

## Box CE VC Primary School Behaviour Policy

### **Purpose:**

The purpose of this document is to fulfil the aims of the school through a consistent approach to behaviour management.

### **Statement of Aims:**

We aim:

- to provide all children with a caring, secure and happy environment with equal opportunities and high expectations for all individuals
- to develop personal moral values and respect for others
- to develop responsible attitudes towards themselves and their environment
- to value their achievements, aspirations and those of others
- to become independent showing self-confidence and self-discipline

### **Implementation:**

The Governing Body and the Headteacher have overall responsibility for the implementation of this Behaviour Policy. *Behaviour* is regarded as a *whole school issue* and it requires a partnership between home and school. When children start at the school their parents/ carers are given a copy of the Behaviour Policy to read and sign stating their support.

### **Statement of Principles:**

We regard *behaviour* as being the actions and responses of each member of our school community. It is how we *behave* towards one another and how we treat our environment. We believe that each individual is responsible for his or her decision-making and therefore behaviour. We believe that *behaviour* affects every academic and social programme designed to further a child's development.

### **Expectations:**

The *whole school* fosters the following:

- personal moral values e.g. truth, honesty, kindness, politeness
- respect for self, others and the environment
- self-confidence and self-discipline
- hard work and co-operation
- sensible behaviour

## **Behaviour Management**

### **a) Roles**

We believe that each individual is responsible for their own *behaviour*. However, safety and group management issues must also be taken into account. We recognise the need to create the conditions for positive behaviour and limit the situations where inappropriate or undesirable behaviour might occur.

## **All Staff**

We believe it is important for all adults working in our school to take a proactive role in behaviour management by:

- modelling positive relationships adult to adult
- praising and reinforcing positive behaviour
- emphasising *DO* rather than *DON'T*
- being a positive role model
- keeping each other informed
- adopting similar strategies to deal with conflict

## **Class teachers and Teaching Assistants**

We believe it is important for all class teachers and teaching assistants to take a proactive role in behaviour management by:

- establishing clear routines and writing positive class rules with the children on the first day of the autumn term e.g. by using *do* rather than *don't*
- the first rule for classrooms, the playground or lunch times will be 'follow instructions'
- displaying class rules in the classroom and frequently reminding the children of them
- creating a positive and safe classroom environment where behaviour is managed without raising voices or shouting
- using good classroom management to promote positive behaviour
- establishing clear expectations of appropriate behaviour in different situations / places (i.e. formal, social, with visitors, with younger children, in Church, on trips etc.)
- reinforcing *desired behaviour* through the PSHE curriculum e.g. in 'circle time' and in general class time.
- reinforcing general school rules
- continually monitoring *behaviour* and identifying *hot-spots* in order to re-establish conditions for positive behaviour / eradicate opportunities for negative behaviour
- ensuring all children have access to the curriculum
- recording and monitoring behaviour
- employing strategies to build-up children's self esteem.

## **MDSA's**

We believe it is important for MDSA's to take a proactive role in behaviour management by:

- following strategies outlined in this policy
- rewarding positive behaviour with stickers and smiley faces
- liaising with the headteacher (or duty headteacher) when incidents arise.
- communicating general concerns and individual behaviour problems to the class teacher and other MDSAs on a daily basis.
- undertaking such training as is provided.
- attending MDSA meetings with the headteacher

### **Duty Staff**

We believe it is important for the teachers and TA on duty to take a proactive role in behaviour management by:

- dealing with minor incidents immediately
- communicating *problems* which may continue into the classroom to class teacher as soon as possible
- reporting more serious incidents to head or deputy head teacher.

### **SENCO**

We believe it is important for the SEN Co-ordinator to take a proactive role in behaviour management by:

- co-ordinating Individual Education Plans (*IEPs*).
- co-ordinating all stages of the Code of Practice
- liaising with agencies and expertise from outside the school.

### **Headteacher**

We believe it is important for the headteacher to take a proactive role in behaviour management by:

- monitoring consistent approach to behaviour throughout the school
- monitoring consistent approach to discipline throughout the school
- ensuring that any allegation of bullying is thoroughly explored as this behaviour is regarded as totally unacceptable.(see Anti-bullying policy)
- ensuring that all avenues have been explored and safety issues considered before the sanctions of fixed term exclusion or permanent exclusion are used. Only the Headteacher is able to exclude pupils or the deputy headteacher when acting in the headteacher's absence.

### **b) Rewards**

We recognise that much inappropriate behaviour is rooted in poor self-esteem. Rewards are not only to acknowledge positive behaviour, (improvements or excellence), but also to help build-up an individual child's feelings of self-worth.

Rewards may also be used to foster team spirit and reinforce a sense of community and belonging.

#### **Rewards/ Behaviour Management Strategies include:**

- smile
- verbal praise
- written comment on work
- stamp on work
- sticker /ink stamp on child
- stamp on stamp chart
- sharing work / behaviour with an adult : head, deputy, previous/future teacher, TA
- sharing work / behaviour with other children : same class, other classes
- one to one with an adult: TA, helper, visitor
- verbal and public praise in assembly
- the receipt of a certificate when 10 stamps are on their stamp chart

- praise and sticker from Headteacher

In key stage two the children have at least three opportunities each week to gain stamps (spelling, homework and behaviour)

### c) Sanctions

We recognise that to be effective; sanctions should be applied when all parties are able to communicate calmly. They should be meaningful to the child/children involved and be as appropriate to the situation as possible.

Sanctions should leave some incentive for a child to behave well for the rest of the day.

When time allows, children should be encouraged to understand their feelings and responses. They should be helped to understand that strong emotions are not *bad*. We encourage children to explore various alternative reactions and to rehearse what they could do in a similar situation, next time.

Children are encouraged to make choices and to accept the logical consequences of their actions. Where appropriate, children should be encouraged to apologise for their actions either verbally or in a letter.

#### **Sanctions/ Behaviour Management Strategies include:**

- the look!
- the look accompanied with - name
- child moved towards teacher/ teaching assistant
- child asked to move, sit or stand
- teacher moves into child's space
- teacher talks to child firmly but without shouting
- a warning recorded on the behaviour tracking sheet will be given so that the child has the option of changing their behaviour
- if behaviour persists miss a **FEW** minutes of playtime (no more than five minutes)
- time out sheet to reflect on behaviour
- written letter of apology
- class teacher suggesting a meeting with parents should take place to discuss their child's behaviour (*headteacher to be informed*)
- child referred to headteacher or deputy headteacher in the headteacher absence
- headteacher involved in contacting parents to discuss their child's behaviour
- if an incident is serious then the child will be sent straight to the headteacher
- Formal procedures
  - fixed period exclusion
  - permanent exclusion

### d) Use of force and restraint

On rare occasions it may be necessary for adults in school to use measures termed 'force or restraint' e.g. when there is an imminent risk of injury to self or others or damage to property. This may involve blocking a pupil's path, leading by the hand or arm, shepherding a pupil with a hand on their back or more restrictive holds in line with LA guidelines.

**e) Emotional and behaviour difficulties**

Pupils who show signs of emotional and behavioural difficulties which are not resolved by the general arrangements outlined in this policy will be moved to the school-based stages of the Code of Practice. During the later stages of the COP, expertise from outside the school may be drawn upon. In particular, the educational psychologist and behaviour support services. As part of this staged response to a child's difficulties, the school may also consult health and social services, which can help to meet the particular needs of children and their families and thus prevent an exclusion from school in the future.

**f) Monitoring and evaluation**

The Senior Management Team will monitor this policy. The Headteacher will report outcomes to the Governors as required.

**Appendix**

Behaviour tracking sheet

Time out sheet

This policy was rewritten: August 2005

Last reviewed: 3/9/08

Next review date: Autumn term 2009