



## St Julian's Church School & Shoscombe Church School

# Promotion of Self-Esteem and Positive Behaviour Policy

Issued: February 2016

Review: Term 2 annually

### Aim

All members of our School should be able to work and play together in a supportive and happy community.

A successful approach to behaviour management is essential to

- secure safety and high standards across the curriculum
- to develop a positive self-image
- respect of self, of others and of the environment
- to the development of moral, social and cultural values including a strong sense of personal responsibility and self-discipline.

### Objectives

- To create an environment which encourages and reinforces good behaviour
- To foster caring and respectful attitudes to people, property and the environment
- To promote self-esteem, self-discipline and positive relationships
- To listen to and value the views and opinions of others without bias of culture, gender or race
- To establish and maintain procedures so that all staff follow a consistent approach where the boundaries of acceptable behaviour are clear and safety for all is ensured
- To encourage the involvement of both home and school in the implementation of this policy
- To encourage children to become responsible for their own behaviour

### Standards of Behaviour

At St Julian's and Shoscombe Church Schools we work towards standards of behaviour based on the Christian principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

It is the responsibility of each class teacher to ensure that rules are enforced consistently in their class and to deal with misbehaviour. However, if a child continues to misbehave then the class teacher should seek advice and help from the senior staff, assistant heads or head teacher.

## **The Curriculum and Learning**

We believe that an appropriately structured creative and relevant curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and positive feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

## **Classroom Management**

Classrooms should be organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays should be used to develop self-esteem through demonstrating the value of everyone's contribution, and overall provide a welcoming environment.

## **Class Rules**

Class rules, known as 'Charters', will be discussed annually with the children and reinforced throughout the year and they relate to the day to day running of the class. Examples of this may be rules such as: "Be polite to everybody".

## **Playground Rules**

The majority of class rules also apply to the time children spend outside during break-times. Examples of such rules are "Respect other people and property". Obvious additions to this are that the children should not leave the premises. Play times are always adequately supervised and the Head Teacher, Assistant heads or Senior staff should always be available if required.

## **Strategies to encourage good behaviour**

Our emphasis is on recognising good behaviour through praise and rewards. We have high expectations of standards of behaviour at all times. A variety of strategies are used to encourage good behaviour. They are as follows:

- Valuing and praising children in work and play
- Start each day afresh
- Reward stickers
- Encourage forgiveness
- Lunch-time Supervisor's book to reward good behaviour at lunch-time
- Circle Time
- Celebration Assemblies
- Home/School agreements
- Head Teacher's comments

## **Sanctions**

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required in order to improve.

In most cases the adult in charge of the child can deal with unacceptable behaviour firmly and fairly at the time. The following sequence will be followed:

- A verbal reminder
- Movement down the class behaviour chart

- Time out of activities in the playground
- Loss of privileges
- All staff will send to the Head Teacher or senior leadership team (SLT), any learner who puts themselves or others at risk
- If a child refuses to leave the Classroom a member of the SLT will be sent for and the remaining children taken to another classroom or suitable location
- The Head Teacher will discuss serious situations with staff and parents as appropriate
- The Head Teacher will involve the SENCO if appropriate
- Persistent or serious misbehaviour will be reported to the Head Teacher and parents will be informed to discuss the matter. Parents of any affected children will also be informed.
- Specialist advice may be sought from external agencies eg Educational Psychology Service, Specialist Behaviour Support Team, Social Services.
- The permanent exclusion of a learner is the final sanction.

### **Time Out and Exclusion**

- Time out may be used for a short period in order to give the child an immediate “cooling off” period
- Time out could be for longer periods but in these circumstances the parents would be informed of the need for the child to attend School but to be educated separately from their peers for a set amount of time.

If a child’s behaviour is considered to be extremely inappropriate or dangerous, the Head Teacher may put into action formal exclusion procedures as advised by the LA and inform the Governors.

- Repetition of dangerous incidents would result in a fixed term or permanent exclusion.
- A decision to exclude a pupil would only be taken in response to a serious breach to this behaviour policy or if allowing the pupil to remain in School would seriously harm the education and welfare of the pupil or others in School.
- A decision to exclude a child is a serious one. It will usually be the final step in a process for dealing with discipline issues following a wide range of other strategies which have been tried without success. It is an acknowledgement by the School that it has exhausted all available strategies for dealing with the child and will only be used as a last resort.
- However, there may be exceptional circumstances where, in the Head Teacher’s judgement, it is appropriate to permanently exclude a child for a first or “one-off” offence. These might include: serious actual or threatened violence against another pupil or member of staff, sexual abuse or assault, supplying an illegal drug or carrying an offensive weapon.
- If at all possible, the process of “Restorative Justice” for serious offences should be vigorously considered.
- Should a child be excluded the parents/carers will become responsible for their child during the exclusion period.
- Confidentiality is paramount. Staff should also avoid naming individual children/groups of children during public meetings, training sessions or workshop
- It must be made clear what changes in behaviour are required in order to improve.



### **Rewarding good choices Shoscombe Church School**

Children earn Dojo points. Each child has a Dojo character and points are rewarded throughout the day to everyone for making good choices. The collective total of Dojos earned by the class is linked to Special Time. Dojo's are refreshed each week. Children who earn the highest number of Dojo points will have a special notelet sent home to recognise this effort. Children also work as a 'House' (vertical grouping across the whole school) to earn Dojo Points. House Captains collect the number of Dojo Points earned each week. At the end of term the house with the highest number of Dojo points earns a house treat.

#### Special Time

Special Time is 2.15pm to 3pm every Friday afternoon. Activities on offer to children during Special Time include Forest School, looking after the chickens and cooking. This is in addition to activities in the classroom such as board games, art and craft. All children will have an opportunity to choose from this wide variety of activities across the year.

#### Rewards

There will be certificates and rewards for good work, super star learning and being a good role model. Class teachers will also send home messages via Class Dojo to celebrate good work. One child each week will have a special postcard sent home for exemplary work or behaviour. Parents will be able to see photos of our super stars on Class Dojo School Story and these children's efforts and achievements will be celebrated in Friday's assembly. Our excellent role models will be invited to a special tea party at the end of term.

### **Consequences for wrong choices at Shoscombe Primary School**

We strive to ensure that boundaries for unacceptable behaviour are clear to all children. We want to encourage children to make good choices and reflect on wrong choices so they can become responsible for their own behaviour. Strong teacher-child relationships are key to helping children learn how to reflect on their behaviour and therefore we use a range of strategies to support children's emotional well-being alongside every stage in our consequences system.

1. Verbal Warning - No record is kept. This is an opportunity for children to stop and think about their behaviour choices and to make better choices straight away. At this point a teacher may ask a child to move to a different place in the class to help them to concentrate on their choices better.
2. 'Make a choice' - If a child receives a 'Make the choice' warning then this is recorded in the class behaviour log. This is a more formal reminder about the child's responsibility to make a better choice.

3. 'Time out' in Class - The child will be asked to move to a work space in their own class and a record will be kept in the class behaviour log. This is now more serious and so the class teacher or a TA will talk to the child about the choices they are making and how they can turn their behaviour around.

4. 'Partner Class' – The child will be sent to another class to complete their learning for 15 minutes. As this is quite serious the class teacher will phone home to inform parents that their child has been sent to partner class. In some instances a member of SLT will phone home to discuss the child's behaviour.

5. Partner Class twice in a week - If a child has two partner classes in one week they will receive a lunchtime detention. Parents will be informed by the class teacher. A member of SLT will supervise the lunchtime detention. Parents may wish to make an appointment with a member of SLT to discuss ways to support their child to take better responsibility for their behaviour.

A small number of children at Shoscombe have additional needs and therefore we will adapt this behaviour system for these individuals. However, these children will follow the same consequences as all other children.



### **Rewarding good choices at St Julian's Church School**

Children earn House points. These are rewarded throughout the day to everyone for making good choices. All children belong to a House (vertical grouping across the whole school) to earn House Points. House Captains collect the number of House Points earned each week. At the end of term the house with the highest number of house points earns a house treat.

#### Special Time

Special Time is 2.45pm to 3:15pm every Friday afternoon. Activities on offer to children during Special Time include outdoor play and activities in the classroom such as board games, art and craft.

#### Rewards

There will be certificates and rewards for good work, super star learning and being a good role model. Children's efforts and achievements will be celebrated in Friday's assembly. Our excellent role models will be invited to a special tea party at the end of term.

### **Consequences for wrong choices at St Julian's Church School**

We use a 5 step procedure:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Level 5</u>
	<p><i>Verbal Warning.</i></p> 	<p><i>Name on board.</i></p> 	<p><i>Child moved within the classroom or outside the classroom (15 minutes max.)</i></p> 	<p><i>Child sent to Assistant/Deputy Head Teacher. At this stage, parents may be informed.</i> <b>Recorded on SIMS.net</b></p>	<p><i>Child to Head Teacher (or Deputy Head Teacher) and parents informed.</i> <b>Recorded on SIMS.net</b></p>
Hurting feelings	Disrespectful behaviour to adults.		Continued disrespectful behaviour to adults.	Verbal rudeness and/or persistent disrespectful behaviour to an adult.	Verbal rudeness and/or persistent disrespectful behaviour to an adult.
Hurting people/others	Saying negative comments about another pupil, either to them or to someone else.	Saying or doing something that is disrespectful and/or hurtful to other pupils.	Continuing to say or do something that is disrespectful and/or hurtful to other pupils.	Saying or doing something that is seriously disrespectful and/or hurtful to other pupils.	
Being safe	Accidental / reckless and uninvited physical contact with another child.		Intentional uninvited physical contact with another child (eg pushing in line)	Hitting or other physical assault with intent to hurt another person.	Serious physical assault/violent behaviour to another person.
Not following instructions	Not taking an active part in a lesson.	Continuing to not take an active part in a lesson.	Continuing to not take an active part in a lesson.	Continuing to not take an active part in a lesson.	
Not listening	Disrupting own and other's learning, by talk or action.	Continuing to disrupt own and other's learning, by talk or action.	Continuing to disrupt own and other's learning, by talk or action.	Continuing to disrupt own and other's learning, by talk or action.	
Hurting feelings	"Accidental" swearing.		Repeated "accidental" swearing.	Swearing offensively.	
Hurting people/others/feelings				Deliberate lying.	
					Running off site
					Homophobic bullying
					Disability bullying
					Racism
					Bullying
Being Safe	Accidental / reckless minor damage to school or other person's property.			Deliberate/reckless and serious damage to school or other person's property (eg intentionally snapping a ruler or pencil).	
				Stealing.	

Step 6 : Fixed term exclusion Step 7 : Permanent exclusion					
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Date when policy was last reviewed: Feb 2016

Date for next review : Feb 2018