



The John Moore Primary School
&
Little Foxes Playgroup

Behaviour Policy

Statutory Policy

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1 Introduction

At The John Moore Primary School and Little Foxes Playgroup, we believe in the Restorative Practice approach to behaviour management.

Restorative Practice resolves disciplinary matters by enabling those involved to repair the harm done to people and relationships. It is the moments of **reflection, recognising the harm done, and repairing the harm** that will have the most impact on the learner and which will, over time, change behaviours for the better.

“...young brains are a work in progress and that changing behaviour, or a pattern of behaviour, takes time. It amounts to turning one habit into another which means that the thinking that drives the behaviour needs to change too.”

(Thorsborne and Vinegrad, 2009)

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides adults to teach self-discipline not blind compliance.

It echoes our core school values (soar, share, strive, sparkle) with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that supports staff and pupils.

We recognise that the key to positive behaviour management is the **relationships** that are created with the learner throughout the school community:

“we cannot underestimate the importance of the quality of our relationships with learners and the quality of the relationships that exist between learners... students and classes have to value the relationship with you for your disapproval of their behaviour to work.”

(Thorsborne and Vinegrad, 2009)

At The John Moore Primary School and Little Foxes Playgroup, our aims for outstanding behaviour are:

- To create a culture of excellent behaviour
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships
- To refuse to give pupils attention and importance for poor conduct
- To help pupils to take control over their behaviour and be responsible for the consequences of it
- To build a community that values kindness, care, good humour, good temper, respect and empathy for others.
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

All pre-school/school staff are required to:

- Model consistent, calm staff behaviours
- Teach positive learning behaviours
- Give first attention to best conduct
- Script difficult conversations
- Invest in personal, restorative follow up
- Develop positive relationships with all pupils by showing that they care
- Always follow up on poor behaviours when they see them

2 Purpose of the Policy

To provide simple, practical procedures for pre-school/school staff and pupils that:

- Recognise behavioural norms;
- Positively reinforces behavioural norms:
- Promotes self-esteem and self-discipline:
- Teach appropriate behaviours through positive interventions.

3 Roles and Responsibilities

3.1 All playgroup/school staff will:

- Promote our setting values of Soar, Share, Strive and Sparkle.
- Model positive behaviours and build relationships.
- Plan learning that engages, challenges and meets the needs of all pupils.
- Use positive reinforcement to promote positive behaviours.
- Meet and greet at the door in the mornings.
- Follow up every time, retain ownership and engage in reflective dialogue with pupils.
- Never ignore or walk past pupils who are behaving badly.

3.2 Middle Leaders

Middle leaders are not expected to deal with behaviour referrals in isolation, rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learner.

Middle Leaders will:

- Meet and greet pupils at the beginning of the day.
- Be a visible presence in the setting to encourage appropriate conduct.

- Support staff in returning pupils to learning by sitting in on reparation meetings and supporting staff in conversations with pupils if needed.
- Regularly share good practice within the setting.
- Encourage and model use of positive reinforcement of good behaviours.
- Use behaviour data to target and assess interventions.

3.3 Senior Leaders

Senior Leaders are not expected to deal with behaviour referrals in isolation, rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learner.

Senior Leaders will:

- Meet and greet pupils at the beginning of the day.
- Be a visible presence around the setting to encourage appropriate conduct.
- Celebrate staff, leaders and pupils whose behaviour goes ‘above and beyond’ expectations.
- Host ‘Cupcake Wednesday’ to celebrate pupils who show exemplary behaviour. (school)
- Regularly share good practice.
- Support staff in dealing with pupils with more complex needs.
- Use behaviour data to assess school wide behaviour policy and practice.
- Regularly review the provision for pupils.

4 Recognition and Rewards for Effort

We recognise and reward pupils who go ‘above and beyond’ our standards. In our settings this means any pupil who exhibits behaviour over and above ‘their’ norm. Although there are a range of rewards that we use, our staff know that a quiet word of personal praise can be as effective as a larger, more public reward.

“It is not what you give but the way that you give it that counts.”

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those pupils who are hardest to reach.

Our positive recognition includes:

- Praise
- Stickers
- Sparkle Certificates (school)
- Cupcake Wednesday Invitation (school)
- Dojo points (school)

- Class recognition through bird behaviour chart (school)
- Writer/Reader of the week (school)
- Mathematician of the week (school)
- Messages of praise shared with parents

5 Managing Behaviour in Classrooms

Classroom/Teaching Space

Engagement with learning is always the primary aim. For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. Steps (Reminder, Caution, Last Chance, Time Out, Repair) should always be gone through with care and consideration, taking individual needs into account where necessary.

Praise the behaviour you want to see.

All pupils must be given 'take up' time in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

5.1 Challenging Behaviours

The school community recognises that the following principles are central to ensuring that everyone at Little Foxes Playgroup and The John Moore Primary School should play, work and learn in an environment which is orderly, caring, where children and adults feel valued, secure and are able to enjoy their play and learning:

- Every child has the right to be safe and to learn in an environment which is undisturbed by disruptive or negative behaviours
- Every teacher has the right to teach in an environment which is free from disruptive or negative behaviours
- Adults and children are expected to treat one another with respect

Strategies used to deal with Challenging Behaviours in school:

	Steps	Actions
1	Reminder	<p>A reminder of the setting rules, delivered privately where possible</p> <p>Possible script:</p> <p>When you...(interrupt me/disrupt the lesson/walk around the room)</p> <p>I feel... (you have forgotten our 'sparkle' behaviour at school/ are not safe)</p> <p>I need...(you to sit quietly and complete your work/sit down etc)</p> <p>Thank you.</p> <p>Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.</p>

2	Caution	<p>A clear, verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequence of their behaviour if they continue.</p> <p>Suggested scripted response:</p> <p>You need to...(speak to me at the side of the room)</p> <p>I need to see you... (following the agreed routine/getting on with your work)</p> <p>You need to understand that every choice has a consequence. If you choose to do your work, that would be fantastic and (this will happen). If you choose not to do the work then you will have to stay behind for 2 minutes. I'll leave you to make your decision.</p> <p>Think carefully about your next step. Thank you.</p>
3	Last Chance	<p>Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.</p> <p>Suggested scripted response:</p> <p>You need to ... speak to me at the side of the room</p> <p>I need to see you... following our class routine</p> <p>What do you think were the poor choices that caught my attention?</p> <p>What do you think you could do to avoid this happening again?</p> <p>I expect... to see (your table tidy in the next two minutes/ see you working at your table/ see you sat on the carpet)</p> <p>I know... you will help (Dave pick up the pencils)</p> <p>Do you remember.. yesterday when you (helped Zoe in the line?/produced fantastic handwriting?) That is the Dave I need to see today, that is the Dave you can be all the time.</p> <p>Thank you for... listening/talking with me</p>
4	Time Out	<p>Time out might be a short time outside the room, on the thinking spot. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective, compose themselves.</p>
5	Repair	<p>This might be a quick chat at breaktime/lunchtime/the end of the day. It is important that a restorative conversation takes place.</p> <p>The Restorative Five</p> <p>Choose you restorative five from the following:</p> <ol style="list-style-type: none"> 1. What happened? (what is the child's account? Then give your account without judgement) 2. What were you thinking at the time? (this reflection helps a pupil to reconsider their actions) 3. What have you thought since? (this question allows for a pupil to change their attitude/offer an apology) 4. How did this make people feel? (the child may have been unaware of how others reacted to their behaviour)

		<p>5. Who has been affected? (children may need some gentle encouragement to see the bigger picture- what about Mr Davis? etc)</p> <p>6. How have they been affected? (encouraging children to have empathy with others)</p> <p>7. What should we do to put things right? (an apology must not be demanded)</p> <p>8. How can we do things differently in the future? (a little bit of forward thinking and/or visualisation)</p> <p>You could try these:</p> <ul style="list-style-type: none"> • 1-10 scales. On a scale of 1-10, how angry were you? • Ok, imagine if there were.. (people affected/a way of putting it right). What would they be?
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5.2 Exclusion (Please refer to the school's Exclusion Policy)

Exclusion from The John Moore Primary School will only be used as a final resort. This will only take place when all other available resources and strategies have been exhausted, and it is clear that the final step would also be in the best interests of the other children in the school. The length of the exclusion will directly relate to the severity of the behaviours. Exclusion should always be lawful, rational, reasonable, fair and proportionate.

Exclusions may include:

- Fixed term exclusions- the Headteacher will exclude a pupil for a fixed period of days, which is entered onto the pupil's permanent record
- Permanent exclusions- following Local Authority procedures and exploration of all other avenues, pupils demonstrating persistent and unchanged poor behaviours or an instance of very serious misbehaviour, will be permanently excluded from the school.

5.3 Misconduct Outside of the School Premises

The school may take action against any child who is reported for bad behaviours or bullying off the school premises if the child is:

- Participating in a school-related activity
- Travelling to or from school
- Wearing school uniform
- The misbehaviour could pose a threat to another pupil or adversely affect the school's reputation. This may also include the inappropriate use of social media sites (see E-Safety and Acceptable Use Policy (Including Social Networking Policy))

Any action taken will be proportionate to the misconduct and could include discussion with parents, school sanctions and possible exclusions.

Children whose behaviour within school is such that it could pose a risk to themselves or others when on a school visit will be subject to an individual risk assessment. If the school judges that the child's safety and or those of others cannot be guaranteed as a result of their behaviour the school reserves the right to withdraw that child from going on the visit.

5.4 Child on Child Abuse

The school takes any form of Child-on-Child abuse very seriously and will investigate fully. Please refer to the school's Child Protection (Safeguarding) Policy for more detail.

6 Other linked policies

- Child Protection (Safeguarding) Policy
- Early Help Offer
- Attendance Policy
- School Exclusion Policy
- Special Educational Needs and/or Disability Policy (including JMPS Local Offer)
- Anti-Bullying policy
- E-Safety and Acceptable Use (including Social Networking) Policy



ALL STAFF:

- Soar
- Share
- Strive
- Sparkle

CONSISTENCY:

- Positive reinforcement
- Consistent consequences
- Simple rules, agreements and expectations

ALL SCHOOL STAFF:

Model positive behaviour and build relationships

Never ignore or walk past pupils who are behaving badly

Follow up every time, retain ownership and engage in reflective dialogue with pupils

Explicit teaching of positive learning

MIDDLE LEADERS/SENIOR LEADERS:

- Be a visible presence
- Support staff with pupils with more complex needs
- Use behaviour data to assess school wide behaviour policy and practice

RECOGNISING BEHAVIOUR THAT IS 'OVER AND ABOVE'

- 1 Praise
- 2 Stickers
- 3 Dojo points (school)
- 4 Sparkle Certificate (school)

STRUCTURE FOR EVERY TEACHING AREA:

- Positive images of pupils
- Consistent messages
- Setting values

SUPPORT BEYOND THE CLASSROOM:

- Outside Agencies (EP, Behaviour Consultant)
- Charities (Teens In Crisis)
- Therabuild
- Pastoral Support time
- Sparkle Hub

ALTERNATIVES TO EXCLUSION:

- Restorative conference
- Individualised programme (PSP)