

THE MICHAEL SYDDALL C OF E (AIDED) PRIMARY SCHOOL

Learning is the key to the future

Behaviour Management Policy

Considerations in light of COVID-19

Clearly, some adaptations to our behaviour policy are needed during this time. We will continue with the fabric of what we have always had, merits and the traffic lights. However we feel that in the current climate, any threats, deliberate coughing on other children or derogatory comments made by children towards others will be treated incredibly seriously, as they are being in wider society. Parents will be phoned and asked to come in to school immediately.

Rationale

The Governing body, staff and pupils are committed to creating a caring, friendly and safe environment which encourages and reinforces good behaviour and the fostering of positive attitudes and Christian values. This policy sets out the expectations for behaviour at our school and the procedures we have created in order to help us implement these expectations. It also sets out the consequences for misdemeanors should they arise.

Aims

- To promote a positive ethos and climate in the school.
- To create a consistent environment that encourages and reinforces good behaviour.
- To define acceptable standards and the principles of good behaviour. [SEP]
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships. [SEP]
- To ensure that the school's expectations and strategies are widely known and understood. [SEP]
- To encourage the involvement of both home and school in the implementation of this policy.

Role of Staff

All of the adults in school have an important responsibility to model high standards of behaviour, whether dealing with the children or each other. The examples set have an important influence on the children.

As adults, we should aim to:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of others.
- Ensure fair treatment of all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.

- be positively stated, telling the children what to do rather than what not to do. give clear choice and consequence options. [SEP]
- actively encourage everyone involved to take part in their development.
- have a clear rationale, made explicit to all. [SEP]
- be consistently applied and enforced. [SEP]
- promote the idea that every member of the school has responsibilities towards the overall aims of the school. [SEP]

Each individual and situation is different; it is not possible to lay down strict guidelines for every situation and distinction needs to be made between minor and serious incidents. Serious incidents include bullying, deliberate injury or attempted injury, stealing, swearing and truancy.

House/Merit System [SEP]

All children are allocated a House on entry to the school. All children are encouraged to collect merit points. These are counted up at the end of each week and the House with the most points wins the cup for the following week (signified by a display in the hall and ribbons on the cup). Merit points are awarded for any of the following:

- good work (relative to the child's ability) [SEP]
- politeness and good manners [SEP]
- contribution to the lesson [SEP]
- kindness and helpfulness to others [SEP]
- good attitude and behaviour [SEP]
- homework and being organised [SEP]

Children can also be sanctioned by the use of a de-merit. De-merits are used for any of the following, where appropriate.

- rudeness [SEP]
- disobedience [SEP]
- aggressive behaviour
- stealing
- swearing
- persistent lack of organization
- persistent violation of school rules [SEP]

Any House that does not collect any de-merits during a week, receives a bonus of 20 merits during the assembly on Friday. If a child receives 10 de-merits before achieving 50 merits (on the same sheet), their parents/guardians will be asked to attend a meeting to discuss their child's behaviour with the class teacher and a member of the school's Senior Leadership Team. This is considered a serious breach of the school's behaviour policy.

- It must be made clear what changes in behaviour are required to avoid future sanctions. [SEP]
- There should be a clear distinction between minor and major offences.

Possible sanctions include: [SEP]

- Expression of disapproval
- Referral to the Senior Leadership Team
- Comment made in homework/reading diary for parents to see
- Speaking to parents informally to let them know what has happened [SEP]
- De-merit
- Loss of Golden Time
- Individual behaviour charts (usually for children with specific behavioural needs) [SEP]
- Time out, class exclusion [SEP]
- Internal exclusion for set period [SEP]
- Letter to parents / inviting parents into school to meet with the class teacher and headteacher where possible [SEP]
- A letter of apology written by the offender and given to the injured party or persons.
- Extra tasks to fulfil at leisure times and/or for homework [L SEP]
- Missing part or all of play or lunchtime. [SEP]
- Non participation in extra curricular activity. [L SEP]
- Ultimately, exclusion (following LA guidelines) [SEP]

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place in order to meet the needs of the individual pupil. [SEP]

Time to discuss issues with the children is important and may take place during "circle time" or PSHE lessons. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school. [SEP]

Children with Special Educational Needs (SEN) [SEP]

Where children are persistently displaying inappropriate behaviour an individual behaviour plan may be implemented and they may be placed on the SEN register. Following a period of time on this register, it may be felt necessary to seek help from the the Enhanced Mainstream School (EMS) in the particular area of need. They may in turn consult an Educational Psychologist and/or other Support Service following discussion with the SENCO (Special Educational Needs Co-ordinator).

Monitoring / Record Keeping

The recording of serious incidents is important as it can be referred to in the future should

