



Positive Behaviour Management Policy

Respectful Relationship Policy

September 2022

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4.1	03/05/2022	Annual Review
4.2		Reviewed following review of whole school behaviour and following access to the Behaviour Hub.



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1. Vision, Values and Moral Purpose

Our Vision

- Consett Junior School is a friendly and caring place. We aim to support our children and their families to achieve their full potential; allowing our children to grow and develop their talents in a supportive environment within the school and in the community in which we live.
- Our Staff are passionate about their work, placing children at the centre of all we do. We aim to deliver a range of exciting opportunities both in and out of the curriculum. Children can play in the school band, perform in a whole school show or represent the school on the sports field the opportunity is open to all.
- We believe at Consett Junior school in giving each and every child the best possible start in life.

Our Values



At Consett Junior School our Values mean:

Fun: Recognising that our learning experiences should be fun, engaging and educational. That by adding additional challenge, children can grow and achieve.

Adventure: Allow opportunities to try new things, to innovate and develop new ways forward. Life begins at the end of our comfort zone.

Integrity: Having high expectations in all that we do, rewarding those who work hard – but allow for us all to make mistakes and moving on from this.

Humility: Laying the foundations together that will guide us throughout life, recognising and supporting those in need and supporting those who need our help.

Family: We work in partnerships with children, staff and families together, to allow our children to grow and achieve. Remembering that by developing positive relationship with all, we can achieve almost anything.



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Our Moral Purpose:

In an attempt to be our very best, we use these opportunities to learn and help others learn. We don't have all the answers, but we do have a few steps in the right direction and know that being a great school is only possible in cooperation with others.

Together, we strive to:

- To provide a happy, safe and caring environment for the children to learn and achieve their full potential.
- To enrich the children's love of learning through a variety of opportunities within the school and the wider community.
- Provide appropriate challenge and support ensuring we always have high expectations for all.
- Ensuring all our families are supported, so that the children we care for have the best start in life

These values should underpin all that we do in improving and moving the school forward.



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2. Organisation

Everything we do is carefully planned and structured to give children every opportunity to behave well and succeed. This includes all elements of our education strategy the timetable, the layout of the classroom and shared spaces, exit and entry points, flexible staffing structures, CPD, curriculum and pedagogy.

3. Rationale

3.1 Consett Junior school promotes an environment where all feel safe, valued, happy and secure and where everyone treats each other with courtesy, respect and tolerance and children can learn free from disruption. We believe it is important to encourage children, adults and staff to behave in a caring, co- operative and self- disciplined manner. We expect all members of our school to develop a clear sense of what is right and wrong and care for themselves, others and their environment. We believe that it is the duty of every adult to help to create pupils who are in the habit of self-restraint and self-regulation. Good behaviour is not merely the absence of poor behaviour but involves pupils flourishing as learners and as human beings.

3.2 We believe that praise and positive reinforcement are the most important elements of behaviour management and children who display appropriate behaviours must be encouraged and rewarded. Children need to know when they have been successful as this leads to a positive outlook and improved self-esteem, which in turn leads to improved behaviour. As such, children are consistently taught the rules and routines they are expected to follow and every opportunity is taken to positively reinforce these.

3.3 Absolute consistency, clarity and social norms are key to any good behaviour policy. Therefore, we never overlook or fail to act when rules or routines are broken, no matter how time pressured things are.

4. Policy Aims (Developed with Best Practice from the DfE and Behaviour Hub)

To provide:

- a behaviour culture that reflects Consett Junior School's core vision, values and its moral purpose so that it is embedded and enacted in everything we do
- strong school leadership, where leaders are highly visible and ambitious goals are set
- a positive, fair and consistent approach with attention to detail
- well established, universally known and well-articulated Conventions that are easy to understand and implement and specifically taught to children
- well communicated expectations around praise and positive reinforcement



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- a detailed graduated behaviour code
- expectations around the development of effective partnerships with parents and the wider community
- engaged all staff who receive high quality support and training

5. Expected Behaviour

At Consett Junior School expected behaviours include, but are not limited to:

- following the school rules at all times
- showing kindness, respect and understanding to others
- showing an understanding of how their behaviour and interactions can impact and affect others
- listening to and encouraging others, appreciating their perspective and taking account of their views, concerns and feelings
- recognising the needs of others who may have special requirements and/or adjustments
- acting in a respectful manner to all members of the school community
- building relationships based on trust, respect, co-operation and support
- taking care of school and others property
- being truthful, honest and showing forgiveness
- attending school punctually and regularly
- accepting and completing school work, including homework, neatly and on time
- being courteous to fellow classmates and school staff

At Consett Junior School unacceptable behaviours include, but are not limited to:

- name calling or using unkind words
- aggressive or violent behaviour, verbal or physical
- treating others unfairly
- bullying behaviours
- threatening behaviour
- disrupting lessons/teaching and/or the learning of others
- being untruthful
- using bad language or that associated negatively with race, religion, belief, culture, gender, SEN or disabilities, appearance, health conditions, sexual orientation (including homosexual, gay or homophobic, gender reassignment), sexist or sexual
- sexualised behaviour, sexual harassment or sexual violence
- or any other behaviours deemed unacceptable by the senior leadership team



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6. Roles and Responsibilities

6.1 The Headteacher has overall responsibility for ensuring the safety and well-being of all pupils and adults.

6.2 The Senior Leadership Group has delegated responsibility for monitoring the impact of policies and initiatives, supporting staff with the day to day management of behaviour across the school, overseeing record keeping and reports and the analysis of data.

6.3 All staff have the delegated responsibility to maintain a safe, calm and purposeful learning environment. Good behaviour is everyone's responsibility.

6.5 Every adult must set an excellent example to pupils at all times, modelling and teaching the behaviour they wish to see. They work hard to know their pupils well, understanding that high quality relationships are key to successful behaviour management. Adults have moved away from an approach where shouting is used to discipline children.

6.6 A pastoral team co-ordinate and collaborate, so that there is a joined-up approach to the early identification of and response to individual needs: 1 meeting per half term

1. Headteacher and DSL: Paul Dixon
2. Deputy Headteacher/SENDCO: Rebecca Waters
3. Senior Leadership Group: Rebeca White, Kerry McNeill, plus one additional member
4. School Operations Manager/Deputy DSL: Dawn Raine
5. School Counselling Team: Debbie Gilray

7. Teaching expectations

7.1 The classroom teacher is responsible for modelling and re-enforcing good behaviours, to help this, staff should follow the Teaching protocol conventions, which is a guide to minimum expectations for teaching and reinforces Point 7 of the Teaching Standards.

7.2 Staff should always be mindful to use language that is positive and supports the Behaviour for Learning strategies in place.

8. School Rules

8.1 Our School rules reflect our Vision, Values and Moral Purpose and support children's understanding of the school's expectation.

They are highly visible throughout the school, constantly referred to and explicitly taught and are as follows:

1. Do as well as you can
2. Do as you are asked
3. Do work well
4. Do listen
5. Do be polite



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8.2 We work with parents/carers to foster good relationships between the school and home through good communication. This includes the policy and Conventions being clearly accessible on the school website and constantly referred to during all parent meetings. We ask our parents/carers to know the school rules and support their children in following them. We share our high expectations around routines, attendance, time keeping, uniform, homework etc. and work together to achieve the best possible outcomes for children.

8.3 We proactively work with other agencies as soon as we become aware of any issues and we support families together in a range of ways e.g. Early Help, referrals to family support etc.

9. Rewards, Praise and Positive Reinforcement (Convention 1)

9.1 We believe that praise and positive reinforcement are more effective than sanctions. Outstanding behaviour is expected at all times, held in high regard by all and constantly promoted and rewarded.

9.2 We have a House system - which is in place across the school - this allows pupils to earn and points for their house. These are totalled weekly and help the house toward a team reward.

All points in school should go toward their house points.

9.3 All adults are able, and encourage to give house points – lunch staff will use a token system. Tokens given to children should be because the child has followed a school rule – these tokens will be given to their class teacher on return to class after lunch and redeemed for House Points.

10. Graduated Behaviour Code (Convention 2)

10.1 We believe that developing the whole child enables them to take responsibility for their own actions, thus promoting self-regulation and proper regard for authority.

This system relies heavily on the use of praise to modify behaviour and any success is recognised. However, when rules are broken there must be a consequence with only exceptional exceptions. Sanctions given are proportionate and consistent.

10.2 Behaviour incidents are recorded and are categorised as either low or high level (definitions are included in the protocol).



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11. Reasonable Adjustments (See SEND Policy)

11.1 As an inclusive school, all pupils, staff and visitors should be free from any form of discrimination. The School recognises its legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, and Para 7 of Schedule 1 Education Regulations 2010, to prevent pupils with a protected characteristic from being at a disadvantage.

11.2 Consequently, our approach may be adjusted to cater to the needs of the pupil.

11.3 A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour.

12. Pupil Support System

12.1 We recognise that when a child is involved in an incident, either as the victim or perpetrator, we must have a support system in place for them. The staff team make an informal risk assessment which identifies the support required, e.g. anger management, conflict resolution etc. and who will deliver this. Impact is carefully monitored.

12.2 Careful data management and tracking allows for early identification of pupils at risk of failing and preventative measures are put in place. Ongoing monitoring allows for impact to be assessed and strategies adjusted as needed.

13. Teaching and Learning

13.1 We recognise that for children to understand how to behave this has to be taught.

13.2 After appropriate training, staff will be expected to deliver behaviour expectations at regular intervals

13.3 The first morning on our return to each half term should be spent reminding and teaching behaviour expectations and sharing social norms.

14. Staff Training and Development

14.1 We commit to the continuing professional development of staff through robust procedures, including training, performance management and induction. This allows for all staff to be accountable for their decisions, adhere to school rules and protocols and consistently demonstrate school values.



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15. Record Keeping and Data Analysis

15.1 House Points must be recorded on Trackit Lights – all house points should be a reward linked to a school rule.

15.2 We use the CPOMS system to record safeguarding concerns and behaviour incidents. This allows the timely sharing of information, a joined-up approach and early identification of any issues. It also enables data to be robustly and purposefully integrated by the behaviour lead.

16. Exclusions

16.1 As a tolerant, supportive learning community exclusions will only be used as a last resort, and will only be used in line with current DfE guidance. The school does not wish to exclude any child, but recognises that sometimes this may be necessary.

16.2 The Headteacher is the only person who can exclude a child.

16.3 When a child is at risk of temporary or permanent exclusion we follow the DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England'

17. Anti-Bullying Strategy

17.1 At Consett Junior School we aim to provide a safe and secure environment where all children can learn without anxiety. We believe bullying is wrong and endeavour to prevent it by having an ethos in which bullying is unacceptable and where it is each person's responsibility to prevent it.

17.2 Pro-active measures are in place to avoid all forms of bullying and these are delivered in a range of ways: assemblies, relationship education lessons, PSHE, curriculum etc.

17.3 Any incidents of bullying will be dealt with in line with the agreed protocol attached. Violence or threatening behaviour or abuse will not be tolerated in any circumstances, physically, verbally or through social media.

17.4 In formulating our strategy we take due regard to the key legislation:

- The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010. A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED)



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Definition:

Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

1. It is ongoing and continuous repeated (not the same as a conflict between two equals or a random, unprovoked, aggressive act)
2. It is deliberate and targeted
3. It is unequal – it involves a power imbalance it may be physical, psychological (knowing what upsets someone) derived from an intellectual imbalance, or by having access to the support of a group or the capacity to socially isolate

In addition, we define Cyber bullying as: The use of information and communications technology, particularly mobile phones and the internet, to deliberately to upset someone else.

Specific types of bullying include those relating to:

- Race, religion, belief, culture or gender
- SEN or disabilities
- Appearance or health conditions - including maternity or pregnancy
- Sexual orientation - including homosexual, gay or homophobic, gender reassignment
- Young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual

18. Searching and Confiscation

18.1 The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that could reasonably be considered likely to be used to commit a criminal offence, cause injury, damage property or has been banned by the school.

18.2 School staff can, with agreement of the Headteacher, confiscate any prohibited item found as a result of the search. School staff can also confiscate any item they consider harmful or detrimental to school discipline.

19. Discipline Beyond the School Gates

19.1 The school reserves the right to discipline pupils for incidents that occur outside of school in line with our graduated behaviour code and exclusion protocols, detailed elsewhere in this policy.



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19.2 The Headteacher may notify the police if the behaviour is considered anti- social, criminal or poses a serious threat to another person.

19.3 The school will always consider whether this behaviour could be linked to an unmet need and follow the safeguarding policy.

20. Unstructured Time

20.1 Lunch - dealt with by the staff member present in line with the graduated response.

21. Pupil Transitions

21.1 Transitions at all levels are carefully planned based on group and individual needs. As required, additional support from the staff team is given. Parents/carers are involved and informed as appropriate.

22. Behaviour Conventions that form part of this policy

22.1 Consett Junior School has the following conventions to support the implementation of this policy. The conventions are intended to support staff by providing guidance in procedures and are based on DfE/Behaviour best practice:

Number	Convention
1	Rewards, Praise & Positive Reinforcement
2	Primary Behaviour Management Policy (Graduated Behaviour Code)
3	Classroom Conduct
4	Start of the Day Routine
5	End of the Day Routine
6	Dining Hall
7	Break & Lunchtime Routines
8	Moving Around School Routine
9	Teaching Protocol



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23. Behaviour Toolkit

23.1 This consists of the following template documents which must be used in-line with this policy:

- A. Y3/4 Behaviour Reflection Sheet
- B. Y5/6 Behaviour Reflection Sheet
- C. Support Staff – Behaviour Award guide.
- E. Thinking Cards
- F. Time Out cards

24. Monitoring and Review

24.1 This behaviour policy and the associated protocols will be reviewed by the Headteacher, Behaviour Lead and the full Governing Committee annually.

24.2 Application of the policy will be monitored by the SLT and others within routine school self- evaluation activities.

24.3 The Behaviour Management Protocols will be kept under constant review and updated as required.

24.4 Termly survey data from all stakeholders will be considered.



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Appendix A

This policy is guided by Behaviour Hub and Department for Education guidance and best practice.

The policy has been written with due regard to the following:

DfE Guidance Documents

- Behaviour and Discipline in schools
- Use of Reasonable Force
- Supporting pupils with medical conditions at school
- The SEND Code of Practice
- Behaviour and Discipline in Schools- Guidance for governing bodies
- Searching, screening and confiscation: advice for schools
- Creating a culture: How school leaders can optimise behaviour
- Exclusion from maintained schools, academies and pupil referral units in England
Statutory guidance for those with legal responsibilities in relation to exclusion
September 2017
- Ofsted- Sexual abuse in school and colleges
- Steer Report, Learning Behaviour: The Report of the Practitioners Group on School Behaviour and Discipline
- Elton Report (DEF 1989)

Legislation

- The Equality Act 2010- including the Public Sector Equality Duty (PSED).
- Section 175 of the Education Act 2002
- Section 88-94 of the Education and Inspections Act 2006 *
- The Education (Independent School Standards) Regulations 2014
- Guidance for Safer Working Practice for Adults who work with children and young people in Education 2019
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education 2021 (KCSIE)

Reading References & Research

- Running the Room by Tom Bennett
- Behaviour for learning by Simon Ellis and Janet Todd
- Improving Behaviour in schools (EEF)
- Evelyn Street Primary Behaviour Policy



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Convention 1: Rewards, Praise and Positive Reinforcement.

Golden Rules:

1. Do as well as you can
2. Do as you are asked
3. Do work well
4. Do listen
5. Do be polite

Following the school rules are rewarded as follows:

1. Specific verbal praise that clearly identifies the rule followed
2. Specific 'House Point Award' linked to a particular school rule.

House point values

1. Working as well as you can: 3 House Points
2. Doing as you are asked: 1 House point
3. Working well: 1-3 House points (Depending on the task set by the teacher)
4. Listening: 2 House points
5. Being polite and having good manners: 5 House points

Please note:

- Children should always be clear about why they have been given House Points and which rule they have followed
- House points are totalled each week and shared in the whole school 'celebration assembly'.
- Termly awards are in place for the house with the most points.
- In addition, for regular positive behaviour special responsibility/privileges may be rewarded.
- For consistently following school rules children are given a certificate in the weekly celebration assembly.



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Convention 2 – Graduated Behaviour Code

STAGE	PERSON	ACTIONS
<p>Stage 1: Low Level Incidents</p> <ul style="list-style-type: none"> • Shouting out • Chatting • Wasting learning time • Not responding immediately to a reasonable request • Moving out of seat without permission 	<p>Class Teacher</p> <p>Lead Adult</p> <p>TA</p>	<ul style="list-style-type: none"> • Positive re-enforcement • Thinking card • When behaviour is modified, child is praised.
<p>Stage 2: Repetition of stage 1 behaviour OR immediately if:</p> <ul style="list-style-type: none"> • Discourteous • Name calling • Pushing • Unwanted touching of another child • Disrupting a lesson • High levels of unnecessary movement 	<p>Class Teacher</p> <p>Lead Adult</p> <p>TA</p>	<ul style="list-style-type: none"> • Time out card – age appropriate time • Y3/4 – 5mins • Y5/6 – 10mins <p>Praise any modified behaviour, card removed, child apologised.</p>
<p>Stage 3: Continuation of stage 1 or 2 behaviours OR immediately if child not compliant to previous sanction (s)</p>	<p>Class teacher</p> <p>Lead adult/TA</p> <p>Parallel class</p> <p>Deputy Head</p> <p>Parents</p>	<ul style="list-style-type: none"> • 10 minutes with SLT at lunchtime • Completion of a reflection form (sent home with child if they refuse to complete it) • Child to complete any missed work during their next (lunch/break as appropriate) and to apologise. • Deputy Head involved and consideration of behaviour diary. • Contact with parent at the end of the day <p>RECORD APPROPRIATELY ON CPOMS</p>



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<p>Stage 4: Three reflection forms completed in one half term OR immediate if:</p> <ul style="list-style-type: none"> • Fighting/hurting another child • Swearing 	<p>Class teacher</p> <p>Deputy Head Teacher</p> <p>Parents</p> <p>Headteacher</p>	<ul style="list-style-type: none"> • Child sent to Deputy Headteacher • Child to make up lost learning time during break • Parents telephoned to discuss the situation • Child to apologise verbally and/or in writing as appropriate to age etc. • Headteacher to be informed and monitor – consider IBP <p>RECORD APPROPRIATELY ON CPOMS</p>
<p>Stage 5: Continuation of Stage 4 behaviours OR immediately if</p> <ul style="list-style-type: none"> • Physical assault • <i>Self-harm</i> • <i>Engaging in actions that could harm others</i> • <i>Bullying – in all forms</i> • <i>Threatening – high probability of someone being hurt</i> • <i>Leaving without permission</i> • <i>Spoiling with intent</i> 	<p>Class Teacher</p> <p>Deputy Headteacher</p> <p>Parents</p> <p>Headteacher</p>	<p>Behaviour lead to:</p> <ul style="list-style-type: none"> • Speak to child and deal with the initial incident • Put in place a support plan & risk assessment • Consider the involvement of other agencies • High level recording form completed • Speak to parents • Sanction appropriate to the incident – loss of full play time or privileges. <p>RECORD APPROPRIATELY ON CPOMS</p> <p>Headteacher to be informed and consider, if appropriate, isolation or exclusion</p>



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Convention 3: Classroom Conduct

When children are in the classroom, the following routines should be followed:

- Children enter the classroom and sit at their designated seat
- Children must always walk in the classroom
- When a child is answering a question other must sit quietly and listen
- Children must use an appropriate classroom voice
- Children look after resources and keep equipment in their working area tidy at all times
- Children must ask permission to go to the bathroom
- When all given task has been completed, children read

If the member of staff needs the attention of the children, they will raise their hand and count to three.

Children should in turn raise their hands and follow the behaviour protocol associated with these numbers.



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Convention 4: Start of Day Routine

The school gate opens from 8.40am – at this point at least one member of breakfast club staff is on the yard.

(On the few occasions when the weather is too inclement to allow children outside – pupils will be allowed to enter their classrooms – but must be sat at their desk reading a book or completing a teacher instructed task.)

Breakfast staff will patrol the classrooms

- The school bell will ring at 8.55am – this is a signal for all children to line up. The expectation is that once in the line the children should be silent and facing forwards.
- The class teacher should collect their class from the school yard.
- The children should quickly and quietly hang their coats and bags up on pegs and make their way into the classroom – this should be done silently by the children - staff supervision is essential.
- Children should go straight into class and begin their morning task
- Teachers and teaching assistants use positive praise to reinforce expected behaviours.

If a member of staff needs the attention of the children, they will raise their hand and count to three.

Children should in turn raise their hands and follow the behaviour protocol associated with these numbers.



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Convention 5: End of Day routine

At the end of the school day the following rules and routines should be followed:

- Before getting ready for home the children will ensure their desks are tidy. Their pencil pots or tray should be organised neatly and all unnecessary items removed from the desks. The children should also ensure the floor around their desks is tidy and that chairs are tucked in.
- Any letters or notices should be handed out to the children to place in their bags
- The children will collect their belongings from the cloakrooms calmly
- Children will return to their classes to line up near the exit doors or they line up in a designated area, ready to leave
- The teacher will walk the children to the appropriate place
 - Y3/4 school yard for handover
 - Y5/6 school gates to either meet parents or walk home
- The children must walk
- Any child who has a bike or Scooter will push this until they leave the school grounds.



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Convention 6: Dining hall

When children are in the dining hall/classroom for dining, the following routines should be followed:

- Before or upon entering the dining hall, children should wash or sanitize their hands thoroughly.
- Enter the dining hall in silence and either sit at a table or line up silently.
- The children who are due to have lunch should line up when instructed.
- Children must always walk around the dining room.
- When lining up, children should do so calmly and quietly.
- If children need to use the bathroom during the lunch time, they will do so quietly.
- Upon finishing their lunch, children should tidy their area by taking their dishes and cutlery to the cleaning station, or by disposing of any waste from their lunchboxes
- Once children have finished their lunch and tidied their area, they should make their way outside, quietly.

Please note, that during lunch times, relaxing/instrumental music will be played in the background. This provides a calming atmosphere and sets a level for 'talking' volume.

If the member of staff needs the attention of the children, they will raise their hand and count to three.

Children should in turn raise their hands and follow the behaviour protocol associated with these numbers.



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Convention 7: Breaktime & Lunchtime Routines

Please note:

1. **Morning Break:** Classes have a 15 minute break where healthy snacks can be eaten.
2. **Lunch time:** Classes have a one hour break with lunch in the main hall.
3. Children will be encouraged to use the bathroom during break times. **They must ask permission.**
4. Lunch staff will have designated zones

Outdoor play:

- Children should remain quiet until they are outside on the playground
- Members of staff will engage with, monitor and support play; role modelling different games or how to interact with one another
- Designated 'play leaders' will support their classmates and support with the collection of the play equipment
- Children should make sure that they use the bathrooms at this point in the day
- At the end of break time, a school bell will be rung – children will return equipment and line up in their designated lines
- Staff will raise their hand and begin to count to 3. Children will in turn raise their hands and stop and listen
- 'Play leaders' & 'Book Monitors' will ensure equipment is returned correctly
- Children will be taken into school by their teacher to begin their learning experience.

Indoor break/lunch:

- Children should remain in their classrooms – following the direction of the member of staff responsible
- Children – with permission, can access the wet weather play equipment



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Convention 8: Moving around school

- Children should line up quietly, facing the direction of travel.
- A member of staff will lead the children at the front of the line and when possible, another member of staff will position themselves at the end of the line.
- Children will walk slowly and quietly, one behind the other.
- If a child requires a staff member's attention during lining up or transitioning around the school, they will raise their hand and be spoken to when appropriate.
- If children are transitioning around the school alone (E.G. to go to the bathroom or lockers) they should walk sensibly and silently.
- When transitioning around the school to go to an assembly, children should follow the above protocols and will be directed where to stand and sit by a member of staff. When directed to sit down, the children are expected to remain silent whilst waiting for the rest of the school to arrive.



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Convention 9: Teaching Protocol

		Resources Ready to go
		Never talk over pupils
		Establish expectations before the task begins (Be clear)
		Don't be trapped at your desk – work the room.
		Use positive tone, include praise.
		Where possible – use time allocated tasks



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An illustration of a female teacher with short brown hair, wearing a red shirt, standing next to a whiteboard. On the whiteboard is a large red clock face with the numbers 10, 20, and 30. The teacher has her arms crossed and a slightly concerned expression.	<p>Work to time, don't allow lessons to run over.</p>
An illustration of a grey 3D humanoid figure standing next to a red octagonal sign on a pole. The sign has the word "ISSUES" written in white capital letters. The figure has one hand on the signpost and the other raised in a stopping gesture.	<p>Issues in a lesson, should be addressed (where possible) before the next lesson</p>



Positive Behaviour Management Policy

Consett Junior School - Behaviour Toolkit – Y3/4 Reflection sheet

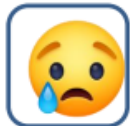
My Feelings - Reflection

What happened?

How did you feel?



Angry



Upset



Worried



Nervous



Stressed



Other

What can you do next time?

How do you feel now?



Angry



Upset



Worried



Nervous



Stressed



Other

Are you ready to return to class?



YES



NO



Positive Behaviour Management Policy

Consett Junior School - Behaviour Toolkit – Y5/6 Reflection sheet

Behaviour Reflection

What could I have done differently?	<hr/> <hr/> <hr/>
What did I achieve?	<hr/> <hr/> <hr/>
What could have gone better?	<hr/> <hr/> <hr/>
What have I learnt?	<hr/> <hr/> <hr/>



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Consett Junior School - Behaviour Toolkit – Staff Help Card



Consett Junior School - Respectful Relationships Help Card

Golden Rules:

1. Do as well as you can
2. Do as you are asked
3. Do work well
4. Do listen
5. Do be polite

Tokens for Lunch Staff

Green - Doing as you are asked

Red - Being polite and having good manners

Following the school rules are rewarded as follows:

1. Specific verbal praise that clearly identifies the rule followed
2. Specific 'House Point Award' linked to a particular school rule.

House point values

1. Working as well as you can: **3 House Points**
2. Doing as you are asked: **1 House point (Green Token)**
3. Working well: **1-3 House points** (Depending on the task set by the teacher)
4. Listening: **2 House points**
5. Being polite and having good manners: **5 House points (Red Token)**



Convention 2 – Graduated Behaviour Code

STAGE	PERSON	ACTIONS	STAGE	PERSON	ACTIONS
Stage 1: Low Level Incidents <ul style="list-style-type: none"> • Shouting out • Chatting • Wasting learning time • Not responding immediately to a reasonable request • Moving out of seat without permission 	Class Teacher Lead Adult TA	<ul style="list-style-type: none"> • Positive re-enforcement • Thinking card • When behaviour is modified, child is praised. 	Stage 4: Three reflection forms completed in one half term OR immediate if: <ul style="list-style-type: none"> • Fighting/hurting another child • Swearing 	Class teacher Deputy Head Teacher Parents Headteacher	<ul style="list-style-type: none"> • Child sent to Deputy Headteacher • Child to make up lost learning time during break • Parents telephoned to discuss the situation • Child to apologise verbally and/or in writing as appropriate to age etc. • Headteacher to be informed and monitor – consider IBP
Stage 2: Repetition of stage 1 behaviour OR immediately if: <ul style="list-style-type: none"> • Discourteous • Name calling • Pushing • Unwanted touching of another child • Disrupting a lesson • High levels of unnecessary movement 	Class Teacher Lead Adult TA	<ul style="list-style-type: none"> • Time out card – age appropriate time • Y3/4 – 5mins • Y5/6 – 10mins Praise any modified behaviour, card removed, child apologised.	Stage 5: Continuation of Stage 4 behaviours OR immediately if <ul style="list-style-type: none"> • Physical assault • Self-harm • Engaging in actions that could harm others • Bullying – in all forms • Threatening – high probability of someone being hurt • Leaving without permission • Spoiling with intent 	Class Teacher Deputy Headteacher Parents Headteacher	Behaviour lead to: <ul style="list-style-type: none"> • Speak to child and deal with the initial incident • Put in place a support plan & risk assessment • Consider the involvement of other agencies • High level recording form completed • Speak to parents • Sanction appropriate to the incident – loss of full play time or privileges.
Stage 3: Continuation of stage 1 or 2 behaviours OR immediately if child not compliant to previous sanction (s)	Class teacher Lead adult/TA Parallel class Deputy Head Parents	<ul style="list-style-type: none"> • 10 minutes with SLT at lunchtime • Completion of a reflection form (sent home with child if they refuse to complete it) • Child to complete any missed work during their next (lunch/break as appropriate) and to apologise. • Deputy Head involved and consideration of behaviour diary. • Contact with parent at the end of the day 			RECORD APPROPRIATELY ON CPOMS Headteacher to be informed and consider, if appropriate, isolation or exclusion



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Consett Junior School - Behaviour Toolkit – Thinking Cards



Consett Junior School - Thinking Card!



Ask yourself...

Why have I got this card?

What can I do to change my behaviour?

How can I get this card taken back?



Positive Behaviour Management Policy

Consett Junior School - Behaviour Toolkit – Time out Card



Consett Junior School - Behaviour Policy



Your behaviour has not improved and therefore you have received this timeout card