



Chellaston Junior School

Behaviour Policy Summary – Appendix 3

Kind, Ready and Safe

Our School Rules

Within our positive philosophy we have three essential school rules which are used by all members of the school community.

Kind - Ready - Safe

Our Aims

- Provide a positive, happy and **safe** environment in which children can grow and develop into caring citizens
- To ensure up to date government guidance is followed where possible
- Work in close partnership with parents and carers
- Develop a positive self-image underpinned by respect for others.
- To support pupil wellbeing.
- Give all children access to a broad and exciting curriculum which fosters spiritual, moral, physical, social and intellectual development and environmental awareness
- Value punctuality and regular attendance

Whole School Rewards

We recognise and reward learners who go 'over and above' our standards.

- Verbal praise – 'I've noticed...'
- Stickers
- Class Dojo points
- Weekly postcards home
- Phone call / positive chat home
- CJS Star of the Week
- Snake Visit
- Attendance awards
- Star to head teacher
- Time with your teacher/TA
- Hot Chocolate / tea party with SLT

The Role of the Adult

All staff should

- Meet and greet at the door
- Refer to '**Kind, Ready, Safe**'
- Model positive behaviour and build relationships
- Plan lessons that engage and challenge all learners
- Be calm and give 'take up time' when going through consequences steps. Prevent before sanctions.
- Praise in public, reprimand in private (PIP, RIP)
- Never ignore poor behaviour
- Follow up every time, retain ownership

Our Philosophy

The development of good relationships between staff and students is essential and we recognise the importance the role and approach of the adult takes in ensuring a positive approach to behaviour management.

We ask all adults in the school to use this quotation as a frame of reference in their work with all our students:

I have come to a frightening conclusion.

I am the decisive element in the classroom.

It is my personal approach that creates the climate.

It is my daily mood that makes the weather.

As a teacher, I possess tremendous power to make a child's life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or honour, hurt or heal.

In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanised or de-humanised.

Class Recognition Board

Each class must have a Recognition board. This can be added to daily and displays recognition of good behaviour and the allocation of rewards (see whole school rewards section). This instant recognition is visible to all and celebrates good and outstanding behaviour.

Consequences

Reminder - delivered privately. Reminder of expectations 'Kind, Ready, Safe'. Repeat reminders if necessary.

Caution – clear verbal caution. Remember PIP and RIP.

Follow scripted approach on lanyards. Reminder of consequences if behaviour continues.

Time out – To be taken in pre-arranged partner class.

Chance to reflect on behaviour and to reset boundaries.

Time out must be recorded on CPOMS.

Discussion – reparation meeting. Follow scripted approach on lanyards. Repair damage of trust between staff and learners. Reintegrate back into classroom.

SLT intervention – Member of SLT is called to intervene.

Time out given and a reparation meeting is held before the child returns to class. If behaviour continues the Head

teacher intervenes. Sanction must be recorded on CPOMS

Head teacher intervention

Serious behaviour incidents reported straight to DHT/HT.

These will be communicated via HT to parent.

Other sanctions may include:

Internal Exclusion – decision of SLT

Fixed Term Exclusion – decision of HT

10 minute Time Outs to be taken in identified partner class.