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Behaviour management framework for children, staff and parents

Policy referenced in statutory guidance (Gov.uk - Advice on statutory policies for schools) Review frequency: <i>annual</i>		
<i>Status</i>	<i>Date</i>	<i>Version</i>
Annual revision	01.03.17	16/17-2
Reviewed by CSW committee	13.03.17	
Approved by FGB	02.10.15	
Next annual review by	01.10.17	
Latest update	03.03.17	16/17-2

Behaviour management framework for children, staff and parents

“Our ‘**Golden Values**’ are a set of consistent principles that reflect common human decency and good citizenship, which align the ‘moral compass’ of every child and adult in our delightful school. This civilised guide enables us to confidently navigate the British and global societies in which we live, and be respectful, responsible and trustworthy citizens with true integrity.”

Rationale

Our aim is to establish the highest standards possible to facilitate positive learning behaviours and attitudes for our pupils within an environment which reflects this. As such, we strive to make Chandag Junior School a safe and happy place which is welcoming, caring and supportive to enable positive learning experiences for all, and for our pupils to flourish personally, socially, and academically.

Our pupils’ behaviour should be impeccable and our learning environment should enable every pupil to be focused and immersed in their learning, free from any distractions. This is the **right** of all pupils who come to our school; this must be **respected** by all within our learning community; we all have a **responsibility** to follow our ‘Golden Values’ so that everyone benefits.

Our behaviour management framework has been improved further by working with some of our neighbouring schools and sharing experiences and best practice. It is based on the premise that once children have a clear understanding of our values and expectations - and the consequences if they choose to deviate from these - they can make the right choices for themselves and others. Children flourish when boundaries are clear and the consequences are understood if they stray from them.

School is the time and place where our children learn to become the ‘grown-up’ we aspire them to be. At school following clear teaching, in every situation, children make a choice to follow our values, or they choose not to and therefore face the consequences. Our values are clear and widely promoted and the rewards and consequences consistently implemented which ensures that the positive ethos of Chandag Junior School is reflected in the happy, caring, and safe place we are so proud to be part of.



Golden Values

Our Golden Values allow us to make Chandag Junior School a safe and happy school that is welcoming, caring and supportive to all, enabling everyone to benefit from positive learning experiences.

We value:

Honesty	to ourselves as well as other people.
Respect	our environment, ourselves as well as other people, including tolerance of difference.
Kindness	treating people in a way in which we want to be treated.
Empathy	listening with an understanding of how others may feel.
Friendship	connecting with others.
Courage	having a go!
Democracy	being fair and valued; having liberty; feeling safe.
Resilience	sticking at it even when it is tough.
Responsibility	making sensible choices with our attitudes and behaviours.
Enjoyment	of everything we do.

Behaviour management system

It is the school's clear intention to allow every child to learn from their experiences in order to make more informed and appropriate decisions about their own behaviours in future. Our focus is always positive reinforcement, and we see the sanction framework as a necessity but only to be used when, following appropriate teaching, guidance, reminders and a warning, a child chooses to act in a way that is conflicting with the accepted values and behaviour expectations of our school. Children who consistently choose not to follow our Golden Values and/or behave in an inappropriate way will be subject to the warning and sanction system as seen in the escalation of sanctions table below.

In some circumstances, where the school has identified a child to have additional needs, our application of the behaviour management framework may need to be adapted and personalised for the child. This will be with the full support of the class teacher and, where necessary, on advice from external professionals working with the school, who have a detailed working knowledge of the child.

Positive reinforcement and reward system – 'Dolphin Points'

Children who follow our Golden Values will be recognised, celebrated and rewarded at every opportunity, and each term will take part in our 'Golden Afternoon' through a series of 'Golden Time activities'. 'Dolphin Points' are accrued through our reward systems, for example: class Star Charts; Work of the Week*; Person of the Week*; Star of the Week*; reading at least three

Chandag behaviour standards

This is what children's **impeccable behaviour** looks like in Chandag Junior School:

- ✓ Children's impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Children are self-disciplined. Incidences of low-level disruption are extremely rare.
- ✓ The school's open culture actively promotes all aspects of children's welfare. Children are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust our school's leaders to take rapid and appropriate action to resolve any concerns they have.
- ✓ Children's moral, social cultural and spiritual development equips them to be thoughtful, caring and active citizens in school and in wider society.
- ✓ Children are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- ✓ Children discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- ✓ Children value their education and rarely miss a day at school. No groups of children are disadvantaged by low attendance. The attendance of children who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- ✓ For individuals or groups with particular needs, there is sustained improvement in children's behaviour. Where standards of behaviour were already excellent, they have been maintained.
- ✓ Staff and children deal effectively with the very rare instances of repetitively or consistently inappropriate and intimidating behaviour ('bullying') and/or use of derogatory or aggressive language.
- ✓ Children work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- ✓ Children can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- ✓ Children have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- ✓ Children understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education.
- ✓ Children are well prepared for the next stage of their education and life.

WARNING & SANCTION ESCALATION SYSTEM					
Verbal caution	Yellow 1 ☹	Yellow 2 ☹	Yellow 3 ☹	Orange ☹	Red ☹
What the child may be doing:	What the child may be doing:	What the child may be doing:	What the child may be doing:	What the child may be doing:	What the child may be doing:
Not demonstrating expected and appropriate learning behaviours (if considered minor)	Not working when instructed to do so. Chatting when asked to work silently. Distracting self and/or others.	Repeat Yellow 1 or interrupting the teacher. Answering back. Telling lies. Being rude. Name-calling or making others feel hurt, offended or unsafe. Not acting safely. Deliberately damaging school equipment or other person's possessions.	Repeat Yellow 2.	Stealing. Swearing. Fighting. Bullying. Rudeness or disrespect to an adult or another child. Saying offensive things resulting in others feeling hurt, offended or unsafe. Threatening others. Violent or destructive behaviour.	Threatening verbal or physical behaviours or assault and/or violence to others. Continuing to bully others after warning. Leaving school building or premises without permission from school staff. Putting self and/or others in danger.
School staff involvement					
What the teacher may do:	What the teacher/adult may do:	What the teacher/adult may do:	What the teacher/adult may do:	What the SLT may do:	What the HT/DHT may do:
Child given guidance and every opportunity to self-correct. Verbal warning by teacher. Child's initials written on board as a visual reminder to give the child an opportunity to re-think their conduct in order to prevent any further consequences. No record made.	Remind to behave. Stern looks. Child moves own name to Yellow 1 on class chart and incident recorded by adult in class behaviour management book. A private talk. Move to a new place. 5 mins time out.	Name moved to Yellow 2 and recorded in class behaviour management book. 10 mins loss of shared playtime that day in order to reflect on actions and/or catch up with missed learning.	Name moved to Yellow 3 and recorded in class behaviour management book. Further significant loss of shared playtime that day. Child moved to work in another class. Teacher meets parents to discuss concerns and make plans to correct behaviour.	Move child away from peers or all other children during lessons and/or playtimes. Ask child to complete a Behaviour Think sheet/activity. Go on a Report Card for a week. Set up a Behaviour contract or consider setting up a Personal Support Plan. Consider an internal exclusion for a fixed time.	Move child away from peers or all other children. Keep child in at playtime/s to complete behaviour 'Think Sheet/Activity'. Implement a Report Card for a set time period. Set up a behaviour contract and/or a Pastoral Support Plan. Internal exclusion for a fixed time. In extreme and/or persistent cases, fixed term or permanent exclusion.
Consequences for Golden Time participation					
No reduction of Golden Time	Reduced by 1 minute	Reduced by 10 minutes	Reduced by 30 minutes	Reduced by 60 minutes	Opportunity for Golden Time withdrawn
Parental involvement					
None. No parental involvement.	If child repeatedly appearing in class behaviour management record book, parents and the child will be asked to meet the class teachers to discuss concerns, and make a plan to change behaviours in order to minimise any further loss of the child's learning. It is likely that parents will be asked to attend school formally every week – or more frequently if agreed - to review progress. The child will be present at all parent / teacher meetings where this is deemed to be appropriate by the teacher.		A phone call and/or email / letter to parents the same day from teacher / senior leadership team. Meeting request made for parents and child with SLT.		Parents notified immediately and required to attend meeting at school at earliest opportunity that day with Headteacher and/or Deputy Headteacher.

The following schools have helped us to reflect on and improve our own behaviour system. They have openly shared their own best practice and met with members of our team to discuss their journey toward excellent standards of behaviour. As such we are extremely grateful and would like to offer our thanks to the staff teams at:



Chandag Infant School Keynsham
with whom we work closely on a number of shared projects



St Keyna Primary School Keynsham



Castle Primary School Keynsham



Saltford Primary School Saltford