) to discuss their behaviour that day
- Receive a consequence which is proportionate to the child's actions and dependant on how many times that child has been on Red. For example: a child who has purposefully done graffiti on school property may be asked to clean it off in their playtime or a child who has been verbally disrespectful to someone in school may be asked to write a letter of apology to that person. The consequences will be at the headteacher's discretion.

- A letter home to inform parents of their child's actions. This allows parents to be fully aware of their child's actions and can support school in supporting the child to improve. A notification on Class Dojo will also let parents know that their child is on Red and to expect a letter coming home. Parents should sign the letter and return the slip as acknowledgment of receipt and are invited to add a comment.

On rare and extreme occasions some children may move straight to the Red Zone at the Head Teacher's judgement, who will then decide on an appropriate sanction. Some reasons for this action could be that a child has purposefully physically hurt somebody or has been found to have bullied another pupil following an investigation from the Headteacher (not because a parent has said so.) This may include loss of privileges, a fixed term, or in extreme cases, permanent exclusion.

Please see Exclusion policy

Early Years

In Nursery and Reception, we also use a "Red spot" for children to sit on and reflect upon their actions and behaviour. This "time out" strategy is very effective for younger children.

Behaviour Monitoring

The behaviour of pupils across the school is closely monitored each term. The class teacher keeps a tally of when and who moves up the triangle so that staff can look for patterns and pupils receiving regular consequences so that intervention and support can be provided. Staff who have dealt with children moving to Orange or Red, must log the incident and the process and actions leading up to moving onto Red on CPOMS. The Headteacher will then add an action to the log stating the outcomes of the discussion with the child and the agreed consequences. When an acknowledgment slip from a parent is returned, this will also be added as an action.

Please see Equality Policy and Anti Bullying Policy for more information.

Behaviour at home

We recognise that parents can sometimes need help and support at home with their child's behaviour. We can support parents and carers with this in a number of ways:

- Request an Early Help Conversation, where school can speak to a range of other professionals who can advise on how to best support the family.
- Arrange meetings with our Learning Mentor, who can give advice and follow up with your child at school.
- Provide parents and carers with reward charts or a Choice Triangle to use at home.

Team Teach

On rare occasions a pupil may display behaviours, that could put themselves or others at harm, and could deem necessary to use a technique called Team Teach. Two members of our staff are fully trained to use this technique. They are: Mrs Hudson and Mr Orwin.

These incidents will be recorded onto CPOM by all members of staff involved, with a detailed account of what techniques were used. Parents will also be informed, immediately afterwards.

Due to COVID-19 restrictions, Team Teach must be used with caution by the members of staff involved. After the event, they must thoroughly wash their hands. Only if there is time, staff may wear a mask during the technique.

Damage to school Property

Any deliberate damage to school property will result in the parents of pupils being billed for costs incurred for replacement or repair and will be dealt with in accordance with our consequence system

Approved by the Governing body on: September 2020

Policy Review Date: September 2021

Chair of governors: J. Waine

Headteacher N. James