

Redscope Primary School

Behaviour Management Policy

Good behaviour is a precondition for effective learning and teaching. The great majority of our pupils work hard and behave well. However in all schools there are pupils who for a variety of reasons exhibit behaviour which affects their learning, and the learning and well being of others. It is therefore vital that the school works consistently as a team and in partnership with parents and appropriate agencies to ensure an effective climate and systems to promote good behaviour in all children.

We believe that the needs of all children should be met in order to help them learn. Our commitment to the THRIVE programme is central to the ethos of our school. All children need clear rules and boundaries in order to feel safe. They need praise and encouragement to feel special and need to have their basic human needs met. These core values are the foundation of our relationships with our children and the bedrock of the THRIVE programme. All children can become distressed and as adults, our job is to help them manage their feelings. Adults in our school are expected to contain, attune to, calm and soothe distressed children and validate their feelings. (See Appendix 3)

In school some children have particular development needs and often might have trouble managing their feelings. These children will have group or individual action plans and may be withdrawn for learning mentor support. These vulnerable children are the responsibility of everyone and should be met with compassion and clarity.

Conditions for promoting good behaviour

School should

- Create an environment in which learners feel valued, cared for and safe.
- Provide lessons in which teachers show pupils respect, offer interesting activities and make learning fun.
- Differentiate activities and cater for different learning styles.
- Promote confidence, independence and self esteem.
- Provide consistency of expectations.
- Celebrate success and achievement.
- Provide effective support systems for children, staff and parents.
- Consistently reinforce values including respect for others, property and the environment; honesty; trust and fairness; tolerance and compassion.
- Enable children to develop self respect and self discipline.
- Seek children's opinions e.g. on class and school rules, rewards and sanctions, improvements to play areas etc.
- Encourage the wearing of uniform to create a sense of belonging.
- Provide responsibilities for pupils from an early age.

Curriculum

Many opportunities will be provided to enable pupils to develop values and a moral code. Collective worship and RE provide clear opportunities, but values are also reinforced through good teaching across the curriculum.

Personal and Social Education is vital in providing children with the skills to relate to others.

Roles & Responsibilities

It is the collective responsibility of everyone in school – staff, parents and children – to promote good behaviour. Specific responsibilities are as follows:

Pupils

All pupils have a responsibility to

- Work to the best of their ability (to be the best that we can be)
- Show respect and consideration for staff and pupils.
- Take proper care of resources and the environment.
- Accept and support the school's behaviour policy.

Teachers

Teachers have a responsibility to

- Respect the pupils they teach.
- Be committed and have high expectations in terms of learning and behaviour.
- Seek support and advice about how to promote good behaviour.
- Keep parents informed about good behaviour as well as bad, and work in partnership with them.

Parents

The pupil's home life has a direct and powerful effect on the way he or she interacts with other pupils and with teachers and support staff.

Parents have the responsibility to:

- Encourage their children to recognise the importance of education and learning.
- Support the school in its application of the behaviour policy, behaviour plans, and parenting contracts (when necessary).
- Prepare children well for school e.g. breakfast, a good night's sleep.
- Insist that their children pay proper respect to teachers and support staff.
- Actively encourage and reward progress.

Headteacher & Leadership Team

The Headteacher will

- Take the lead in defining the aims of the school in relation to standards of behaviour.
- Ensure the widest measure of agreement on these standards and how they will be achieved.
- Ensure that the standards are consistently and fairly applied across the school.

The Leadership Team will assist the headteacher in promoting the above.

Governing Body

Governors will

- Play a key role in influencing the ethos of the school and support the headteacher and staff in maintaining high standards of discipline.
- Agree a written statement of the general principles of the school's behaviour policy, offering guidance to the headteacher and staff.
- Ensure that the policy is reviewed regularly.

Vulnerable Pupils

The pupils who display the most challenging behaviour are often those from families under stress. They usually have low self esteem and sometimes attendance and punctuality are poor. These children are supported by the THRIVE programme and have individual action plans.

Support

It is essential that school provides an effective system of pastoral support for pupils at risk. Interventions will include Learning Mentor support, support from a teaching assistant within the class or in a small group, and inclusion in programmes such as 'Positive Play', 'THRIVE', and 'Transformers' at lunchtime. Individual behaviour programmes will be written when necessary and will be reviewed at regular intervals. Support from other agencies such as Educational Psychologist, School Nurse, Learning Support Service, Behaviour Support Service, Social Services etc will be sought as necessary.

Rewards

It is essential to recognise and reward good behaviour – the following strategies will be used

Foundation Stage

- Praise, stickers, treats
- Certificate at the end of the week – Clever Cat/Busy Bee etc
- Inform parents about good/improved behaviour.

Years 1 - 6

- Verbal praise.
- ‘Caught being good’.
- Team points leading to reward bronze, silver, gold badges (KS2)
- Team challenges for team rewards eg special visit/treat
- Stickers & treats
- ‘Golden Time’.
- Certificates in special assembly.
- ‘Star pupil’ boards in classroom
- Mention in dinner ladies’ special book leading to certificate in special assembly.
- Always club, Afternoon Tea run by learning mentors for children who are always good (nominated by classes on a weekly basis).
- Doing special jobs for staff.
- Informing parents.

Sanctions

It is equally important to make clear to pupils that bad behaviour is unacceptable and has consequences. The sanction applied will match the seriousness of the offences. Sanctions will be fairly and consistently applied and punishment of whole groups for the activities of individuals will normally be avoided.

Sanctions will include

Sanctions

Foundation Stage

1. Warning and explanation
2. Time out ‘for thinking’ chair.
3. Talk to parents – work in partnership.
4. THRIVE programme – action plan as appropriate

Years 1-6

See Consequence Ladder – Appendix 1

‘Time Out Room’ – is used where unacceptable behaviour is persistent.

Where a child needs time out to calm, ‘chill out’ areas are set up around school. Incidents of bad behaviour are recorded on an individual log. (See Appendix 2)

Dinnertime

1. Dinner ladies write name of children on the whiteboard.

2. If name appears a second time the children's behaviour is reported to the member of the SLT on duty and sanctions or 'chill out' will be implemented.
3. Incident of bad behaviour will be logged as above.
4. If the behaviour log evidences 3 lunchtime incidents in a term a letter goes home to parents and child is kept in at lunchtime for set period and goes in last every day for dinner.
5. If poor behaviour persists the parent may be asked to take the child home for a set period.

Serious incidents of bad behaviour include overtly aggressive behaviour (such as biting, throwing furniture, assaulting people) verbal aggression (swearing, streams of abuse, temper tantrums, threatening behaviour etc) and defiance of teachers and support staff's authority (i.e refusing to following instructions). These will always result in contact with parents and may result in exclusion/ isolation within school. Incidents of bullying and racial abuse are always taken seriously and are dealt with according to school and LA policy. (See separate policies).

This policy is linked to the Behaviour Policy for Park View Children's Centre. Behaviour policies should always be read in conjunction with the Inclusion Policy.

This policy is reviewed annually.

Reviewed by P Dobbin - September 2012