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## **Positive Behaviour Management Policy**

Policy Reference:	PBM 1
Created by:	Headteacher Mrs Kate Fuller
Responsibility:	Curriculum Committee
Reviewed by:	Governing Body / SST / all staff
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Ratified by Full Governing Body on:	
Signed:	
Mr Clive Norris	Chairman of Governors

**AIM**

Our aim in school is for children to work as closely to their full potential as is possible and as far as we understand that potential. We provide a disciplined school structure and believe that our Behaviour Code will support our established principle where pupils are encouraged to develop a self-disciplined approach, not only to their behaviour, but to their work also. We believe that it will provide the way forward for children and adults alike, to develop a reasoned set of values, attitudes and beliefs. Care for others - The Golden Rule - will continue to be the prime concern of all who work in the school.

In our work with children we also aim to develop helpful learning attitudes, skills and behaviours, principally those of self-respect, self-motivation, independence, curiosity and the ability to question and argue rationally. We hope the children will acquire a reasoned set of values, attitudes and beliefs. We encourage active participants and responsible contributors. The teachers of Guillemont Junior School will have high expectations of each child and children should find and contribute to a warm, encouraging and positive atmosphere.

***Behaviour Policy***

Our Behaviour Policy in school is designed to provide a positive framework to guide children towards self-discipline having a reasoned set of values, attitudes and beliefs, but most of all with the ability to choose between right and wrong. Care for others is a prime concern of all who work in the school. Children should not fear or worry about the Behaviour Code but should recognise that it is fair and supports them all.

Good behaviour and attention from children, with no disruption to lessons, means that teachers can teach and children can learn. This is our aim. Young children sometimes need help and support to achieve these aims and a few have great difficulty in coping with school routines and social situations. This is when support from peers and a whole school system can make a big difference to the emotional development of a child.

We work with children developing and refining our system in school, particularly in regard to rewarding children who were always well behaved. All teachers introduced the Behaviour Policy to the children in the first month of the school year and gradually rewards and sanctions are introduced. After a period of introduction and settling into new classes, by October each year all of the rules, rewards and sanctions are in place.

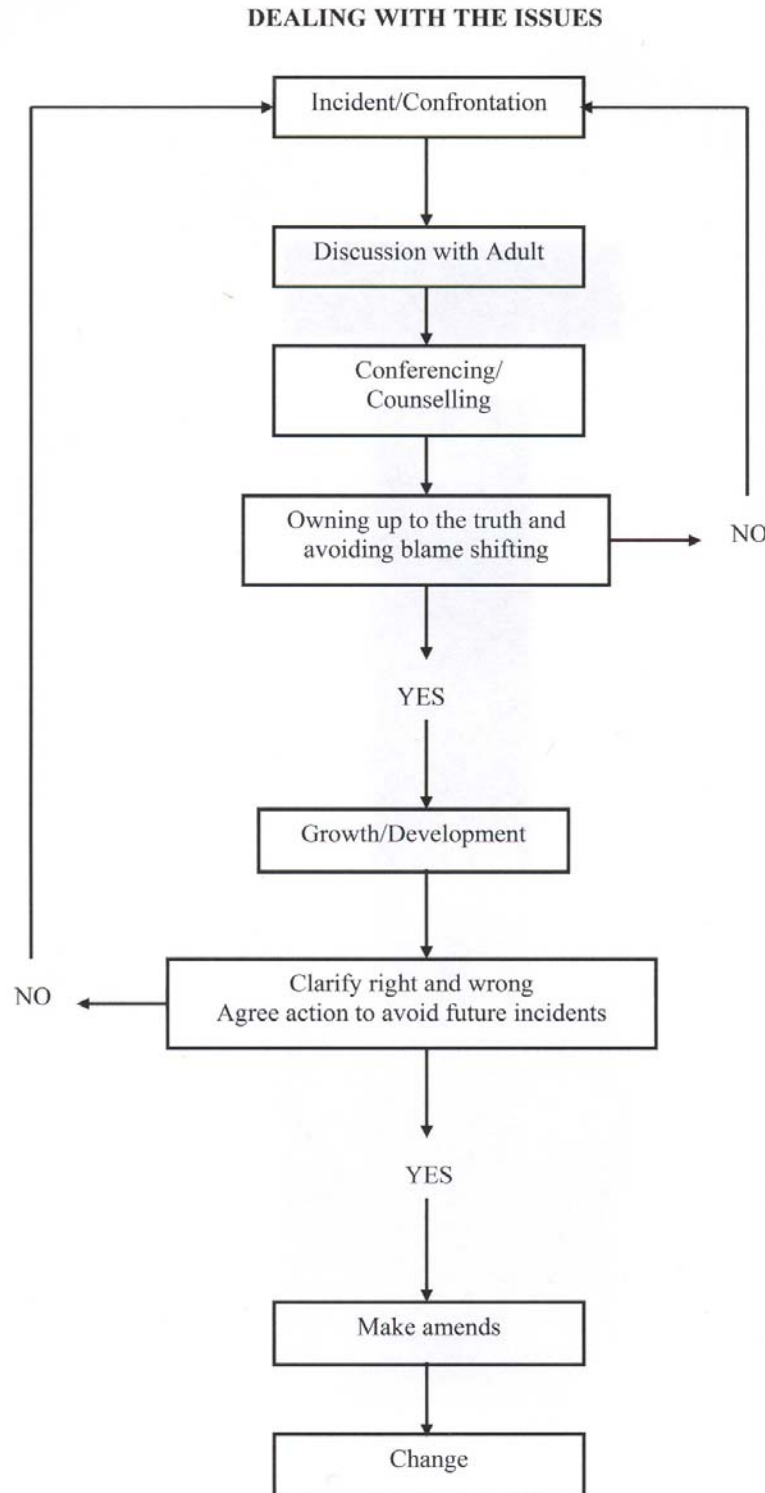
The following points are to be emphasised:

- Children will receive regular feedback and reminders on expectations of behaviour
- Verbal praise will often be given and stickers are also used
- Each day starts with a clean slate
- Children have the opportunity to earn their name off the board if they improve during a day which may have started badly
- Children and teachers will set targets for behaviour on a personal card, where teachers will record good and bad behaviour. Parents will share this card every term

**Behaviour Code**

The Behaviour Code, which is based upon a system of Assertive Discipline, supports our established principles where pupils are encouraged to develop a self-disciplined approach, not only to their behaviour, but their work also.

The Assertive Discipline system provides the necessary framework for children and adults alike to develop their own attitudes and beliefs. The principles of Assertive Discipline set firm and commonly shared limits, which are enforced fairly and consistently. A great deal of positive reinforcement is required to encourage appropriate behaviour.



**BEHAVIOUR CODE: THE RULES**

<b>THE RULES</b>	<b>WHAT IT MEANS</b>
1. <b>The Golden Rule: “Care for Others”</b>	<ul style="list-style-type: none"><li>• respect and care for each other</li><li>• look after each other, even those you don’t know</li><li>• treat all others as you would like them to treat you</li><li>• be polite</li><li>• have good table manners and say please and thank you</li></ul>
2. Always listen and do as you are asked	<ul style="list-style-type: none"><li>• follow any directions or instructions</li><li>• if you do not understand or do not hear then ask politely as you will always be listened to</li><li>• try your best</li></ul>
3. Care for school environment	<ul style="list-style-type: none"><li>• keep all your school books tidy with no graffiti on the covers</li><li>• keep the cloakrooms tidy and safe</li><li>• use the correct tools for each task</li><li>• return things to their proper places</li><li>• clear up when you have finished and help others</li><li>• log-off from the computers and never change the settings</li><li>• pick up any litter voluntarily</li></ul>
4. Make sure the teacher knows where you are at all times	<ul style="list-style-type: none"><li>• speak to the teacher first if you need to leave the class area</li></ul>
5. Behave sensibly at playtimes	<ul style="list-style-type: none"><li>• play nicely with everyone outside and share the space with kindness</li><li>• do not bother other children</li><li>• respect the different areas of the school grounds</li><li>• only play where you are allowed to play</li><li>• keep off the grass</li><li>• walk calmly in and out</li></ul>
6. Respect the dress code	<ul style="list-style-type: none"><li>• know the dress code</li><li>• choose clothes to suit the occasion</li><li>• have all belongings named</li><li>• hang coats in the cloakroom and put shoes away</li><li>• no jewellery</li><li>• no football shirts</li><li>• no high heels</li></ul>

**Teachers discuss with the children which rules are the most important and why. They then create a “Class Charter” at the start of each year that brings the Behaviour Code to life in each class space**

**BEHAVIOUR CODE: THE REWARDS FOR GOOD BEHAVIOUR  
RECOGNITION FOR INDIVIDUALS**

Teachers and children are encouraged to establish class approved systems of reward for good behaviour for individual pupils. Some very positive ideas have been used across the school for example, Star Pupil of the Day, Balloons, stickers, certificates, notes and letters home, personal mention to parents, class praise, good behaviour ‘wall’.

Behaviour Record Cards must be completed each term at half term to evaluate individual behaviour progress and to set targets. Once a pupil has achieved green passport status then they could be encouraged to set targets to help others.

Other more formal rewards include:

1. Public praise
2. Certificate in assembly
3. More trust and choice given
4. More responsibility and independence given - e.g. senior or assistant pupil status for Year 6
5. Pupil becomes a behaviour mentor for others
6. Pupil becomes a playground pal

Finally, at the end of each half-term, a **Green Passport** will be awarded to those children with very few sanctions in the preceding half term. This process is moderated across the whole school by the senior staff to ensure fairness.

Green passport children have access to additional privileges in school such as staying in the library or using computers at break or for Upper Junior children, booking the hall at lunch time. Parents are also informed of their children’s achievement so the whole family can celebrate.

***When all children in the class keep to the school rules a more harmonious working atmosphere is created - teachers can teach and children can learn.***

**CLASS RECOGNITION**

From time to time a teacher might feel that the whole class needs a very special ‘treat’ and celebrations are very important. The whole class should help each other to achieve this, which develops social and mentoring skills. A list of celebrations has been drawn up to choose from. Care will be taken by the teachers to balance the type of class celebration chosen to suit the range of preferences within the class. Some ideas are short and quick, some need planning and are more suitable for an end of half-term goal.

**LIST OF CLASS CELEBRATIONS FROM WHICH TO CHOOSE**

- |                                    |   |
|------------------------------------|---|
| Have a class concert               | Organise a tea party (or have some biscuits!) |
| Have a treasure hunt               | Do “Take Part Plays” with actions             |
| Orienteering in the school grounds | 10 minutes extra on the Adventure Playground  |
| School grounds walk                | Choose a special story                        |
| All the class play board games     | Do a special outdoor games session            |
| Have a story tape from the library | Drawing                                       |
| Play on the field (dry weather)    | Show and tell                                 |

***Children can add ideas or choose a focus for the time when designing the class charter each year; this gives them ownership of the celebration as well as the behaviour.***

## **CONSEQUENCES: THE SANCTIONS**

Teachers are very patient and children are given reminders and chances before a sanction is applied. However, if warnings are not heeded and a child breaks school rules three times in a day we do ask them to write a Behaviour Log which is then discussed with the Headteacher. They have to devise a plan of action for their own improvement and often the discussion with another adult breaks the cycle and the child can then return happily to class.

**First Reminder** –remind a child or the whole class of the class charter, the behaviour code and your expectations of them. Following this if there is another breach of the rules then:

**1. Name on board** - this acts as a formal warning

**2. Name on board with a tick** – reflection time offered of up to 10 minutes cooling down time. This gives the child an opportunity to turn any negative behaviour around. This time can be supported by the LSA, class teacher or ELSA

**3. Name on the board with two ticks** – sit separately for 15 minutes then, when calm, fill in a behaviour log describing the rules which have been broken and how best to avoid this happening again. The child takes the behaviour log and discusses it with the Headteacher or the Deputy Headteacher. Sometimes, especially for persistent offenders, the Behaviour Log could be sent home. Children are encouraged to be honest with their parents about their behaviour in school but some prefer to keep what has been dealt with in school to themselves; we feel this choice should be respected. Children naturally want their parents to be told when they have behaved well and been helpful in order to gain approval and praise, however, if there are ever any serious problems these are discussed as early as possible with parents so that a joint approach can be used. Parents would always be telephoned in this case.

4. Any further rule breaking will result in the class teacher making a phone call home to discuss strategy for improvement with parents; formal meetings that include the Headteacher may result.

### ***Discussions with children / Individual Behaviour Plan***

In the first instance when children are experiencing difficulties with their behaviour to the extent that they receive a behaviour log, the class teacher will take the child aside on their own at a suitable time and discuss the difficulties with them.

The teacher will attempt to help the child think about what they are doing and why. In the first instance this may take some time and need more than one occasion. They will need to be helped to see the affects upon not only themselves, but others within the school and at home. The child needs to be enabled, with the help of their teacher, to find a way forward through the difficulties. An Individual Behaviour Plan may be considered at this time which will be shared with the parents.

### ***Additional Further Support***

If the desirable changes in the child’s behaviour pattern are not accomplished through the above methods, then other people and other methods need to be employed.

Fuller discussions with the child and parents might need to take place and additional members of staff included e.g. the Emotional Literacy Support Assistant (ELSA), the Special Educational Needs Coordinator (SENCo).

Children who have not achieved green passport status but who have improved will receive an Improvers Certificate. The ELSA runs a nurture group for those children who find adhering to the Behaviour Code particularly challenging.

Children who have not yet improved sufficiently will receive a letter from their teacher encouraging them to try to improve their behaviour. A behaviour target will be set in this letter. Parents will be informed, also by letter, if there is a behaviour target to work on. We think this is a very positive step and will encourage children to keep trying.

The SENCo offers counselling sessions to those children who need additional one to one emotional support. If there are still concerns that have not been addressed the Headteacher and / or external agencies may be called upon to provide additional support for the child and their family.

### ***Serious incidents***

#### **Any serious incident will necessitate the involvement of parents and Level 4 sanctions.**

Teachers should not hesitate to involve parents as joint solutions, and understanding of the difficulties, leads to more lasting outcomes. The teacher will have discussed the positive benefits of good behaviour with the child at this point, and it is hoped that parents will support this by talking things through at home. We think it is very important that parents are informed at this stage. Please also read the 'Anti-bullying Policy' and 'Recording of Racial Incidents' advice as these give specific advice on what must happen in these circumstances.

For serious or on-going difficulties a meeting should be organised between Headteacher, teacher, parents and child to discuss behaviour problems and how to solve them. A period of exclusion from school is the most serious sanction and is decided by the Headteacher. (See Appendix One)

Additional sanctions, or special temporary arrangements for break times, may need to be set up. Class teachers are responsible for making these temporary arrangements as they know the pupils best.

We do consider these sanctions to be both serious and appropriate. Above all they are fair. Teachers are not trying to trick or trap children into being caught for bad behaviour. We understand that the younger or more immature the child the more explaining is required. Children need support to understand, and teaching about, what are acceptable standards of behaviour as they develop the ability to be self-disciplined. Constant 'names on the board' with no other intervention will have a very negative impact on pupils involved and can even demotivate the whole class.

### ***Parental Involvement***

We rely upon parents to reinforce and support our school Behaviour Policy. Parents' opinions have an extremely important effect on children. We know from experience that when the school and parents work together, the best and most lasting results can be achieved.

If your child should ever receive an end of term letter from the teacher we hope you will be able to provide the following support:

- Choose a quiet time when one or both parents can sit with the child and discuss the target that has been set
- Never 'belittle' school rules by saying it was 'nothing' or 'I used to do that when I was at school!' **Every time a child breaks a school rule it wastes a learning and teaching opportunity**
- Remind your child that we want to live in a caring community at school where respect for all others is fostered

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- Remind the child of the rules and the need to be self-disciplined
- Let the child know that you are disappointed and expect them to try their best at all times to behave in school and keep the rules
- Talk through how you expect the child to behave in school the next term
- Try to be positive, as all children can make mistakes
- Remember to praise when there has been an improvement

### ***In summary***

Our Rules, Rewards and Sanctions provide a framework for children's moral and social development. The rewards for individuals are very much aimed towards being self-disciplined rather than as a bribe or treat. Class rewards are designed to develop team spirit and support between the class groups and their teachers, which in turn leads to a feeling of belonging to the school as a whole. We aim to be positive and supportive with children as they develop their own self-discipline.

At the end of each day the teacher should discuss with all relevant pupils whether they have earned their name off the board.

Teachers then record on a class list those pupils' names with remaining sanctions = N (name) / T (name and tick) / L (log or letter).

For children with high levels of Emotional and Behavioural Difficulties (EBD), Individual Behaviour Plans (IBP) Behaviour diaries or ABC charts additional records need to be kept, behaviour groups set up and Individual Behaviour Plans reviewed accordingly.

**Remember: each day begins with a clean slate!**

## **APPENDIX ONE**

### **Exclusion Policy Statement**

Our school policies encourage and enable pupils to participate fully in school life and enjoy their time at school. When children experience behavioural difficulties, the Behaviour Code is used to reinforce positive behaviour and to discourage negative behaviour. Our aim is to keep all children in school full-time so that they may get the utmost benefit from a full and rich education. However, should a child persist in violent, abusive or disruptive behaviour after full implementation of the Behaviour Code, discussions with the child and the parents, the exclusion option will be exercised in response as Step 6 to the Behaviour Code.

It also needs to be acknowledged that in exceptional circumstances any child would need to be excluded for sudden, unprovoked violence of a serious nature.

Types of exclusion

- Fixed term exclusion
- Permanent exclusion

Action and Procedure

Hampshire County Council has a full procedure for exclusion, which will be followed in all cases.

Exclusion allows a cooling off period for the child and school. It allows the school space and time to consider steps or help needed to better support the child. It helps the parents to take some responsibility for the behaviour of their child whilst in school.

Is exclusion a reasonable response?

There is a Behaviour Code in place in the school to enable staff to respond appropriately to pupil behaviour and which teaches the child about appropriate behaviour responses. This must be fully implemented at all times.

The Headteacher is the only person with the power to make a decision about exclusion.

The Governing Body should set up an Appeals Committee to deal with each appeal against fixed term exclusion of between 6 and 15 days or permanent exclusion as it arises. This should consist of three independent Governors and must not include the Chairman, the Headteacher, anyone involved in the incident, or anyone known to the family of the child.

Parents have a right to appeal against an exclusion and can bring a ‘friend’ to the hearing. Both sides will present their cases and the Governor’s Committee will reach a decision. If that decision goes against the parents, they may then appeal to the County about that decision.

Staff are required, under the SEN policy, to keep records of incidence and action taken and make them available to the Governors’ Appeals Committee in all cases of serious behavioural needs.

Exclusions will be reported to the Governing Body in the HT appropriate report, maintaining confidentiality of the child. There is a named Governor, who receives copies of all exclusion papers along with the clerk (following HCC guidelines).

When a pupil returns following exclusion a reintegration meeting should be held by a senior member of staff to include the child and parents. A support plan should be agreed at this meeting as a positive step to improvement, identifying any additional support or arrangements.

## **APPENDIX TWO**

### **PLAYTIMES**

Children generally enjoy playtime and it is an important aspect of their social development. There will be three to four teachers on duty each day at morning playtime; at least one on lower playground duty, two on upper playground duty. Classes may use the Adventure Playground, basketball, huff and puff on their class’s rotas day.

Keep an eye on the toilet areas and on children coming into or playing in the school. Please inform their teachers as necessary.

Cloakrooms must be checked by an adult for Health and Safety following every play time and the coats picked up and shoes tidied. All children should share this responsibility, however monitors may be nominated.

#### **Lunch playtime:**

##### **1 There should be a rotation of dinner supervisors on duties.**

See ‘Lunchtime Supervisory Assistants Rota’ for details – this is maintained by the Senior Supervisory Assistant

Lunch Supervisors will use the ‘Playground Book’ as well as a ‘Dining Area’ book to note any children who break school rules. The books should then be circulated to the relevant classes. All cloakrooms must be manned before the children come back into school

##### **2 First Aid**

The first aid supervisor will accompany children into school for attention. Icepacks are kept in the freezer in the children’s kitchen. The accident book must be completed.

##### **3 In Time**

Supervisors on playground duty must ask the children to come in at 1.05 and settle them in their classrooms by 1.10. This will allow time for any messages to be relayed to the teachers. The person on Play duty is to call “in time” and then all entrances and cloakrooms are to be properly supervised

Please make sure that children come in quietly and calmly. The nominated Supervisors should ensure the children who have received attention are sent back to class or their case handed over to the Admin Team at the end of each play. All lunch trolleys must also be returned to the kitchen corridor

## **APPENDIX THREE**

### **WET PLAYTIMES ARRANGEMENTS**

All school rules apply but teachers must make sure that children are properly set up with something to do for wet play and reminded about indoor health and safety rules.

1. Sit down during wet play
2. Talk with a quiet voice
3. Play with equipment sensibly and carefully
4. Share with others
5. Don’t interfere with other people’s games
6. Clear up as soon as you are asked and in good time for the next session
7. Put equipment away properly