



## ST JOHN'S STONEFOLD CE PRIMARY SCHOOL BEHAVIOUR MANAGEMENT – INFORMATION FOR PARENTS OCTOBER 2021

***Values:***  
***Empathy   Aspiration   Generosity   Love   Endurance***

St John's has firm behavior boundaries and expectations to guide and support our children. We have high expectations which lead to lifelong learning; where care and respect builds self-esteem and self-belief, and positive relationships.

**Working with parents, we aim to build citizens of the future who know right from wrong and understand that everyone is valued balanced with consequences for poor behavior choices – particularly those that impact on the learning of the individual and of others.**

**We seek to support good progress and attainment through the promotion and demonstration of learning behaviours:**

- **READINESS**
- **RESOURCEFULNESS**
- **RESILIENCE**
- **RESPONSIBILITY**
- **REFLECTIVENESS**

We believe that children have the right to:

- aim high and achieve their goals
- learn in a positive environment free from disruption
- be encouraged and praised for good work and positive behaviour

We believe that every teacher has the right to:

- be respected by every pupil
- be respected and supported by parents/carers, colleagues and senior staff
- set clear high expectations of behaviour and high levels of effort in class
- take firm action in line with the school behavior management policy
- not to let one child's disruption affect the progress, wellbeing or safety of other children

At St. John's Stonefold we believe that the key to promoting positive behaviour is through praise and recognition. Some of the many ways we promote this are:

- Teachers to use verbal positive praise and identify when children are doing the right thing
- Teachers speak in a calm and level manner
- Teachers treat each child with respect and understanding, promoting kindness and friendship at all times.
- Provide opportunities for peers to praise each other through peer assessment and classroom activities
- Celebrating progress, school values, turning points and effort when they occur
- Set high expectations of learning behaviours and maintain calm, positive language and tone

### **Dealing with Negative Behaviour**

Our high quality teaching approach in the classrooms aims to manage and prevent negative behaviour as well as implement strategies to support children's wellbeing and self-regulation throughout the day. However, when it occurs, we deal with negative behaviour in a staged approach using the traffic light system and use the restorative practice approach to support pupils and staff when resolving conflict.

#### **Step 1:**

Any form of mild disruption/low level will result in an adult using parallel praise to set high expectations and reminders of these. As soon as an adult sees the child behaving appropriately after the event, they will provide them with specific praise.

#### **Step 2:**

Failure to correct behaviour means that the child has ignored or been unable to respond positively to first action taken. This indicates **amber** on the traffic light approach. The child is spoken to calmly and reminded of our values, expectations and school rules. Once the desired actions/behaviour have been met, the child is praised and returned to the '**green**' stage of traffic lights.

#### **Step 3:**

If a child moves to step 3, remaining on **amber**, they have not been able to respond positively to steps one or two, including the conversation conducted by the adult in step 2. If negative behaviour persists, the child is asked to take some time out, away from their peers in another classroom to reflect on their behaviour. If after a minimum of 5 minutes they have corrected their behaviour or responded appropriately to the reflection time, they may return to their class and indicate moving back to **green** once an apology has been made and actions reflect this in class.

**If a child consistently remains on amber or is repeatedly on amber, the class teacher will arrange to message parents to inform them and request a discussion takes place at home to reflect on behavior choices made in school.**

**Step 4:**

**Red.** A serious incident can result in a child being moved to red, directly to step 4 without prior warning. Examples of this would be - if a child bites, is violent, bullying, negative behaviour in a deliberate or pre-meditated way. In addition, if negative behaviour persists more than 2 times beyond step 3, a child will be moved to red. Appropriate sanction will be implemented at this stage such as the removal of a privilege.

**Moving to red will mean that parents will be notified, a meeting will be arranged and a record of the incident is recorded.**

### **Restorative Practice Approach**

For occasions when following school rules is proving challenging, we use restorative approaches to help pupils understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future.

**Restorative approaches** encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again.