



Ladock Church of England Primary School

Behaviour Management Policy

Reviewed September 2017

AIMS AND OBJECTIVES

At Ladock Church of England Primary School our principal aim is that every member of the school community feels valued and respected, and that each and every person is treated fairly, with dignity and respect.

We seek:

- to take a positive, rewarding approach to encourage acceptable behaviour, with clearly defined consequences for those who choose not to behave;
- to establish rules and directions that clearly define the limits of acceptable and unacceptable behaviour;
- to encourage the children to follow the rules consistently;
- to enlist the support of the parents in the management of their child's behaviour as detailed in the Home/School Agreement;
- to ensure the children know the consequences of choosing not to behave.

This policy embraces our Christian values which are at the heart of everything we do. It promotes a learning environment where everyone can feel happy, safe and secure. The school has a number of rules which are used as a means of promoting good relationships and fostering a positive attitude to learning so that every child can progress. Our aim through this policy is to ensure that every one is valued and can work well together. Where problems arise we encourage forgiveness where required and believe that each day is a new start. Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout the school all members of staff should readily praise to reinforce positive behaviours and should be role models for all the children in the way they relate to each other and the children constantly and consistently showing the school values in action.

EXPECTATIONS OF BEHAVIOUR

Foundation Stage: Understand what is right and wrong and why. Consider the consequences of their words and actions for themselves and others.

Key Stage 1: Develop personal behaviour that shows care, respect and feeling for others. Encourage children to 'look outwards' and to start taking responsibility for their actions.

Key Stage 2: Further develop the emphasis on personal responsibility and good behaviour, which will be evident in a variety of situations: good manners, attitude, respect and care towards all others.

The school rules of:

- Show good manners at all times
- Follow instructions with thought and care
- Care for everyone and everything

are discussed and disseminated by the School Council at the beginning of each year. In each class, a Class Charter is created at the outset of the year by the whole class and staff, agreed upon and displayed on the wall of the classroom. This is created using the SEAL material. The school Christian values – respect, trust, perseverance, forgiveness, truth and compassion - should be at the heart of the charter and it is the teacher's responsibility to ensure that the values are clearly understood by the children, prominently displayed in the classroom and referred to.

REWARDS

Individual rewards

1. Each child has an individual tracker on which to show individual successes.
2. When the tracker is completed a special certificate is issued in Achievements assembly. Children are also able to choose a treat from the box.
3. Every child is given the necessary 10 golden time points each week to take part in golden time enrichment activities on Friday. Ten points entitles the child to the full 25 minutes of golden time which is run in small mixed year groups by staff. Children are able to select the activity they would like to do every half term.

Whole Class rewards

1. In key stage 1 and 2 classrooms, the class may earn rewards when the whole class has worked or behaved particularly well. This takes the form of a chart which has shapes to colour eg marbles in a jar. When the negotiated number of rewards has been recorded, the class earns a treat afternoon. It is important that EVERY member of the class contributes to earning the rewards.
2. Routines should be physically rehearsed with the children eg moving into groups so that all children understand and have experienced what is the expected standard of behaviour.

Break/lunch time rewards

Break and lunch time supervisors and Super Sixers may give awards for behaviour which reflects the values of the school. A token will be given which is placed into a lottery and one is drawn each week in Achievements assembly entitling the named child to a reward. The form and name of the tokens will be decided by the school council at the outset of the year but must involve the school values. The tokens will be displayed in the reception area to celebrate good behaviour.

Weekly Awards

Each week in Achievements assembly, a pupil of the week from each class will be chosen. Two to four other achievement certificates based on school values and/or academic achievement will also be awarded.

SANCTIONS

Every class has a behaviour display clearly visible to all pupils which shows the Class Charter and rules along with all the children's names on cards on a poster. The theme may vary in each class and be age appropriate. All staff will use this to employ a consistent and clear hierarchy of negative consequences if a child breaks school rules.

The procedure for breaking agreed class rules or showing unacceptable behaviour is:

- Verbal warning
- Step one movement on the chart
- Step two movement on the chart and 5 minutes missed at next break
- Step three movement on the chart and 10 minutes missed at next break
- Issuing of red slip; missing 15 minutes break; report to head/senior teacher where the red slip is noted and parents are contacted to inform them and discuss their child's behaviour.

A golden time point is also lost at every stage of this procedure. Whereas the negative consequences are wiped clear from one day to the next, golden time points once lost can only be restored through sustained good behaviour. Every golden time point equates to 2.5 minutes of golden time. Children who have lost golden time will spend their lost time in the Head's office continuing with class work.

At any point during the school day children being disruptive or poorly behaved, may be moved to a more appropriate place in the classroom or removed to work in another room.

A record will be kept of children missing break. They will be supervised by a member of staff and will either complete work disrupted by their behaviour in class time or undertake another task set by the teacher. Consistent missing of break due to behaviour issues will lead to a meeting with the child's parents.

Serious misbehaviour may mean that warnings are by-passed and the child immediately receives more serious sanctions. Similarly, occasionally overriding factors or circumstances may lead to a

differentiation of sanctions although this is rare as we aim to maintain an effective system that is impersonal in nature so that children understand and accept the importance of school rules for all.

The school does not tolerate bullying of any kind. If an act of bullying or intimidation has taken place, immediate action will be taken to stop any further occurrences of such behaviour.

All members of staff are aware of the regulations regarding the use of force by teachers. Staff would only need to intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions taken must be in line with government guidelines on the restraint of children. Whilst it will be avoided as much as possible, if a child needs to be restrained/removed for their own safety or the safety of other children/staff, Team Teach may be used by qualified staff.

Exclusion of pupils from school

Exclusion is a sanction used by each school within the MAT, only in cases deemed as serious breaches of the School Behaviour Policy. A Fixed Term Exclusion from a school can only be authorised by the Head of School with authority from the CEO. If neither are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available. A Permanent Exclusion can only be authorised by the CEO and must only be done after consultation with the Chair of Directors concerning the intention to impose this sanction, although the final decision rests with the CEO.

Please refer to the Exclusions Policy for more information.

THE ROLE OF PARENTS/CARERS

The school works collaboratively with parents / carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents / carers immediately if we have concerns about their child's welfare or behaviour – this includes if a child receives five red slips in a half term or if there is a pattern of regularly receiving warnings.

We expect parents / carers to:

- be aware that we have school rules (often communicated to parents) and to support them
- co-operate with the school
- support their child's learning
- support the school's decision when applying consequences to deal with any specific incident / issue

If parents / carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head of school, and if still unresolved, the school School Monitoring Councillors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

THE ROLE OF SCHOOL MONITORING COUNCILLORS

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The School Monitoring Councillors support the head of school in carrying out these guidelines. The head of school has the day-to-day authority to implement the school behaviour and discipline policy, but School Monitoring Councillors may give advice to the head of school about particular disciplinary issues. The head of school must take this into account when making decisions about matters of behaviour.

MONITORING AND EVALUATION

Monitoring will be carried out regularly by the head of school and relevant School Monitoring Councillor. Monitoring may be in the form of lesson observations, pupil conferencing, planning and work scrutiny. A timetable of monitoring will be built into the School development plan.

EQUAL OPPORTUNITIES AND SPECIAL NEEDS ISSUES

All pupils, regardless of academic ability, age, gender and ethnic origin will have access to a wide range of appropriate activities to support their understanding of appropriate behaviour.

This policy forms part of our annual school self evaluation process and will therefore be monitored in accordance with the School Development cycle by

- ❖ Head of school
- ❖ SENCo
- ❖ School Monitoring Council

Policy adopted by staff: _____ (/ /)

Policy adopted by School Monitoring Councillors: _____ (/ /)

Date for review: 2020

Signed: _____ (SENCo)

_____ (Head of school)

_____ (School Monitoring Councillor)