



## Behaviour Management Policy

### **Introduction**

This document is a statement of the aims, principles and strategies for managing and developing all aspects of children's behaviour in school. It was developed during the Autumn Term 2008 through a process of consultation with all staff and Governors and then reviewed in 2011.

This school shows itself to be a stable, ordered, caring community where children are encouraged to be self-reliant, to make sensible choices and to exercise self-control. Throughout the school there is an **insistence on acceptable standards of personal behaviour** where all staff are key role models. We aim to reinforce good behaviour and emphasis is placed on praising good manners, kindness and consideration towards others.

This policy will provide staff with a framework in which to foster the healthy growth and development of a child's spiritual, moral, emotional and social education.

### **Aims**

- To help each child acquire a set of moral values which will guide his/her personal behaviour
- To develop a respect for and responsiveness to the needs of others
- To develop a positive attitude to emotions, life and learning
- To encourage pupils to co-operate with one another, and other members of the school community
- To encourage each child to develop as an individual, grow in confidence and self-knowledge, and learn how to deal with the more difficult emotional experience of life
- To help each child to understand and acknowledge the need for rules and authority
- To help each child develop a sense of personal responsibility
- To work with parents to develop a mutual understanding of the behaviour we expect in school.

### **Equal opportunities**

All children irrespective of race, gender, social background or disability are treated equally in respect of the strategies included in this policy for the management of children's behaviour. **We start from the premise that we expect good behaviour from all children.**

### **How we hope to foster good behaviour**

- By providing a safe, well-ordered environment in which learning can take place
- By valuing each child as an individual
- By providing challenging programmes of teaching, guidance and a range of opportunities (including extra-curricular) designed to enable pupils to develop their full potential
- By teachers inspiring confidence
- By emphasising co-operation and interdependence
- Through close liaison with parents, giving information about progress and performance and early warning of problems whether associated with work, relationships or behaviour
- By creating a positive environment where children feel secure enough to try, succeed, fail and take constructive criticism
- By providing children with a set of school rules to adhere to and making them fully aware of the consequences of disregarding them
- By celebrating success with parents, Head teacher, and the wider community
- Use of 'merit' awards including a 'smiley' chart for public praise
- Use of stickers, rewards and certificates across the school

### **Rules and Routines**

It is essential to be clear on the rules and routines which apply to different times of the school day. Routines are established early on in the school year and are regularly reviewed and reinforced.

- What possessions can be brought to school

- What can be eaten at playtimes (healthy snack)
- Playtimes
- End of playtime routines – 2 rings of the bell
- Hanging up coats/belongings
- Where children can play/Recovering balls
- The wearing of jewellery at school – one pair of plain studs which must be removed for PE
- The wearing of school uniform – though not mandatory it is encouraged and pupils should wear it smartly e.g. shirts tucked in.

### **Behaviour that is likely to cause disapproval**

**Good behaviour is continually praised**, however we acknowledge that children do forget and are placed in situations that can cause them to respond in a variety of ways. **For some children good behaviour needs to be taught.**

The following anti-social behaviour is considered to be particularly serious and appropriate action will be taken to address such behaviours.

- Bullying – verbal or physical
- Deliberate damage to property of belongings
- Racist/homophobic abuse
- Behaviour that is likely to cause injury to self or others
- Abuse of adults – verbal or physical
- Bad language
- Aggression
- Stealing
- Name-calling
- Behaviour that is likely to detract from their work or the work of others

### **When children are involved in behaviour that is unacceptable, we remind them:**

1. **Why** we need good behaviour
2. **What** that have done wrong
3. **Help** them to think about the possible/actual consequences of their actions
4. **Remind** them again of **how** we expect them to behave
5. **Encourage** them to do so

**For any unacceptable behaviour in the classroom/playground the ‘sad face’ warning system must always be used. See flow diagram (1) for dealing with this behaviour.**

### **Procedures for dealing with children who persistently show unacceptable behaviour. See flow diagram (2) for dealing with this behaviour.**

1. Staff discussion involving all relevant members of staff including the class teacher, support staff, and SENCO (Mrs Bainbridge)
2. Use of an Individual Education Plan
3. Detailed monitoring and recording of behaviour
4. Parental Involvement – **SCHOOL ACTION**
5. Referral to Local Education Support Services – **SCHOOL ACTION PLUS**

### **Behaviour at lunchtimes**

The purpose of the lunchtime period is to enable children to:

- Eat their lunch
- Enjoy a period of social activity

Lunchtime is a period of supervised leisure time for all children. It is a time for them to relax, chat, and play with friends in a secure and safe environment. It is an opportunity to interact both with adults and children learning the skills of positive social behaviour. This can be best achieved in an organised and supportive environment in the dining room and playground.

### **Structural arrangements and routines**

- Midday supervisors are in charge of all decisions made in relation to the organisation of the children/activities over this time
- Children seated in hall and good table manners are insisted on
- All midday supervisors follow the same 'merit' system as staff
- The bell rings at approximately 12.55pm and the midday supervisors wait with the children until a teacher takes over at 1pm

### **Lunchtime Sanctions**

- Verbal disapproval after reference to lunchtime rules and expectations of behaviour are made clear
- Midday Supervisor refers child to the head teacher
- Child is given 'time out'
- If the unacceptable behaviour continues after the warnings the child will lose the remainder of lunchtime play
- If there is no improvement in the child's behaviour at lunchtime then the school reserves the right to exclude children for the lunchtime period and it will be the responsibility of the parent/s to collect the child at the end of the morning session and return him/her at the start of the afternoon session

**If persistent inappropriate continues over a period of time or a behaviour occurs that is so serious as to warrant exclusion from school then the procedures laid down under section 22-27 of the Education Act will be followed.**

**Exclusion will always be a last resort and is retained as an option by the school to safeguard the Health, Safety and well being of all remaining staff and children.**



### **Strategies for Managing Classroom Behaviour (1)**

Incident Occurs

Child's name on sad face – remind the child about behaving appropriately

Inappropriate behaviour continues

Cross by name under sad face – tell the child he/she has to go the Head teacher or another class

Inappropriate behaviour continues after the child returns to class

Child sent to Head teacher. The child loses privileges for the rest of the day. Head teacher to inform parents.

**\*\*\*Once a child has been placed on the special needs register and has an individual education plan, the following procedures may be used as part of the plan, when inappropriate behaviour happens in the classroom\*\*\***

1. Card request for 'time out' to help anger management
2. Removal from the classroom to an isolation area (one to one with an adult) so that work can be completed away from the rest of the class
3. Completion of work activates at home

### **Strategies for Managing Classroom Behaviour (2)**

Class teacher notes child and tries own strategies to manage the behaviour



