

## **BEHAVIOUR MANAGEMENT POLICY**

Staff will endeavour to support your child through a variety of strategies, including the following:

### **AIMS**

- To encourage and develop children's responsibility for their own actions, within a clear framework.
- To develop their understanding of the effect of their actions.

### **APPROACHES**

**It is an important feature of the school that EACH ADULT should take responsibility for every child's behaviour. It is a clear expectation that each child will be kept on task and behave in a polite and orderly manner at all times.**

- All adults are responsible for all children
- Constantly re-iterate the school's beliefs by ensuring the children
  - know the school and year group rules
  - understand the reasons for the underlying organisation
  - know what is expected of them and why
  - know the sequence for misbehaviour
  - are encouraged through the use of positive strategies
  - have the right social training on entry.
- Support the reward system in a positive and consistent manner, avoid removing privileges except in extreme cases after discussion.
- Develop children's understanding through Citizenship.
- Ensure children have equal opportunities and are treated fairly at all times.  
Ensure children are listened to and not discounted - some children need gap time  
Ensure there is the opportunity for time out for both staff and pupils
- Communicate relevant information to the appropriate person as soon as possible.
- As staff, support each other by discussing 'the problem' so that no member of staff feels inadequate or isolated.
- Provide appropriate training and support for Meal Time Assistants
- Ensure adults and children are aware of the hierarchical discipline system that operates

### **KEY PARTS**

#### **1. SCHOOL RULES**

These were made by the School Council

The School Council will review these rules annually

- walk in school and walk around quietly
- ask before you leave the base
- ask to go to the toilet
- respect school property and other people's belongings
- keep things tidy
- ask for adult permission to come into school at break or lunchtime
- do not push or fight
- keep off the school site out of hours

## 2. CLASS RULES

These should be recreated with each class on the new class day.

The children should be encouraged to understand the reasons for rules and be involved in the decisions in the creation of the class rules.

This gives them ownership and acts as a powerful tool with any child who breaks the 'class rules'.

The rules once agreed should be written up and enlarged.

The rules should be signed by everyone including adults.

The rules should then always be displayed in 'the Base'.

The rules should be regularly revisited through circle time and should always be positive.

They may contain statements such as:-

Be polite to each other and adults at all times.

Put everything away tidily at the end of each Session

Line up in an orderly manner...etc.

## 3. STRATEGIES FOR DEVELOPING GOOD BEHAVIOUR

### a) Develop each child's self esteem

- Good self esteem leads to self discipline
- Teach children to accept it is alright to be wrong
- It is important to make the child feel valued
- Encourage the child to recognise and be proud of their achievements
- All the adults need to reinforce self esteem by being:
  - good role models
  - consistent
  - good at communicating
- The child needs to feel physically safe and trust those who care for them

### b) Deal with ALL issues of bullying as soon as you are able to.

i) Talk to the children concerned.

ii) Bring it to the attention of the Head of Department.

iii) Refer to previous note book and record in new class notebook

iv) If it cannot be resolved:

a) discuss with Head and Assistant Head

b) decide when to involve parents.

v) It is important to communicate the problem to everyone who comes into contact with the children concerned.

### c) Send out Bullying Leaflet annually

### d) Use the School Council to:

i) discuss issues from the pupil's point of view - circle time

ii) reinforce school policy.

### e) Use Circle Time to alert children to school issues or individual's problems.

### f) Department assemblies are also a good time to address issues

g) Keep a "Moments that Matter Book" for each class. This needs to be a special book - it should look special and be kept in the same place, which also looks special. The children should be encouraged to write in it at any time. It is a good idea to keep the 'Worry Box' in the same place.

#### **h) Home/School Contracts**

- review through negotiation and regularly remind children about the contract
- initial signing at KS1, resign at Year 3 and again at Year 5
- new children should also sign an appropriate contract on entry into school

**i) List of some other possible positive strategies. These are not fixed, and can be adapted according to the ages and needs of the children concerned.**

Counselling	Sticker books
Negotiating	Contracts
Praise	House points
Positive reinforcements	Certificates
Record of Achievement	Behaviour Book
Target Setting	Circle Time
Class discussion/PSM	'Sharing' Assembly
'Cooling off period'	Whizz Kids
Home/school link books	Stickers
Using other adults/praise	Diary/Finger Puppet
Class reward	Pat on the Back Award
Marbles in the Jar	Worker of the Week Certificate
R Time	

#### **4. BEHAVIOUR STRATEGY SYSTEMS**

Positive strategies should be used wherever possible to encourage appropriate behaviour.

Each Double Year Team will decide what specific rewards they are to use, and can review and amend this through the year as appropriate

#### **HEADTEACHER'S CERTIFICATE**

Children can be nominated by the staff to receive the Headteacher's certificate at any time but a record is kept and there is an expectation that all children should achieve at least one certificate per year.

- The nomination can be for good work, effort, positive attitude, care, behaviour or general improvement.
- The certificate is presented in Assembly.

Please note that all certificates are stored on the teacher desktop and can be printed off as necessary.

A heavyweight paper/lightweight card is available for that purpose and each department should have it cut ready to use.

#### **STAR AWARDS BOARD sited outside the Office**

Children appear on this board for any outstanding achievement, particularly those that take place outside school. Photographs are kept on the staff desk top and are copied onto the star certificate. A copy is sent home. This board is a public celebration of children's activities that are personal and should be recognised. Teachers should encourage children to share their successes with their class.

#### **MTA AWARDS**

- Each Meal Time Assistant has stickers to award to individuals for good behaviour at lunchtime.
- MTA's keep a notebook to note consistent bad behaviour. They will inform the class teacher when a child's name has been noted 3 times
- MTA's are trained on an annual basis in behaviour strategies

## **PEER MEDIATORS**

Children from Years 4, 5 & 6, who wish to take part, are trained as mediators. They work on playgrounds to intervene and mediate petty squabbles and problems. They have a protocol to follow when mediating and are organised by a Senior Member of Staff.

## **UNACCEPTABLE BEHAVIOUR**

- .. answering back
- .. bad manners
- .. bullying
- .. copying
- .. dishonesty
- .. disrupting others when they are working
- .. fighting
- .. hurting people's feelings
- .. not showing respect to others
- .. racist comments
- .. rough games
- .. spitting
- .. stealing
- .. swearing
- .. throwing stones

## **Support Systems**

At times pupils may need to be withdrawn from the class environment due to unacceptable behaviour. This may involve:

Working/ sitting at a separate table in the next part of the base, working in a partner class within the base, time out in a partner class in another base

Removal to work with a senior member of staff or Headteacher.

If this happens on a regular basis, parents will be informed, and if this situation does not improve, a child may ultimately be excluded.

Exclusion may also be considered in the case of one off serious incidents such as violence/ abusive behaviour to children or staff, or insolence/ verbal abuse towards any member of staff.

## **Working in Partnership with Parents.**

Parents play a vital role in promoting good behaviour in school and consequently home/school liaison is important.

The school has a right to expect that parents will give their full support in dealing with their child's behaviour.

All new parents receive a copy of our Behaviour Policy and protocols in the prospectus and will be asked to sign our Home-School Agreement.

## **Always talk through Behaviour Issues**

Apart from the day to day routines in your classroom, if a member of staff is having problems with a particular situation it is important to remember that there is ALWAYS someone to support them. Senior Staff will always give advice and support. It is crucial that detailed notes are kept at all times in the class notebook of all difficult and ongoing behaviour issues.

## **Behaviour Protocols**

There are clearly defined behaviour protocols for managing behaviour:

These are adhered to CONSISTENTLY BY ALL STAFF.