CONWAY PRIMARY SCHOOL

Behaviour Management Policy

Approved by: *Stephen Piper* Stephen Piper (May 18, 2023 07:57 GMT+1)	**Date:** 4th May 2023	
Last reviewed on:	April 2023	
Next review due by:	April 2024	

Behaviour Policy of Conway Primary School

- All our children have the right to learn in a safe, secure and supportive environment
- They have the right to achieve their full potential, free from discrimination on the grounds of gender, race, religion, culture or physical disability.
- We aim to provide a stimulating and challenging environment that celebrates the diversity of our local community and promotes respect for the individual and fosters caring attitudes.
- We are committed to the principle of an integrated and fully comprehensive education, which meets the needs of all children.
- We believe in setting high expectations in work and behaviour, remembering the roles of good teaching.
- To ensure success of our behaviour policy it is important for there to be consistently by all. This will ensure that children will respect all adults regardless of the position or status with in the school.

Aims

As a school community we aim to promote a positive approach:
- Communication: positive language encourages appropriate behaviour and reinforces it. The language we use should allow children to take responsibility for their behaviour.
- We do all we can to:
    - Use humour; it builds bridges
    - Keep calm; it reduces tension
    - Listen; it earns respect
    - Reject the unwanted behaviour not the person
    - Follow the behaviour plan
    - Work to agreed procedures
    - Be consistent
- We do all we can to avoid:
    - Humiliating; it breeds resentment
    - Shouting; it diminishes the individual
    - Over reacting; the problem will grow
    - Blanket punishment; the innocent will resent
    - Sarcasm; it damages self-esteem

Responsibilities

Head teacher
- The Headteacher will take overall responsibility for promoting appropriate behaviour and discipline in school.
- She will include measures to promote, among pupils, self-discipline and proper regard for authority.
- The headteacher will encourage appropriate behaviour and respect for others and aim to prevent all forms of bullying among pupils.

Staff
To ensure success of our behaviour policy it is important for it to be used **consistently by all**. This will ensure that children will respect all adults regardless of the position or status within the school.

- We expect staff and children to move around the main school and the dining hall safely.
- **Every** member of staff has a duty of care to ensure that all children are doing this. Staff have a responsibility to model appropriate ways of moving around the school.
- Movement around the school should be in silence and on stairwells children should walk up and down on the left hand side, in the event of an emergency evacuation both sides of the stairs should be used.
- Staff will seek to build positive relationships with pupils in order to encourage acceptable behaviour.
- All teaching staff to keep behaviour log in their rooms and log extreme incidents, consistent low level disruption and children sent to triangle classes. Logs are to be given to key phase leads on a daily basis. Information to be feedback to SLT.
- As a school we will ensure that there is effective supervision by providing adequate in-service training for all staff.
- We expect the playground to be a safe and an enjoyable place to play. Staff on duty are expected to promote games, discuss ways of playing appropriately and apply the policy.
- The lunchtime staff have primary responsibility for the welfare of the children at lunchtime.
- Staff at all levels are to utilise the Yellow Behaviour Concerns for all levels of behaviour that are a concern, are continuous or create a pattern. These forms should be handed to the SENCO and/or assistant head at the end of every day. See appendix 6

Pupils are expected to:
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Parents are expected to:
- Support their child in adhering to the pupil code of conduct

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Behaviour management- principles

Managing behaviour Nursery to year 6

We have a holistic approach to behaviour management communicated through rewards and consequences which runs hand-in-hand with a commitment to quality first teaching. This allows for a systematic and methodical approach to managing behaviour effectively.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules (appendix 1) and promote these within the classroom (appendix 2 and 3)
- Develop positive relationships with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement (appendix 4)

Rewards:
Children are recognised for their achievements and we actively celebrate this through a wide range of rewards. In addition, children are encouraged to take responsibility for their own behaviour and to understand that there are consequences for their actions. The classroom rewards and consequences operate as part of our approach of assertive discipline.

Rewards	EYFS	KS1	KS2
Sticker charts • Children can be given stickers to award positive behaviour or academic achievement. • Each child in the class has their own sticker chart • The sticker chart can be sent home at the end of each half term.	x	x	
House points • Children in key stage 2 will be allocated a house when they transition into year 3. • They can be given house points to award positive behaviour or academic achievement. • These points will be collected in each half term and the winning house will receive the house cup.			x
Assembly certificates • 2 certificates given weekly in assembly.	x	x	x

o One linked to behaviour and one linked to work ethic/effort/progress.			
Star of the week • Each class teacher should award a star of the week within class. • This child will receive a certificate to take home.	x	x	x
Head teachers award • Termly award linked to either learning or behaviour • A postcard is sent home detailing the child's achievements written and signed by the head teacher.	x	x	x

Golden time

Golden Time aims to ensure that children who behave well are rewarded. The message sent to the children is if they are sensible, co-operate and work to the best of their ability, they will be consistently rewarded for their efforts.

How does golden time work?

- The children will begin the week with 25 minutes of golden time.
- The length of golden time will be adjusted throughout the week dependant on each child's behaviour. Please see appendix 2.
- During golden time:
  - o Children will have the opportunity to partake in an activity of their choice. For example – drawing, reading, writing, cutting and sticking, use of laptops, just dance on the IWB, an adult led activity.
  - o Teachers should lead a supported group, creating something which the children will enjoy (collage, puppets, seasonal cards etc.). This may be a good time to focus on particular children who would benefit from group/ team work to develop social skills and/or beginner EAL children etc.

During Golden Time the children who have not managed to earn all of their time should sit out for their allotted time in a particular area (either on the carpet or at a table).
- Children in KS2, who are missing all or most of their golden time, should write two targets. This can be used as an aid to help them gain more golden time the following week. They should discuss with their teacher which of the 'Golden rules' have been broken and how they can work to improve their behaviour in that area the following week.
- Children in KS1 who are consistently missing golden time can discuss with their teacher the expectations, and verbally create one target.
- If there are several children missing most or all of their golden time in a year group, they should be grouped in one main year group classroom.

Consequences:

Appendix 3 sets out consequences/sanctions for unacceptable behaviour.

Behaviour Expectations During Lunchtime

Please see lunchtime policy

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

- The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Training

Our staff are provided with training on managing behaviour, as part of their induction process.
Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Learning and achievement committee every year. At each review, the policy will be approved by the Headteacher.

Our School Rules

We show respect for ourselves, each other and our environment, wherever we are.

We listen to adults and each other.

We work and play cooperatively together.

We always try our best and celebrate our own and others achievements.

We are polite, kind and helpful to each other.

We take responsibility for our own actions.

Appendix 2
Our Rules – What do they mean in practice?

1. We show respect for ourselves, each other and our environment, wherever we are.
- Treating school and personal property carefully including tidying up after ourselves and taking care of equipment;
- Treating everyone kindly;
- Listening to everyone and learning that it is acceptable to disagree;
- Being aware of the repercussions of our behaviour and accept accountability for ourselves;
- Avoiding gossip and making our own decisions;
- Not holding grudges;
- Using good manners (please, thank you, holding doors);
- Treating each other as equals but understanding differences and leadership;
- Learning about and being open to other cultures;
- Doing the right thing, be true to yourself;
- Being clean and tidy.

2. We listen to adults and each other.
- Adults model and teach active / good listening;
- When an adult is talking the child should be attentive to what is being said (stop what they are doing);
- Positive body language and eye contact;
- Children should take turns to speak and listen to each other and value each other's opinion.

3. We work and play cooperatively together.
- Taking turns when playing or talking or using equipment;
- Including and welcoming others;
- Agreeing rules and boundaries;
- Using positive language (as modelled by adults);
- Listen to and encourage each other;
- Working as a team, including compromising, sharing with and supporting each other;
- Being kind, sensitive and showing empathy.

4. We always try our best and celebrate our own and others achievements.
- Having pride in your work;
- Doing your best not to be distracted by others;
- Being aware of your targets and striving to achieve them;
- Respecting that other people might be more or less able;
- Learning to praise and support each other;
- Accept that making mistakes is part of learning and should be treated positively;
- Classroom culture encourages risk taking and feeling safe to do this.

5. We are polite, kind and helpful to each other.
- Saying please and thank you;
- Saying sorry in a variety of situations and with understanding;
- Holding doors for others;
- Showing patience – waiting and turn taking;
- Helping others in class, the playground and around the school;
- Thinking before you speak;
- Treating others as you wish to be treated.

6. We take responsibility for our own actions.
- Behaving in a safe way towards themselves and others;
- Understand why something is wrong and what the correct approach would be;
- Appreciate the impact of our actions on other people.
- Accepting consequences
- Allow others to learn – not disrupting
- Understand the importance and impact of an apology.

Appendix 3 – Routines

Rules are supported by routines which enable the smooth running of the school/ classroom:

- Lining up and entry to the classroom
- Seating plans and pupil groupings
- Initiating and sustaining whole class attention by quality first teaching including the correct level of differentiation
- Guidance for questions and facilitating discussion
- Distracting disruptive behaviour
- Routines and cues for transitions both in class, between lessons and around the school
- Expected behaviour for learning (being prepared, listening, what to do if you get stuck, self-assessment)
- Noise levels.

We establish routines for pupils but equally important for adults:

- Well organised classroom – accessible resources
- High quality displays / working walls to support learning
- Rules and routines clearly displayed and referred to
- Being on time
- Good planning and teaching for ALL pupils
- Well prepared lessons – resources
- The better and more consistent your rules and routines and teaching are, the better the behaviour will be.

Appendix 4

Staff Tips for Promoting Positive Behaviour
- Always aim to diffuse a situation by staying calm and trying to make sure everyone feels they have been listened to.
- It's not personal so try not to get angry or upset.
- Positive reinforcement – catch them being good and reward good behaviour.
- Always give children a way to save face.
- Use positive language – tell them what you want them to do i.e. ask them to focus rather than to stop being fussy

Appendix 5

Managed by Class Teacher			Managed by leadership team	
Step 1 Low level disruption	**Step 2** Continuing disruption	**Step 3** Constant disruption	Assistance requested to prevent disruption of whole class learning	Assistance requested to follow up major incidents during break times
Behaviours continuing and escalating ——→			Non co-operation Challenging staff Verbal rudeness Threatening others Leaving classroom Harming environments	Harming others Fighting Bullying Racism
Chatting Inappropriate noises Acting the clown Leaving class Rude gestures Provoking others Tapping Throwing equipment Swearing Hurting others Non co-operation	Shouting out Wandering Face offs Fidgeting Threatening Rudeness to staff			
Managed by use of Eye contact Name/pause technique The look Move closer to teacher Rule reminders Thank others for positive behaviours they are using Reminders of the next steps in lessons	Managed by use of: Move peg to amber on traffic lights Sit with another adult Time out area in class Move places in class Solo work station Partial playtime loss Informal parental contact	Managed by use of: Move peg to red on traffic lights Use of triangle system o When returning to class child to work at solo work station. Loss of 5 minutes of Golden time Formal Parental Contact o Recording incident on behaviour log Discussion with SLT to give child a behaviour book if there is more than 3 instances in a week.	Managed by use of Removal from class o Record incident on behaviour log Loss of break time with SLT Formal Parental Contact o Behaviour contracts Internal exclusion* Outside agencies External exclusion*	Managed by use of Recording incident o MDS slips & other Restorative discussion Loss of break time with SLT Parental contact o Behaviour contracts Internal exclusion* Lunch time exclusion* Outside agencies External exclusion*

Always allow children to exit and return with dignity

*To be decided by Head Teacher

Appendix 6

Conway Concern Form – YELLOW FORM

Please complete this form if you have any concerns about a pupil.
(Pastoral, Medical or Safeguarding)

Pupil Name (Forename & Surname):		Class:
Date:	**Time:**	**Has had previous concerns: Yes No**
Member(s) of staff noting concern:		**Job/Role:**

Concern (Please describe as fully as possible)

Body Map attached   Yes/ No

Area and level of concern (s) – Tier 2 Concerns					
Health		Police Attention		Young Carer	
Mental/Emotional Health		Harmful Practices		Domestic Abuse	
Education		Extremism & Radicalisation		Social Development	
Abuse and Neglect		Drug/Substance Misuse			
Sexual Abuse/Activity		Disability			

Form passed to Designated Safeguarding Lead   Date/time:

After discussion with team:

Immediate Action Taken		
Date	**Person taking action**	**Action taken**

Next Steps (previous concerns, speak to staffing, LSA, MDS, Office, Gate staff, investigate – with who)

Action to be completed	Person to complete	By when

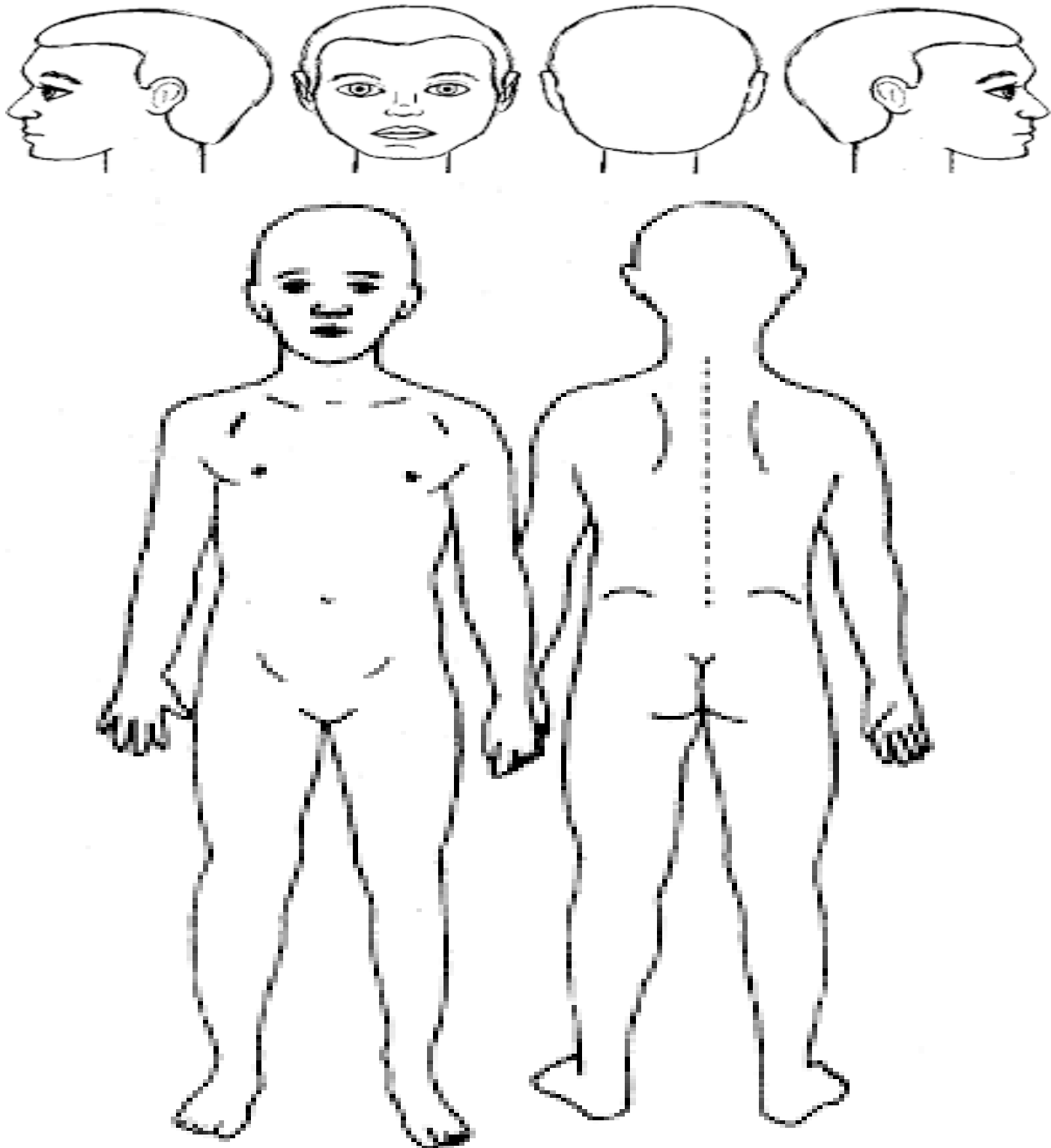| Date	Further Action

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Body Chart

Once completed attach this body chart to the Concern Form

This chart must be used together with the Concern Form Show clearly the location of your concern and label with a number and a brief description, e.g. '1. Burn about 4cm.' On the Concern Form refer to the injury using the same number and description.

Child's Name ---

Observations made by----------- Signed-----------Date

HEALTH	MENTAL & EMOTIONAL HEALTH	EDUCATION
Level 2	**Level 2**	**Level 2**
The child rarely accesses appropriate health and health advice services, missing immunisations.	Parenting often lacks emotional warmth and/or can be overly critical and/or inconsistent, occasional relationship difficulties impacting on the child's development. Struggles with setting age-appropriate boundaries, occasionally not meeting developmental milestones and occasionally prioritises their own needs before child's.	Child experiences frequent moves between schools or professional concerns re home education. Reports of bullying but responded to appropriately. Peer concerns managed by the school.
Additional help required to meet health demands of the child including disability or long term serious illness requiring support services.	The child has a mild a mental health condition which affects their everyday functioning but can be managed in mainstream schools and parents are engaged with school /health services including accessing remote support services to address this.	Some developmental milestones are not being met which will be supported by universal services.
Needs of the carers are affecting the care and development of the child	Child is accessing social media sites related to self-harm, has expressed thoughts of self-harm but no evidence of self-harm incidences. History of mental health condition but have been assessed and discharged home with safety plan and follow up.	The child's ability to understand and organise information and solve problems is impaired and the child is under-achieving or is making no academic progress.
The carer demonstrates ambivalence to ante-natal and post-natal care with irregular attendance and missed appointments.	Child has a negative sense of self and abilities, suffering with low self- esteem and confidence making them vulnerable to those who wish to exploit them resulting in becoming involved in negative behaviour/activities.	The carer is not engaged in supporting learning aspirations and/or is not engaging with the school.
The parent is struggling to adjust to the role of parenthood, post- natal depression is affecting parenting ability.	Sporadic / low level mental health of carer impacts care of child, however, protective factors in place.	
Pregnancy in a young person / vulnerable adult who is deemed in need of support.	Child has suffered a bereavement recently or in the past and is distressed but receives support from family and friends and appears to be coping reasonably well – would benefit from short term additional support from early help services.	

ABUSE & NEGLECT	SEXUAL ABUSE & ACTIVITY	POLICE ATTENTION
Level 2	**Level 2**	**Level 2**
Carer on occasion does not protect their family which if unaddressed could lead to risk or danger	Concerns relating to inappropriate sexual behaviour / abuse within the family / network but does not amount to a criminal offence.	History of criminal activity within the family including gang involvement, child has from time to time been involved in anti-social behaviour.
Child occasionally shows physical symptoms which could indicate neglect.	Emerging concerns of possible sexual activity of a child.	Child is vulnerable and at potential risk of being targeted and/or groomed for criminal exploitation, gang activity or other criminal groups/associations
Child has occasional, less common injuries which are consistent with the parents' account of accidental injury - carers seek out or accept advice on how to avoid accidental injury.	Single instance of sexually inappropriate behaviour.	Attention of ASB team or police. Talks about carrying a weapon. Reports from others that involved in named gang. Glamorises criminal or violent behaviour.
Carer uses physical assault (no injuries) as discipline but is willing to access professional support to help them manage the child's behaviour.	Age-appropriate attendance at sexual health clinic.	Young person has been stopped and searched in circumstances that cause concern such as time of day and others present but no previous concerns.
Concerns re ongoing conflict between family and child.		
Pattern emerging of self- sufficiency which is not proportionate to a child/young person's age and stage of development		

Child has an increased level of illnesses with the causes unknown.		

HARMFUL PRACTICES	EXTREMISIM & RADICALISATION	DRUGS & SUBSTANCE ABUSE
Level 2	**LEVEL 2**	**LEVEL 2**
Concern the child is in a culture where harmful practices are known to have been performed however parents are opposed to the practices in respect of their children.	Child refers to own and family ideologies.	The child is known to be using drugs and alcohol frequently with occasional impact on their social wellbeing.
There are concerns that a child may be subjected to Honour Based Violence.	Child makes reference to own and family extreme views.	Drug and/or alcohol use is impacting on parenting, but adequate provision is made to ensure the child's safety, concerns this may increase if continues.
History of practising Female Genital Mutilation within the family including female child is born to a woman who has undergone Female Genital Mutilation, older sibling/cousin who has undergone Female Genital Mutilation. Family indicates that there are strong levels of influence held by elders and/or elders are involved in bringing up female children. Female child where Female Genital Mutilation is known to be practiced is missing from education for a period without school's approval.	Child is at risk of becoming involved in negative internet use that will expose them to extremist ideology, expressing casual support for extremist views..	Child or household member found in possession of Class C drugs
Suspicion child is exposed to issues of spirit possession or witchcraft.	Child is expressing strongly held and intolerant views towards people who do not share their religious or political views.	Concerns of drug usage during pregnancy
	The child is expressing verbal support for extreme views some of which may be in contradiction to British law.	

DISABILITY	YOUNG CARE	DOMESTIC ABUSE
Level 2	**Level 2**	**Level 2**
Carers / other family members have disabilities which occasionally impedes their ability to provide consistent patterns of care but without putting the child at risk, additional support required.	Child occasionally has caring responsibilities for members of their family and this sometimes impacts on their opportunities.	Expectant mother or parent is a victim of occasional or low-level non physical abuse.
Additional help required to meet health demands of the child's disabilities.		There are isolated incidents of physical / emotional abuse / economic control or controlling or coercive behaviour in the family, however mitigating protective factors within the family are in place. Even if children reported n to be present when incidents have occurred.
		Information has become known that a person living in the house may be a previous perpetra of domestic abuse, although no sign of current or recent abuse is apparent.

Social Development	Extra-Familial Harm
Level 2	**Level 2**
Child has few friendships and limited social interaction with their peers. Child has communication difficulties and poor interaction with others. Child exhibits aggressive, bullying or destructive behaviours which impacts on their peers, family and/or local community. Support is in place to manage this behaviour. Child is a victim of discrimination or bullying.	Spending time in areas known for antisocial behaviour or where more vulnerable. Child/ young person identifies and informs professionals of unsafe locations and reason for this.
There is a significant lack of support from the extended family network which is impacting on the parent's capacity.	Some indications that unknown adults and/or other exploited children have contact with the child/young person. Some indications of negatively influential peers.
Child is at risk of becoming involved in negative internet use, lacks control and is unsupervised in gaming and social media applications	Limited referral history with services. Lack of confidence in worker / service to manage risk or work with adolescents. Multiple workers confused or disagreeing on risk.
The family is chronically socially excluded and/ or there is an absence of supportive community networks.	Child has run away from home on one or two occasions or not returned at the normal time. Concerns about what happened to them whilst they were away, whereabouts unknown.
Child is affected and possibly becoming involved in low level anti-social behaviour in the locality due to others engaging in threatening and intimidating behaviour	
Child and family's legal entitlement to stay in the country is temporary and/or restricts access to public funds and/or the right to work placing the child and family under stress.	
Perceived inability or reluctance to access more mainstream support. Reduced access due to their ethnicity / cultural background / being in care / Identifying as LGBTQ / Educational Needs (SEN).	

Behaviour Policy 2023

Final Audit Report   2023-05-18

Created:	2023-05-11
By:	Keith Robertson (krobertson@conway.greenwich.sch.uk)
Status:	Signed
Transaction ID:	CBJCHBCAABAAmRknQDzlcLfebrmN634mrW2M7uVCX8UH

"Behaviour Policy 2023" History

Document created by Keith Robertson (krobertson@conway.greenwich.sch.uk)
2023-05-11 - 2:04:28 PM GMT

Document emailed to steve.piper1@ntlworld.com for signature
2023-05-11 - 2:05:12 PM GMT

Email viewed by steve.piper1@ntlworld.com
2023-05-18 - 6:56:54 AM GMT

Signer steve.piper1@ntlworld.com entered name at signing as Stephen Piper
2023-05-18 - 6:57:57 AM GMT

Document e-signed by Stephen Piper (steve.piper1@ntlworld.com)
Signature Date: 2023-05-18 - 6:57:59 AM GMT - Time Source: server

Agreement completed.
2023-05-18 - 6:57:59 AM GMT