

Partnership with parents / carers

We aim to work in close partnership with parents / carers through the following:

- regular contact by telephone or letter of positive behaviour and achievements.
- IEP meetings for pupil on the Special Needs profile to discuss behaviour, social and academic targets and success.
- meetings involving pupil and parent / carer to discuss strategies to prevent unacceptable behaviour and provide consistency between home and the school
- Opportunities for parents to visit the class teachers for informal discussions about pupils.
- Parents invited to join Restorative Justice conferences concerning their child.

1-2-3 Magic –a brief guide

This method of behaviour management developed by Dr. Thomas Phelan, can be very effective at home as well as at school.

The 1-2-3 Magic technique involves 2 kinds of behaviour

1. **STOP** behaviour —Involves controlling undesirable behaviour.
2. **START** behaviour—Encouraging good behaviour.

The 1-2-3 Magic method involves no arguing, shouting, or negative physical contact. The principles are easy to remember when you are feeling stressed and anxious. When you enter into arguments with a child giving reasons why children should behave this way, this is 'begging' and when this happens you are thinking for the child and taking responsibility for his/her behaviour.

Start behaviour includes acknowledging and rewarding positive behaviour in order to get 'more of it'.

Stop behaviour includes such things as things as talking (at inappropriate times) teasing, whining, shouting, leaving seat, and being disrespectful.

When a child is misbehaving and we want him/her to stop this behaviour, it can often have very little impact if we talk too much and we therefore fail The 1-2-3 method is largely non-verbal. It is firm but a gentle way to discipline children and does not require the adult to lose their temper in order to get results. This does not mean that a child is not spoken to about their behaviour it just means that we don't have to talk about it while they are misbehaving.

Consequences to poor behaviour need to be fair and reasonable, we are trying to teach the child something not to take 'revenge'. You get more of what you pay attention to therefore it is important to minimise the attention paid to negative behaviour and to maximise the attention paid to positive behaviour.

The message to children is "you need to take responsibility for your own behaviour".

A Parents Guide and a DVD are available to borrow if you would like to learn more about this method.

St John's Church of England School

Headteacher: Mrs J Hester



Parents Guide to Behaviour Management

Positive Behaviour Management

At St John's School it is our **aim**:

- To provide a positive, clear and consistent approach to behaviour management at St John's School.
- To foster a positive ethos within the school to ensure that everyone feels valued, respected and safe.

In order to ensure that St John's School is a safe place to learn, work and play, everyone in the school community has **rights and responsibilities**.

They are :

- To be safe
- To have a fresh start
- To be heard
- To be treated with respect
- To learn and teach

We use a structured behaviour policy designed to ensure that all children understand that inappropriate behaviour will result in consequences. These consequences are structured in steps designed to allow the child to make the appropriate choice and behave in a way that is expected from the pupils at St John's.

As a school it is our job to teach the children to behave in an acceptable way, as part of a group.

As a school we have developed a code of conduct.

This code of conduct is a responsibility we all have to uphold. It is taught and positively reinforced to pupils alongside the whole behaviour plan for the classroom.

The Code of Conduct is :-

Be kind
Be gentle
Work hard
Be thoughtful
Be honest
Listen to others

Positive Management of Behaviour

Encouraging a positive ethos

We encourage a positive ethos for teaching and learning by using the following strategies:

- Restorative Justice
- Setting boundaries and rules through a shared understanding
- Positive feedback, praise and rewards
- Circle time and through assemblies
- Activities to develop self – esteem
- Inclusive displays
- Welcoming and facilitating regular communication from parents / carers
- Celebrations
- Adult modelling of expected behaviour

We use rewards in order to:

- Encourage good behaviour
- Raise self esteem
- Place emphasis on and reinforce positive achievements
- Reinforce and teach desired behaviour
- Encourage responsibility
- Send positive messages to parents / carers
- Acknowledge that staff notice and value pupil effort.

When a child displays inappropriate behaviour in class the following levels are used:

Level 1 consequence: Warning "That's one" from the 1 -2 -3 Magic Method

Level 2 consequence : Warning "That's two" from the 1-2-3 Magic Method

Level 3 consequence: "That's three – take" 3-10 minutes (depending on the age of the child) "time out," on the 'time out' chair within class.

Level 4 consequence: Child sent to buddy class (10 – 15 minutes), reflection form to be completed which must be taken / sent back to class teacher. If a child reaches level 4 the parents / carers will be informed by a level 4 letter which must be signed and brought back to school the next day. This letter will be kept in the class behaviour file..

Level 5 consequence : The child will receive a lunch time detention in Opal Room. The child will be given a level 5 letter by the member of SMT on duty. This letter will be taken home to be seen and signed by both parents. If 3 level 5 letters are given to a child in one half term, the child and his/her parent will be invited to discuss the behaviour with the Headteacher and this may result in a one day fixed exclusion.

Each class has display cards and if a child receives a level, the level number is displayed with their name. At the end of every day the cards are cleared of any numbers and the next day starts afresh.

Levels 3 to 5 are recorded in the teachers behaviour file. Every week teachers monitor the file and reports any persistent poor behaviour from an individual or concerns to the Deputy Headteacher. These concerns may then be taken back to our Inclusion Team who discuss the best way to support the child and improve their behaviour in school.

As with all areas of your child's education we aim to keep parents fully informed and aware of any persistent difficulties and work together to help the child succeed.