

THORNBURY PRIMARY SCHOOL BEHAVIOUR MANAGEMENT POLICY

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 manner at all times.

- All adults are responsible for all children
- Staff should constantly re-iterate the school's beliefs by ensuring the children
 - know the school and class rules
 - understand the reasons for the underlying organisation
 - know what is expected of them and why
 - know the consequence for poor behaviour
 - are encouraged through the use of positive strategies
- Support the reward system in a positive and consistent manner, avoid removing privileges except in extreme cases after discussion.
- Ensure children have equal opportunities and are treated fairly at all times.
Ensure children are listened to and not discounted
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 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

- 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 created with each class on the new class day.

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

This gives them ownership

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 examples being....

Be polite to each other at all times.

Care for belongings

Work hard

Treat everyone kindly

3. STRATEGIES FOR DEVELOPING GOOD BEHAVIOUR

a) Develop each child's self esteem

- Good self esteem leads to self discipline
- Teach children to accept we all mistakes
- 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.

See attached school Bullying statement

c) Use the School Council to:

- i) discuss issues from the pupil's point of view - circle time
- ii) reinforce school policy.

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

WHO	WHEN	WHY
All year groups with CLASS teacher	Once a week for approximately 30 mins.	- builds self esteem - builds confidence - develops personal security
Invite TAs as appropriate	Sometimes more than once	- opportunity to share - group dynamics - social skills
Invite MTAs as appropriate		- alternative strategies - assertiveness rather than aggressiveness

▪ 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

▪ Keep a 'Worry Box' for each class - which children can access and know how to use.

e) Other examples of positive Behaviour Management strategies

- | | |
|---------------------------|----------------------|
| Counselling | Sticker books |
| Negotiating | Praise |
| Positive reinforcements | Certificates |
| Target Setting | Circle Time |
| Class discussion | 'Cooling off period' |
| Home/school link books | Stickers |
| Using other adults/praise | Diary/Finger Puppet |
| Class reward | Marbles in the Jar |
| House Points | |

4. REWARD SYSTEMS

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

Our system includes:

A) FOR INFANTS

Whizz Kids

Children are given stickers for a variety of reasons: e.g. good work, behaviour, caring etc: these are collected on a wall chart. Once a child has achieved 10 stickers the 'Whizz Kid' certificate is given out in sharing assembly.

Star of the week

Each class teacher nominates a star of the week for their class. This person receives a badge to wear for that week and they become '**Line Leader**' for their class.

B) FOR JUNIORS

House Points are for all year groups in KS2

- House points are awarded for good work, consistent effort, behaviour and achieved targets.
- Housepoints should normally be awarded singly.
- Once housepoints have been awarded they **must not** be removed.
- Each teacher should keep a record of individual housepoints.

At Lower Juniors

When a pupil reaches an individual total of 10, 20, 30, 40, 50, or 60 the following certificates are awarded and given out during an Assembly

NB	10 = Bronze	40 = Platinum
	20 = Silver	50 = Super Gold
	30 = Gold	60 = Merit

At Upper Juniors

At Year 6 housepoints are given and on the collection of each block of 10 an individual 'credit style' card is presented in an Assembly. These have individual praise messages printed on them. On receiving 3 Gold Cards a certificate is presented and a Golden Pencil is given to the child.

▪ C) HEADTEACHER'S CERTIFICATE

Children can be nominated by the staff to receive the Headteacher's certificate at any time.

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

D) STAR AWARDS BOARD

Children appear on this board for any significant achievement that takes 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. .

E) PEER MEDIATORS

Children from Years 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.

5. CLASS NOTEBOOKS

Each class teacher is responsible for setting up and keeping accurately a class notebook. This is a crucial document and will contain notes on behaviour incidents deemed to be more serious. It is important that notes kept are factual, dated, and wherever possible read back to children involved and agreed as a true account of events. Wherever possible where other children are involved they should be referred to by their initials. The class notebook should be kept safely and seen as a confidential document. At the end of the year these notebooks should be passed to the Behaviour Management leader.

UNACCEPTABLE BEHAVIOUR

When children behave in a way deemed inappropriate the school has a clearly identified protocol of consequences which broadly follow a traffic light system. This is displayed in all bases and is an appendix to the policy.

Working in Partnership with Parents.

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

The school has a right to expect that parents will give their support in dealing with their child's behaviour. Equally parents have the right to expect that they are kept informed of when their child has done well or when behaviour seriously effects learning or moves to the red level of the traffic light policy.

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. It is crucial that detailed notes are kept at all times in the class notebook of all difficult and ongoing behaviour issues.

NINE PRINCIPLES FOR REWARDS

1. *Catch Them Being Good*
 - reward desired behaviour
 - ratio 7 positive: 1 negative
 - planned ignoring
 - if a big change be ready for attention seeking, irritant behaviour to get worse before it gets better
2. *Reward Frequently*
 - effort not just achievement
 - behaviour not just work
3. *Attainable By All*
 - differentiation
 - age appropriate
 - awareness of individual sensitivities
4. *Genuine*
 - earned and given
 - pupil/teacher relationship; mutual respect/positive regard
5. *Permanent*
 - not to be retracted or devalued
 - not to be taken away later on
6. *Class Involvement*
 - encourage children to nominate others for reward
 - celebrate achieving rewards with the class
 - whole class rewarded for individuals' efforts
7. *Varied*
 - hierarchy of rewards
 - class to class; year group to year group
 - individual/whole class/whole team
8. *Tangible*
 - praise; praise; praise
 - social reward

plus

 - concrete (a la Piaget) such as stickers
 - shareable
9. *Easily Administered*
 - system you feel comfortable with
 - system children understand