



Behaviour Policy

**This policy should be read alongside our
Mental Health and Wellbeing Policy**

**This policy was last revised and adopted by the Governing Board in:
June 2024**

**After each revision the policy is circulated to all Governors, school
staff and on the school website.**

The policy is to be reviewed by the Governing Board in: 2026

BEHAVIOUR POLICY

Mission Statement

Jarrow Cross Church of England Primary School provides a caring Christian environment where EVERYONE is welcome and given the opportunity to develop their full potential

Statement of Intent

The Governors of the school are very clear that everyone has the right to feel safe, feel special and have their needs met. This intent is clearly reflected throughout our curriculum. Therefore, our Behaviour Policy reflects the deeper, important social and emotional learning that each child needs to develop both personally and within our community. As a Church school and also a school which has taken on the Thrive approach, we aim to continually deepen our understanding of how social and emotional learning develops and can be supported. We recognise this is the core to our work at school.

We recognise good behaviour occurs in an environment where all people are valued for their contribution and where everyone has a sense of responsibility and shared values. It is crucial that all members of a school community recognise the importance of creating a secure and stimulating environment, where there are clear, agreed expectations of behaviour. The development of an accepted school culture is important for the achievement of all the schools aims, especially if the school is to play a major role in the preparation of pupils for the responsibilities, opportunities and experiences of adult life.

The Governors have a high level of expectation regarding behaviour and the special Christian nature of our school ensures that all persons are required to put Christian principles into practice. Based on the Christian Faith we believe there is no justification for homophobic or racist behaviour and language and this will not be tolerated in our church school.

At Jarrow Cross CE Primary School we expect all children to follow our school values which are:

Honesty
Trust
Friendship
Forgiveness

The overriding aim of our school is to help children self regulate and take control of their behaviour in all aspects of their lives. We recognise that for most children, this is a growing process and that this invariably requires considerable nurturing.

Decisions on behaviour must be taken in light of all the needs of the child and in line with all school policies. Any concerns regarding Child Protection must be reported

immediately - the behaviour of a child can be an indicator of a deeper underlining problem. We acknowledge that to allow unacceptable behaviour may lead to consideration under child protection procedures.

Approaches to developing positive behaviours :

- A curriculum which builds upon success, ensures progression, involves and informs parents
- The teaching of PSHCE to be used as rich opportunities which are part of all areas of school life and learning
- Our Christian distinctiveness holds firmly in line with our commitment to learning in relationship with Acts of Worship and RE - deepening our beliefs and understanding
- To encourage children to recognise sensations and therefore emotions, to manage their feelings and actions and allowing opportunities for thinking to take place between the two
- For children to become increasingly self aware, recognising 'what is' and 'what isn't' acceptable behaviour and taking responsibility for themselves and their actions in age appropriate ways
- Where need is identified for children to receive individual or small group activities which incorporate creative activities and outdoor learning
- Reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development
- The consequence for appropriate and inappropriate behaviour choices to be agreed and known to all involved
- Any plan of action is agreed and shared in a working partnership with parents and carers
- For individuals with Special Needs (SEND) to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised and consistent for all

REWARDING CHILDREN'S WORK & BEHAVIOUR

As a school, we are particularly concerned that our focus should be on rewarding the achievements and positive behaviour that children display. To that end, we employ a wide range of strategies to recognise and reward both individual children and whole class's attitude and behaviour.

These strategies include:

ON-GOING INDIVIDUAL PUPIL AWARDS:

Each day the children have the opportunity to achieve Dojo points which are then calculated on the Dojo system. These points reward the individual child, class and House Group. Dojo points are achieved for amongst other things: good work in all curriculum areas and following our school values and vision.

WEEKLY AWARDS:

- Certificates are given at celebration worship for good work, effort & attitude to one children from each class,
- Lucky Dip 100% Attendance Award (individual)
- School Vision Award

WHOLE CLASS AWARDS:

Whole class awards are given for:

- Attendance
- The most ECO Friendly classroom

TERMLY AWARDS

- Attendance (100% and most improved)
- Incentive Day Award

YEARLY AWARDS

- Attendance
- Y6 Awards for Citizenship, Effort and Attainment
- Individual School Values Award for one child in each year group
- Sports Awards
- House Points Champions

BEHAVIOUR SYSTEM

Our Behaviour System is focused upon promoting positive and appropriate behaviour throughout the school day. We follow a Graduated Approach to Behaviour. See below:

Graduated Approach to Behaviour

Stage 1	Classroom Management Behaviours		
	Examples of behaviour	Possible sanctions	Next steps for staff
1	Swinging on chair Interrupting/calling out Not being on task Ignoring instructions Running inside the school building Silly noises/making faces Pushing in line Rough play at playtime/lunchtime	Quiet reminder Verbal warnings Non-verbal signals Change of seating	Class teacher to respond to all stage 1 behaviours. Dojo positive behaviour system to be used to support with stage 1 behaviours. Class teacher to reflect on what else can be put in place to avoid this happening in the future.

			Often praising good behaviour so it has a positive effect on those misbehaving.
2	Inappropriate language and behaviour		
	Persistent stage 1 behaviour Rudeness Swearing Disrupting the class affecting other pupil's learning Inappropriate remarks to other pupils Minor challenges to authority (refusal to comply) Damaging school's/pupil's priority Leaving class without permission Harmful/offensive name calling Continuous rough play at playtime/lunchtime Repeated incidences of playing unkindly at playtime/lunchtime Targeted behaviour towards the same child repeatedly	Missed minutes of playtime either with the class teacher or other identified adult? (Maximum of 5 mins) Time out in another classroom with work (Up to a maximum of 15 mins)	If applicable; class teacher to complete A,B,C, grids to identify triggers and communication. Class teacher to verbally inform/ send Dojo message to parents to inform them of persistent stage 1 behaviour or stage 2 behaviours weekly. Incidents to be recorded ON CPOMS, and a behaviour log is to be completed and given to the Head Teacher or Deputy Head Teacher HT or DHT to speak to pupil. Reflection sheet to be completed if appropriate Playtime incidents to be reported to the class teacher Parents to be contacted if child has evidence of stage 2 behaviour 3x or more in quick succession (SLT or Family Worker to lead). Review provision in place and see if further intervention or resources are needed. Class teachers to support pupils learning and behaviour needs.
3	Physical/ Verbal/Offensive Behaviour		
	Persistent stage 2 behaviour Persistent swearing Throwing objects with intent to harm Harming someone - First Aid Required Continued or more serious challenge to authority Stealing Repeated refusal to do a set task Highly offensive remarks to children Fighting	Sent to member of the SLT Telephone call to inform parents and arrange meetings Loss of playtimes/lunchtimes time with member of SLT At the discretion of the HT and severity of incident, internal exclusion	Behaviour to be reported on CPOMS by SLT member with further actions noted and implemented. Meeting held with parents and child, including SLT members or Family worker Individual Behaviour Plan (IBP - Behaviour Contract) to be created during meeting which indicates targets and sanctions. IBP to be reviewed in future meeting with parents
4	Discriminatory Language/ Challenge to		

Authority			
	Persistent stage 3 behaviour Bullying Racism/homophobic comments Very serious challenge to authority Leaving school without permission	Class Teacher / SLT member to investigate and then pupil to be sent to meet with the Headteacher. Meeting scheduled with parents Loss of playtimes/lunchtimes time with member of SLT Fixed period of internal exclusion to be applied	Behaviour to be reported on CPOMS Situation to be monitored by teacher and SLT. IBP's (Behaviour Contract) to be continued as in stage 3.
	Physical and Verbal Abuse including staff		
5	Persistent stage 4 behaviour Persistent verbal abuse to a member of staff Physical abuse to any member of staff or pupil Malicious physical assault on another pupil or member of staff	Exclusion for a fixed term	Situation to be monitored by teachers, SLT and Headteacher. Team around the child meetings. IBP's to be continued as in stage 3.
6	As Above		
	Repeated stage 5 behaviours	Governor disciplinary subcommittee convened Permanent exclusion from school	Same as stage 5.

All the above sanctions are put in place at the discretion of the Headteacher, and the context and child's needs will be fully considered when sanctions are applied. Adults need to be especially vigilant around children who have not yet learnt to regulate themselves in order to manage situations appropriately, as well as those who have learned but have not yet taken responsibility for themselves fully enough to apply choices where they are able to do so.

Further Information

DOJO Message to parents - pre populated message (see below)

Notice of Poor Behaviour

I must inform you that _____ has unfortunately demonstrated poor behaviour on several occasions lately. This has resulted in him/her missing some of their playtime and/or completing work in another class. Further incidents may result in a phone call home, followed by, if required ,a more formal meeting in school.

Signed: _____

Date: _____

Reflection Sheets

Reflection Sheets are used to find a way to support the child in learning a positive way to respond in future. A member of staff will speak to the child and encourage them to verbally reflect upon the incident and the complete a reflection sheet which will also be shared with the adult who initially dealt with the situation.

Behaviour Logs

Behaviour Logs are a valuable insight into areas where behaviour is causing a difficulty for the child or others around him or her. Behaviour Logs are analysed to identify such trends. A continuation of Logs will result in a meeting held with the child.

Parents/Carers, a member of SLT or Miss Stobbs (Family Worker) in which a Behaviour Contract (Individual Behaviour Plan) will be initiated and a review date set.

If a child is accumulating Behaviour Logs, the school might well involve wider agency support. This may certainly be true if a Fixed Term Exclusion is sanctioned. For Further information regarding Exclusions refer to our Exclusion Policy.

ABC (All Triggers, Behaviour. Consequence) Chart Form - See Appendix 1

All Triggers

All triggers are the events that directly precede the observed behaviour and are also known as 'triggers'. They may include:

- Being asked to stop or start specific tasks or activities, e.g., task transition.
- A particularly easy or difficult assignment/activity.
- Independent work.
- Group work.
- Being told 'no'.
- Loud noises or bright lighting.
- A comment or action from another child.
- Absence of attention (e.g., teacher diverted to another student, or peers working quietly and not looking at the child).
- Being in 'free-play' (no instructions or guidance).
- Praise.

It is also important to consider antecedents that are not immediate and include the wider environment. These 'slow' triggers are noted at the start of a recording session, and could include:

- Time of day (influencing hunger and energy levels/tiredness).
- Medication.
- Routine disruption.
- Family events such as new sibling or bereavement.
- Specific people/children being present.

Consequences

Consequences may serve to maintain, decrease or increase the frequency of behaviour depending on whether they are positive or negative. Typical consequences could include:

- Repeat of request by teacher or another adult.
- Being given a choice.
- Behaviour being ignored (no action).
- Item or toy taken away/received.
- Time-out/sent out of class.
- Reprimand by teacher or other adult (negative attention).
- Praise or reassurance from a teacher or other adult (positive attention).

Other strategies

Reflection Areas

Reflection areas are used twofold throughout the school, both to provide children with an area in which they have the opportunity to self regulate and regain control of their behaviour and emotions and also to reflect upon our Christian Ethos and participate in a time of reflection.

File system

School has a file system in which if a child is struggling in class they are sent with a specific colour file to another member of staff. Due to the colour of the file this is a code that the child needs some extra emotional support and some time out of the classroom .

Presented and approved by Governors – June 2024