

BEHAVIOUR MANAGEMENT POLICY



Body Responsible for the Policy	Full Governing Body (FGB)
Date Policy endorsed by the FGB	16 th October 2019
Date of Next Review	October 2021
Name of Headteacher	Mrs Lesley Spicer

1. Associated Policies

- Equality Policy
- SEN Policy
- Anti-bullying Policy
- Policy for the use of Restrictive Physical Intervention
- Complaints Procedure

2. The Principles

The school believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring environment in which everyone's rights to learn are respected. This is done by:

- promoting good behaviour;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention for children that need support in this area;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging positive relationships with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.

3. Roles and Responsibilities

3.1 The Governing Body will establish, in consultation with the Headteacher, staff, and parents, the policy for the promotion of good behaviour and keep it under regular review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the school's expectations about pupil behaviour are clear.

Governors will support the school in maintaining high standards of behaviour.

3.2 The Headteacher will be responsible for the school's policy and procedures, and may delegate aspects of its day-to-day implementation and management to a designated member of the

school's leadership team. Providing support for staff faced with challenging behaviour is also an important responsibility of the Headteacher and leadership team

- 3.3 All staff, including teachers and support staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the school leadership team, for implementing the agreed policy and procedures consistently.
- 3.4 The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on grounds such as ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils and parents are listened to and appropriately addressed.
- 3.5 Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
- 3.6 Pupils will be expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to tell an adult about incidents of unacceptable behaviour.

4. Procedures

The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the responsibility of every member of the school towards the whole community. Occasionally an individual child will have a specific Individual Behaviour Management Plan (IBMP) which may differ from the usual procedures, in this case this will be shared with all staff, the child's parents and other pupils as relevant.

5. Rewards

A school ethos of encouragement is central to the promotion of good behaviour. The school ethos is promoted through commitment to the principles of Rights, Respect and Responsibility and established through class and school charters.

Rewards are one means of further promoting good behaviour. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

6. Sanctions

- 6.1 Sanctions are needed to respond to inappropriate behaviour.
- 6.2 A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

7. Training

The Governing Body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

8. Interrelationship with other School Policies

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs, anti-bullying and physical restraint has been established.

9. Involvement of Outside Agencies

The school will work positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

10. Review

10.1 The staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.

10.2 The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents.

10.3 The outcome of the review will be communicated to all those involved, as appropriate.

10.4 Any complaints related to behaviour management will be handled with reference to the complaints procedure.

11. Appendix 1

Procedure for Behaviour Management

In line with Peel Common Nursery and Infant School's Behaviour Policy this is our procedure for behaviour management.

In our classrooms we expect to see...

- Children following our Golden Rules which are...
 - ❖ Kind and gentle (kind hands, kind feet, kind voices)
 - ❖ Safe (keep yourself and others safe)
 - ❖ Listen (and do it straight away)
 - ❖ Try your best (behaviour and learning)
- Children displaying their responsibilities as detailed in the class and school charters
- Children sharing, taking turns and co-operating with each other
- Polite manners and respect for others, both adults and children
- Children engaged and actively participating in learning and activities
- Children not distracting others or being distracted
- Children taking responsibility for their own and others behaviour
- Consistent expectations from all adults

- Consistent application of rewards and sanctions
- Children with challenging behaviour being supported in appropriate ways(as detailed on the Individual Behaviour Management Plan)

We will promote these behaviours by...

- Using positive language and praise
- Modelling and sharing good behaviour
- Using our Golden rules and class charters
- Use of reward systems, which may be tailored to specific children or situations
- Circle times, Personal and Social Education (PSHE) and the Rights, Respecting curriculum (RRE)
- Positive ignoring
- Discreet teaching, focus on specific behaviours
- Displays of photos of good examples of appropriate behaviours
- Role play, discussions and acting out specific scenarios

We will reward expected behaviours with systems such as

- Instant praise, verbal, visual, thumbs up etc.
- daily smileys in Year R, moving up the behaviour chart and reward time in Year 1 & 2
- Individualised stickers... simple 'spotted' stickers, printed stickers, personalised white labels (for example 'ask me about my work', or 'fantastic maths today')...as appropriate to child or class.
- Class charts, as appropriate, where children collectively earn points for the class and which result in a class reward such as extra playtime.
- Special awards for learning behaviours which can also be given for good behaviour too.
- HT postcard home for exceptional behaviour or constant good behaviour.
- Child of the day in KS1
- Reward certificates in KS1
- Sharing good behaviour with parents verbally at the end of the day and through phone calls or parents evenings.

In our classrooms we do not accept behaviour which is...

- Violent: such as hitting, biting, kicking, spitting
- Destructive: to equipment and property
- Disrespectful: such as rude, swearing, not listening to adults or children
- Defiant: such as refusing to comply, refusing to participate, saying 'No'
- Distracting: Stopping other people learning

We will address unacceptable behaviour systems such as....

- Giving a warning with positive reinforcement of what acceptable behaviour is required/ why behaviour is unacceptable.
- Further warnings and/or countdowns may be used if appropriate.
- Clear description of sanction to be applied for repeated/ continued behaviour.
- Choices for alternative behaviour can be given.
- Sanctions may include the following as appropriate to the child and behaviour displayed...
 - ❖ Moving name down behaviour chart
 - ❖ Time out (on a mat/ specific place with a timer)
 - ❖ Missing time from playtimes or other desired activity
 - ❖ No smiley face given at end of day (Early Years)
 - ❖ Missing some or all of their reward time (Year 1 & 2)
- Some individual children may have specific behaviour plans with agreed procedures such as:

- ❖ earning time towards a specific reward
 - ❖ losing time from reward time
 - ❖ visual prompts for promoting good behaviour
 - ❖ home/ school behaviour book
- At times for more extreme behaviour children may be sent to another class, the Headteacher or Deputy Headteacher.
 - A red card can be sent to the leadership team or appointed staff member in the case of extreme behaviour.
 - Physical restraint may be used in accordance with the policy for physical restraint if deemed necessary.
 - Informing parents and working together to address ongoing issues with behaviour.
 - Involving children in activities which enable them to reflect on and discuss the behaviour and alternative courses of action.
 - Risk assessments will be completed for known issues and trigger points such as transition times and school trips and appropriate measures put in place to address the risk.

Incidents of unacceptable behaviour are recorded in class concern books and/or by the Headteacher.

Patterns of behaviour will be monitored by class teachers, support staff and leadership team in order to reflect on what the behaviour is communicating and in order to monitor the effectiveness of the procedures in place.

These procedures will be shared with all staff both permanent and temporary and regular school volunteers.

They will be reviewed and agreed by the Governing Body.

11. Appendix 2	
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Lunchtime behaviour management procedures

Behaviour at lunch time are dealt with by the lunchtime supervisors and it is a separate system to the class's behaviour board.

There is a set of sanctions from which ranges from 1-5

Sanction number	Behaviour seen	Consequence for that behaviour
1	1st incident	verbal warning given
2	answering back, being rude to adults or children, rough behaviour	Immediate time out
3	unsafe behaviour, spitting, swearing, continuous, deliberate bad behaviour	Immediate time out and/or loss of playtime following day or days.
4	aggressive violence to an adult or child	Segregation within school – eat on their own and kept in for the next lunchtime.
5	repeated incidents of aggressive violence to an adult or child	Segregation at lunchtime The child is with SLT or sent home /parent to come and supervise their child at lunchtime.

If a child has been hit or hurt, the lunchtime supervisors will write it in the accident book and this will be reported to the teachers as necessary.

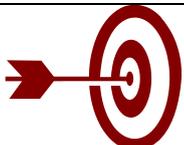
Behaviour deemed serious enough will be reported to class teacher or SLT

Each day, the lunchtime supervisor will recognise good behaviour through verbal praise and/or stickers and children will be nominated weekly to sit at the top table.

Individual Behaviour Management Plan
 Created by Child's name and Mrs X

Name:	Date:	DOB:
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Strengths: <div style="text-align: right; margin-top: 20px;"></div>	Difficulties/concerns: <div style="text-align: right; margin-top: 20px;"></div>
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What we want to see over the next <u>6</u> weeks:	
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Strategies: <div style="text-align: right; margin-top: 20px;"></div>	How did I do? <div style="text-align: right; margin-top: 20px;"></div>
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Signed (Pupil): Signed (CT): Signed (Parent):	No. of ABCCs completed this ½ term Review date:
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