



BEHAVIOUR MANAGEMENT POLICY

1. Philosophy

1.1. The great majority of our pupils enjoy school, work hard and behave well. We have a strong sense of community and engage well with our parents. Collectively, we create a positive school ethos and promote effective learning. We have clearly stated expectations of what constitutes acceptable behaviour and all staff work to recognise, teach, reward and celebrate good behaviour. We care for our children and aim to support and nurture them as they learn to manage their behaviour, encouraging them to develop an understanding of their rights and their responsibilities.

2. Aims

2.1. We create an atmosphere of mutual respect, trust and corporate responsibility, promoting the school ethos of aim high, be kind, be brave through positive behaviour strategies and celebrations of success.

2.2. We encourage pupils to manage their own behaviour effectively, while respecting the rights of others.

2.3. We develop social and citizenship skills through the PSHE curriculum and seek opportunities for continual reinforcement.

3. Managing Behaviour

3.1. We are consistent in implementing good practice in teaching, learning and behaviour management. We know that parental support is essential for the maintenance of good behaviour and we have a variety of reward systems to promote positive behaviour. There is a clearly defined route for staff to follow once behaviour has been deemed 'unacceptable'.

4. Responsibilities

4.1. All members of the school are expected to respect themselves and each other

4.2. All school staff (teaching and non-teaching) share corporate responsibility for consistently implementing school policy on positive behaviour.

4.3. Parents have responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour.



4.4. Pupils have a responsibility to develop positive behaviour. They are expected to take care of and value the school environment and equipment. They are not permitted to bring any potentially dangerous objects to school that could harm themselves or others.

5. Positive behaviour strategies

5.1. The school employs a variety of positive behaviour strategies. These may differ, depending on the age of the children and their individual needs. The following list is not exhaustive but provides a good picture of some of the strategies in use on a regular basis.

- Staff using praise as a sincere and prompt response to positive behaviour or achievement.
- There are regular whole school Assemblies on moral and social issues.
- A sound and varied PSHE curriculum with weekly timetabled lessons
- The allocation of time for an activity as a reward for positive behaviour and achievement.
- A Celebration (AH) or Fuzzy Bug (BW) Assembly is held once a week which celebrates growth minded qualities.
- All children have the opportunity to gain points / credits for their house team through their behaviour and growth mindset.
- On the Acorn House site, each classroom has a star, sun, cloud and rain cloud on the wall as a visual way of promoting positive behaviour. Every child's name starts the day on the sun and may be moved between the others during the course of the day. The principle should be to encourage a positive change in behaviour that is recognised by a movement towards the sun/star. Any behaviours that cause a child to be moved to the rain cloud will be reported to parents but should not preclude the child moving towards the sun /star if behaviour improves.
- In Year 1 and 2, a star of the week is identified on Friday and given certain privileges during the following week. In Reception, 'L'Ettelle' is identified for the same reason.
- On the Beechwood site, gaining 20 credits completes a credit card which can then be taken to their House Meeting. The cards are celebrated and entered on ISAMS by a member of the House staff. These are added into our house point system.
- Holographic smiley face stickers are used to reward good manners and can be collected cumulatively from year to year to acquire bronze, silver and gold awards and the Tudor Rose on the Beechwood site.



- Beechwood may also set personal and / or collective targets for improving aspects of behaviour as appropriate.

6. Sanctions used for negative behaviour

6.1. It is our intention that any incidents that occur, are dealt with in a manner that ensures a positive learning experience for the pupil concerned. It is hoped that they will, on reflection, learn to manage their future behaviour in such a way that there is long term benefit from a short-term action. These may include:

- Verbal warning and reinforcement of correct course of action by member of staff.
- Completing a reflection activity.
- If incorrect choices for behaviour persist despite staff intervention or, if a course of action taken by a child has serious consequences, a referral is made to the Deputy Head (Pastoral).
- Writing letter of apology / completing a pastoral 'reflection' sheet'.
- For minor break time infringement, Time Out may be employed, although the child is still outside, they are not permitted to play for part of the time.
- The child may be sent to the Deputy Head or Head Teacher who will ask the pupil to reflect on their behaviour
- If deemed necessary / relevant, the Deputy Head (Pastoral) will contact the child's parents.
- The Head Teacher may intervene in more serious cases, if required.
- Individual targeted programme using various 'On Report' strategies devised by the school.
- Advice sought from outside agencies, if necessary.
- Internal and external exclusion from school for a fixed period.
- Permanent expulsion in line with Terms and Conditions.



7. Pastoral Log

7.1. This is held and maintained on an informal basis by the Deputy Head (Pastoral). The log is dated, indicates people involved, relevant information and action taken. It is used to record aspects of bullying or racism and incidents involving injury or upset caused by other children's actions.

7.2. Significant incidents are entered on to ISAMS.

8. Use of Physical Restraint

Please refer to the Child Protection and Safeguarding Policy.

7.1. If a pupil becomes physically aggressive toward another pupil and will not refrain from their actions following a verbal warning, or if the pupil is likely to cause physical injury to himself/ herself or others, staff may need to use an acceptable level of restraint. It should be stressed that this is only to be used in exceptional circumstances and in such instances, only the minimum necessary force must be used.

7.2. The incident should always be reported to one of the Deputy Heads or the Head Teacher of ECJS immediately. The SLT are responsible for contacting parents and informing them of the incident. A written report of the incident, together with names of witnesses, must be given to the Principal.