



Sir John Sherbrooke Junior School Behaviour Management Procedures

At Sir John Sherbrooke Junior School, we recognise that children and staff value clear and consistent expectations. These help the smooth and successful running of the school day and support emotional wellbeing and academic progress.

Our school rules were developed following consultation with children and staff. Parents say that their children know what the school rules are. Our rules are displayed around the school and made explicit to the children in their learning. The rules complement the school Take Care Values and, together, underpin our school ethos.

At Sir John Sherbrooke, we make every effort to reward children who show positive attitudes towards themselves, others and with their learning, whether this be social or academic. Rewards at our school include;

- Take Care awards which are given weekly to nominated children and publicly celebrated at the Thursday Take Care Assemblies,
- House Points / Marvellous Me Thumbs Up for children showing positive attitudes in their learning (at school and at home) and in their social interactions,
- Individual class reward systems – as decided by the class teachers
- Reading Olympics certificates for reading at home
- Take Care stickers rewarded for work and attitude – with extra reward from the headteacher
- Exceptional pieces of Take Care work (for the child) are shown to headteacher for a reward

At SJS, we recognise and understand the need to ensure that appropriate levels of differentiation are applied for children with a Special Educational Need or Disability. We work hard to create an environment which is nurturing. As such, the staff endeavour to develop strong relationships with each individual child, especially those who are vulnerable. Such relationships, along with close partnership with families, build the foundations of a positive climate for personal development and learning.

These behaviour procedures are intended to enhance our nurturing environment by explicitly communicating our expectations and systems for managing unacceptable behaviour and to ensure a consistent approach to behaviour management across the school.

SJS staff implement a range of different behaviour management techniques depending on the situation, child and environment. Staff actively decide which technique to use, using their professional judgement, and will never use a technique without consideration. Most of the time methods such as clapping, hands up, chants, quiet conversations, emotion coaching etc... will be used, however if required, staff will use firm or raised voices, however this is always as part of a clear behaviour strategy and never done out of anger – any raised/firm voices will only be used after other techniques have been considered or tried by the staff member or other staff members.

Traffic Light System

Each classroom will display a traffic-light system for supporting positive behaviour. The names of the children will be written on the thinking time colours and then removed once they have done their time.

If a child breaks a rule/behaves unacceptably, they will first be given a warning that their behaviour is not appropriate. If the behaviour continues, their name will be written down by a member of the teaching team to the next colour band without discussion.

Such behaviours are a disruption to learning and impact negatively on the emotional wellbeing of other children. These behaviours include;

- Shouting out
- Arguing
- Winding others up/taunting
- Answering back
- Making noises
- Name calling

Green – Children who have shown exceptional behaviour can have their name written on here for the day

Yellow – 5 minutes Thinking Time

Orange – 10 minutes Thinking Time

Red – 15 minutes Thinking Time

If behaviour continues once the child is in the red colour band, a member of the senior leadership team will be requested to remove the child from class. In any circumstances when the SLT member is not available, the child should be brought to that person or their class covered to enable them to be fetched. The child will be taken to another place in school to continue their learning. This might be a different classroom or teacher work-space.

**A session is defined as a part of the school day. School is split into 3 sessions.*

Session 1 8:50 – 10:40

Session 2 10:55 – 12:00

Session 3 1:00 – 3:00

The names of any children who have been given Thinking Time will be logged on Scholarpack.

Lunchtimes

The same traffic light system is used during lunchtimes. A child is given a warning when unacceptable behaviour takes place. If this behaviour continues, they will be given 5 minutes Thinking Time in the designated spaces. At the point in time that the sanction has been given, the MDS records this on a reporting slip. This process is repeated again if the child behaves unacceptably a second time. If unacceptable behaviour persists following 2 sanctions of Thinking Time, the child will be brought to the headteacher or staffroom where a member of the Senior Leadership Team will take over. The child will miss the remainder of the lunchtime break. At the end of each lunchtime session, reporting slips are handed to the class teacher to be recorded by the teacher.

Thinking Time

Thinking Time should take place at the nearest opportunity. If a playtime takes place during the afternoon session, Thinking Time should be facilitated at this point. A child may have Thinking Time in another classroom while the rest of the class play outside or sit on a bench outside and fill out their reflection slip.

During this time, a child should be able to tell the staff member on duty why they are in TT and for how long. The child then fills out a reflection sheet, which makes them think about the wrong choices they made and which school rules they broke. It also ensures the child thinks about how they can prevent the same wrong choice happening again. The staff member on duty should talk to the children and ensure that they have taken responsibility for their actions and that they understand the subsequent impact of these. They should also be encouraged to verbalise what they must do differently next time and what they will do to change their behaviour. They use the school rules and values to help with this reflection.

Next steps – if unacceptable behaviour continues

If a child has three sessions of Thinking Time for 'red' incidents, within a six-week period, a phone call home will be made or conversation in person with their parent/carer will happen by the class teacher which clearly states the reasons for the Thinking Time being given. This will have been recorded on the tracking system. If 9 red incidents happen regarding an individual within an academic year, a parent consultation will be arranged to further discuss support for the child in question and future sanctions.

Parents can expect to be contacted if their child has had a number of 'orange' incidents recorded to ensure the appropriate support is implemented as necessary.

Serious misbehaviour

There are some choices that will automatically result in a child being removed from the classroom or from the playground. These include;

- Swearing
- Racist/LGTB+ insults
- Fighting
- Vandalising
- Bullying
- Absconding
- Defiance
- Throwing/kicking objects

In these circumstances, a negative behaviour incident will be logged on CPOMS. A phone call or face to face conversation will automatically be had with parents and the outcome of this meeting added to the CPOMS incident.

In the event of a racist incident, we are required to complete a separate form for submission to the Commission for Racial Equality. In the event of a bullying incident, procedures outlined within the school/MAT Behaviour Policy will be carried out.

After 3 such incidents in an academic year, a parental conference will be called. If the incident is extremely serious, a meeting with the parents will be had straight away.

Parental Conference

The purpose of any parental conference/meeting is to agree a 'way forward' for a child to improve his/her behaviour. The meeting will usually involve parent(s), Key Stage leader and/or headteacher and class teacher. The child may be invited to participate in part of the meeting.

Discussions will usually result in the Key Stage leader and class teacher drafting a pastoral support plan [PSP] explaining what measures will be taken at school to help the child meet specified behaviour targets. The PSP may involve the child being placed 'on report' for a period of days/weeks – a process by which children are held accountable for each session of the school day, being awarded grades for their behaviour. The PSP will be reviewed after an agreed number of days/weeks. If sufficient progress has not been achieved, the school will consider further support (possibly including assessment/input by outside agencies) and disciplinary action.

Children with identified needs – SEND

At Sir John Sherbrooke Junior School, we strive to constantly improve our provision for all children.

We work hard to ensure that the various social, emotional and mental health needs are addressed through our whole school ethos of values-led learning and the range of interventions implemented for groups and individuals. These include;

- Emotion coaching
- ELSA sessions
- Therapeutic support
- The Breakwell Cycle
- Whole class learning on healthy minds
- PSHE lessons

Differentiated learning and personalised procedures are implemented for children with identified Special Educational Needs and Disabilities to ensure equity. This differentiated approach is developed, implemented and managed by the class teaching team in consultation with the child, their parents, the Special Educational Needs Co-ordinator and any other agencies involved with the child and their family.

The school understands that for some children with SEMH needs, a feeling of shame upon experiencing their name being moved on a chart can be detrimental to their self-esteem and emotional wellbeing. In some circumstances, this could manifest in a further deterioration in their behaviour. Where a child is identified to have such needs, a personalised approach is used.

An example of a personalised approach for the 'traffic light' system is the use of a series coloured cards which are put on the child's desk to indicate where they are in the behaviour management process. This means that there is no public knowledge of where the child is on the chart and disappointment or any concerns raised by the child can be addressed privately.

Children at SJS are very aware and accepting of the range of needs presented in school. Where deemed necessary, the class teacher discusses any personalisation of this process with the rest of the class.

Our Expectations

Our Take Care expectations are made explicit to the children. Staff model to the children how to behave and conduct themselves. For example, staff do not hold conversations at the start of assembly unless in case of an emergency.

Assemblies

Children are expected to enter assembly in silence or singing with the music which is playing. The member of staff leading assembly must ensure that they are in the hall to receive the children as they arrive.

Children sit in rows facing the front of the hall. The Year 6 children have the privilege of sitting on the benches at the back of the hall.

Children are expected to sit in respectful silence during assemblies, as these times are important part of the learning that the children do in school. Any child found to be disrupting an assembly is moved to the end of the row that they are sitting at. This will automatically incur 10 minutes Thinking Time. If the behaviour persists, then the child is removed from assembly, resulting in them being on 'red' at the end of this time.

Misbehaviour in assemblies is recorded on CPOMS if it results in removal from assembly or overly disruptive behaviour.

Moving around school

When moving around school, children line up and walk through school in silence - this is equally important at lunchtimes and during lesson times.

Homework

Where homework (reading, spellings, times tables) is not completed, children are expected to catch up on their missed homework for 5 minutes on a Friday playtime.

Parents can expect to receive communication from school if homework continues to not be completed as this impacts on learning in school.

Planners

Children are expected to present their individual planners to the class teacher each Friday, so that the class teacher can check that homework has been completed and home 'reads' are counted for the Reading Olympic awards.

Uniform (including PE kit)

Our expectations for school uniform are clear. Where a child is found not to be wearing correct uniform, staff should expect some communication from parents regarding this. Where this communication is not received, a standard uniform letter is sent to the parent on the first day which gives the parent an opportunity to explain where there is a plausible explanation.

End of playtimes

At the end of playtimes, a member of staff on duty blows the whistle once. This signals to the children that they should stop playing immediately and stand still. On the second whistle (which sounds like the end of football game) the children walk in to the designated lining-up spaces and should be silent in the line.

Destruction of work/learning

On occasions, an individual who is struggling to manage their emotions may destroy a piece of their own work. In these circumstances, it is at the teacher's discretion on how to manage this. Where possible, the piece of work will be repeated, but only if in doing this it is supportive of the child's needs and progress.

Deliberate damage to equipment (e.g. breaking ruler/pencil)

This is classed as vandalism and will be treated as serious misbehaviour.

Keeping our environment tidy and ordered

Staff model to the children how to maintain an environment which is uncluttered and organised. Children are expected to take responsibility for maintaining a tidy and ordered school environment in line with our red school-rule.

Children are asked to clear up after themselves at the end of lessons e.g. packing away equipment, picking up paper and pencil shavings from the floor etc.

This is also the expectation at lunchtimes with food and any litter that has been dropped.

Children are only allowed to leave the classroom/dining areas once their area has been tidied.

Scooters/bikes

There are designated spaces where children can park their bikes/scooters if they are allowed to bring them to school.

Children must not ride bikes/scooters on the school grounds. Any child found to be doing this will be banned from bringing their 'vehicle' to school with immediate effect. Such a ban is communicated to parents via telephone or text. This will last for a week or longer if it is a repeated incident.