

Policy for Behaviour Management

INTRODUCTION

- This document is a statement of the aims, principles and strategies for the management of behaviour at Village Primary School.
- The policy reflects the beliefs of the staff and the governors and was formulated by the headteacher in consultation with staff.
- The implementation of this policy is the responsibility of all members of staff at the school.
- This policy will be reviewed in accordance with the school's "policy review cycle"

THE IMPORTANCE OF BEHAVIOUR MANAGEMENT -

GOOD BEHAVIOUR is essential for effective teaching and learning to take place. For the school to operate as a complex social organisation it has the responsibility to ensure accepted codes of conduct and rules of procedures based on constructive relationships between children and staff, home, outside agencies and school.

AIMS AND OBJECTIVES RELATED TO BEHAVIOUR MANAGEMENT

To achieve and maintain high standards of behaviour by:

- Developing a positive, assertive climate for the whole school throughout the school day
- Providing a clearly defined policy, understood by parents, staff and children and firmly and consistently applied to all
- Promoting good relationships at all levels
- Providing a range of rewards and privileges, accessible to all children and sanctions which are fair and consistent and make distinction between minor and serious offences
- To ensure all members of the school community are aware of their responsibilities towards the policy procedures

ORGANISATION AND MANAGEMENT OF BEHAVIOUR & DISCIPLINE

Agreed codes of conduct applied throughout the school, relate to the following basis simple rules:

- To show respect and consideration to others at all times
- To walk quietly in an orderly manner when moving around school
- To respond appropriately to bells, whistle and verbal instructions
- To take care of and pride in the school, the grounds, furniture, equipment and books

Individual adults should exercise control of their own classes when in class and be prepared to supervise the discipline of all children at other communal times such as playtime, assembly etc. Staff should be aware that they have the power to use reasonable force where needed to deal with a child's violent behaviour. The support of school leaders must be obtained whenever a situation appears to require the use of reasonable force whenever the situation allows.

The school has adopted the positive discipline style, which consists of:

- RULES - which all children must follow
- REWARDS - which all children receive for following the rules
- SANCTIONS - which children incur by not following the rules

Although some elements of individuality and differentiation are necessary for each classroom/year group, the basic principles identified above will be reflected in class rules. The following are the 6 rules our school council have developed and these have been agreed by all our children.

- 1. Walk around school**
- 2. Be polite**
- 3. Talk quietly**
- 4. Listen carefully**
- 5. Look after our school**
- 6. Work hard**

ANTI-BULLYING

Our school has an agreed definition of bullying as 'Bullying is unwanted, aggressive behaviour that is repeated over time'. School participates in 'Anti-Bullying Week' each year but works to ensure that every week is anti-bullying week. Our PSHE curriculum delivers our expectations of on-going behaviour and attitudes to peers. Incidences of bullying are dealt with broadly in-line with our behaviour policy but may result in escalation of sanctions.

MID-DAY STAFF

The mid-day supervisors are aware of our school rules and apply them in the same way as the class teachers. The same rewards and sanctions apply at lunchtime as in lesson time.

Our 2 behaviour support managers are key staff to ensuring good behaviour is an everyday occurrence in school. They have received extensive training and are the referral point for staff when a pupil is having issues with demonstrating good behaviour. They will often engage with the whole family and can provide support beyond the classroom environment. They are frequently involved in safeguarding matters.

REWARDS

At all times good behaviour should be praised and rewarded. Pupils' efforts should be valued and achievements and good behaviour recognised in a variety of ways.

Pupils in all key stages can be rewarded individually through: verbal praise, going to head and/or deputy, receiving treat from head, name in sun, stickers/stampers, team points, role modelling, raffle tickets, lucky dip, DOJO points, written comments on work and certificates in assembly, or a treat funded by the school.

Pupils can also be rewarded collaboratively, as a small group or whole class by receiving a range of reward tokens e.g. raffle tickets, golden time. Whole school treats e.g. theatre groups. Earning their rewards leads to a number of chosen treats as selected by the teacher/class.

SANCTIONS -

Pupils also need to learn that negative consequences are the outcome of unacceptable behaviour. When children are not adhering to the rules staff should firstly attempt to redirect the child/children by a look, mentioning their name or praising children nearby who are adhering to the rules. However, if the misbehaviour continues the sanctions agreed include:

Foundation 1

1. Verbal Warning
2. Miss 3 minutes of enjoyed activity
3. Speak to parents

Foundation 2

- Verbal warning
- Name on board
- Name in cloud
- If behaviour persists go to behaviour support managers or if needed SMT for a short period.
- If behaviour persists speak to parent

Key stage One

- Verbal warning

- Name in cloud
- X by name in cloud if bad behaviour persists
- Loss of 5 minutes of something 'nice'
- If poor behaviour persists loss of playtime
- If poor behaviour persists removal to another class
- If poor behaviour persist sent to behaviour support managers, H T or DHT - list kept by Beh. S.M. action taken if needed. A record of who needs to miss 'golden time' or equivalent should be kept on display in all classrooms so that all adults can ensure the sanction is not missed and supply teachers are made aware.
- Parents informed
- After school detention may be given depending on age of child
- Temporary exclusion may be considered

Key Stage Two

- Verbal warning
- Sun and cloud system used in some classes
- Name on board/ sheet for 1st & 2nd warning
- 3rd Warning - child given a pink slip & sent to designated partner class for 15 or 30 mins - also minutes of Golden time to be 'lost' as a consequence.

[Pink slips are kept by the classteacher. If/when a child has rec'd 3 pink slips the Beh. S. M. is informed by the CT. The B.S.M. and C.T. then decides on the action needed - usually after school detention and parents informed. The Behaviour Support Manager should always be involved at this stage.

- Further misbehaviour results in child given orange slip & sent to Head or Deputy for 1 hour [where the incident is more serious the headteacher will consider contacting the parents to detail the incident and subsequent punishment given. Learning time should not be lost, playtime, lunchtime and/or after school detention given]
- If 2nd orange slip issued within 7 days, child spends $\frac{1}{2}$ day with Head or Deputy (Parents to be contacted at this point to be given details of the incident and punishment given, after school detention given). At this

stage the headteacher may put a child 'On Report' which has to be signed by an appropriate adult for each session and seen by the parent each week. Targets for behaviour improvement are written on the report card.

- Records of orange slips are kept by the B.S.M. and no child who has received an orange slip can represent school in any event for a 7 calendar day period and if a further orange slip is received a further ban from representing the school will be considered
- If further orange slip received within the same half term, child works with Head/ Deputy & parents expected to come into school. Child may be given temporary exclusion. Our federation school partner can be used as a placement during exclusion. Consideration can be given for shared placement with pupil referral unit if behaviour requires.

In the event of a serious incident where there has been no previous bad behaviour and therefore no warnings given a child can be sent straight to the headteacher. Parents would then be informed of the incident and the punishment given. After school detention[s] usually needed at this point and temporary exclusion considered. Permanent exclusion may be considered in extreme cases.

All sanctions are cumulative throughout a day but each day is a fresh start. Even though records are kept of previous unacceptable behaviour there is an expectation that each child will follow school rules each day. If a child uses violent behaviour s/he will be sent directly to the headteacher.

When a child is sent to the B.S.M. or headteacher, s/he will talk to the child about their actions and record their name. If within one week a child is sent to the B.S.M. / headteacher more than once their parents will be informed. Any further offences within the same 7 day period and the headteacher will write to the parents and/or request to see them. A child will be placed in detention at playtime/lunchtime and/or after school if school rules are not followed. Parents are informed by letter if their child receives an after school detention.

At playtime and lunchtime the rewards and sanctions continue. In extreme cases it may be necessary to exclude a child but this sanction is only used in extreme cases.

THE ROLE OF THE PUPIL AND FAMILY SUPPORT COORDINATOR AND BEHAVIOUR SUPPORT MANAGER.

Both the P + F S C & the B S C have a role in preventing unacceptable pupil behaviour as well as supporting the child in improving their behaviour. A classteacher can make a referral to the coordinators about any child that they are concerned is not achieving their potential and where workload permits the coordinators can develop a programme to support the child. The B S C has developed a range of positive behaviour reinforcement strategies i.e. gift cards, privilege cards and non-uniform days to reward consistent good behaviour. Class teachers can nominate children for these awards.

In addition to assisting with behaviour management the P + F S C has involvement with family issues with regard to children in need, children with child protection plans and looked after children. This post is also responsible for monitoring attendance alongside administration staff and

the Education Welfare Officer, attending multi agency meeting and preparing reports.

The line manager for the two coordinators [Inclusion Coordinator/Senco] is responsible for their timetables.

EQUAL OPPORTUNITIES

- The behaviour management strategies adopted at our School reflect the school's policy for equal opportunities.

SPECIAL EDUCATIONAL NEEDS PUPILS

- The behaviour management strategies adopted at VPS. reflect the school's policy for special educational needs. Pupils with SEN are fully included in our school and are therefore subject to similar behaviour management strategies. Where strategies do appear inappropriate alternative arrangements are made and expert advice is sought from the Educational Psychologist or Behaviour Support team in the city.

PARENTAL INVOLVEMENT

- Parental involvement is expected at all times. Parents are actively encouraged to work with the school in achieving the desired behaviour. Parents sign a home school agreement to demonstrate their support of our behaviour policy when the child is admitted to the school.

RESOURCES

- The BIP Team [Behaviour Improvement Programme] are a city wide resource and are available for advice support and resources.
- A number of books related to behaviour management are held by the school and can be obtained from the headteacher.
- Funding is available for individual class teachers to purchase treats for their class.
- The headteacher manages a whole class reward system budget to fund rewards for any targets areas for consistently outstanding and much improved behaviour

LINKED POLICY DOCUMENTS

- School handbook
- Policy for teaching and learning
- Disability Equality Plan
- SEN policy
- Home /school agreement

What can children at Village Primary School expect to happen if they choose to follow the school rules? [result of asking children in assembly spring 2010]

- ❖ Lots of positive praise like well done and thumbs up
- ❖ Stickers in class and from the head and deputies
- ❖ Extra team points
- ❖ Certificates from teachers the head and in golden assembly
- ❖ Treats from my teacher - like biscuits and squash or golden time
- ❖ Treats from the head teacher's treat box
- ❖ Letters sent home to inform parents how pleased school is
- ❖ Whole school treats like plays and pantomimes in the hall
- ❖ Special treats like being taken to the pantomime or cinema

What can children at Village Primary School expect to happen if they choose NOT to follow the school rules?

- ❖ Reminders of how you should be behaving like 'listen to instructions', 'walk in school', 'put your hand up'
- ❖ Warnings x3 about unacceptable behaviour
- ❖ A pink slip and sent to another class to work
- ❖ An orange slip and sent to the head 's room to work
- ❖ Detentions at lunch and/or playtime
- ❖ Detentions after school
- ❖ A letter sent home to inform parents
- ❖ Child put on report

- ❖ Parents called into school to discuss behaviour
- ❖ Temporary exclusions from school
- ❖ Sent to another school or unit for part of the week
- ❖ Permanent exclusion from Village Primary School

Signed
Approved