

# THE MICHAEL SYDDALL C OF E (AIDED) PRIMARY SCHOOL

Learning is the key to the future

## **Behaviour Management Policy**

### 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.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- 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 responsible for dealing with incidents in and around school.

### Role of Parents

The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, it is essential that parents should support the actions of the school. If parents 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 headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the school's Governing Body.

### Role of the Governing Body

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the headteacher and staff in carrying out these guidelines. The governors should follow the normal complaints procedure in cases of complaint.

### Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teachers and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the children involved.

### Rules and Procedures

Praise and reward for good behaviour is the key to creating a positive atmosphere where the children have the opportunity to succeed. Rules and procedures should be designed to make it clear how children can achieve acceptable standards of behaviour. Rules and procedures should:

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

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

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)
- politeness and good manners
- contribution to the lesson
- kindness and helpfulness to others
- good attitude and behaviour
- homework and being organised

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

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

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.

### Traffic Light System (Whole School)

Each class employs a traffic light system to encourage positive behaviour and to sanction poor behaviour.

- At the beginning of each day, all children begin on "green".
- Any child displaying inappropriate behaviour moves to "amber" as a warning. If inappropriate behaviour persists, they move to "red". This signifies that 5 minutes of golden time has been lost which should be recorded in the classroom. This may be adapted for younger children or other individuals as appropriate.
- Where a child continues to demonstrate poor behaviour, they will be asked to leave the classroom to work in the 'wet area' and a member of SLT will be informed. The length of this time is down to class teacher's discretion.
- If further disruptive behaviour occurs, the member of SLT will remove the child to an alternative work space. Work must be provided to be completed. Where a child has to leave the classroom to work, parents will be informed and will be informed as to how the situation occurred and how it was dealt with.

Children may also be moved above the green traffic light to celebrate areas which they may have excelled at or worked hard in. These encompass the school's Christian Values strong learning behaviours and elements of the Primary Edge and include:

- Determination
- Honesty
- Respect
- Passion
- Teamwork
- Self-belief

#### Golden Time (Whole School)

Each class holds a weekly golden time session on Friday. The children are able to choose from a list of activities appropriate to their age, e.g. outdoor play, supervised use of the Internet in the ICT Suite, playground games or free time in the classroom for younger children etc. Those children who are missing periods of their golden time are sent to a member of the school's Senior Leadership Team at the end of Special Time.

#### Sanctions

The approach that is taken encourages pupils to understand that their behaviour can impinge on the rights of others and as a result will have consequences. Regular rule reminders are to be used as an initial non-confrontational approach with disruptive behaviour. The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- There should be a clear distinction between minor and major offences.

Possible sanctions include:

- 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
- De-merit
- Loss of Golden Time
- Individual behaviour charts (usually for children with specific behavioural needs)
- Time out, class exclusion
- Internal exclusion for set period
- Letter to parents / inviting parents into school to meet with the class teacher and headteacher where possible
- 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
- Missing part or all of play or lunchtime.
- Non participation in extra curricular activity.
- Ultimately, exclusion (following LA guidelines)

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.

Time to discuss issues with the children is important and may take place during “circle time” or PSHCE lessons. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school.

#### Children with Special Educational Needs (SEN)

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 the need arise. They provide a record of the event, the parties involved, date, time and any actions following the incident. There is an ‘incident book’ kept in the school office which should be completed by a member of staff involved in dealing with the incident.

A record is kept of the children who have lost ‘Golden Time’ each week. This is so that any patterns can be monitored and action taken to ensure that provision for children is correct as well as support for staff.

#### Accountability

It is the responsibility of the headteacher (with support from the Senior Leadership Team) and the governing body to ensure that the school policy is administered fairly and consistently.

Reviewed – January 2018

To be reviewed – January 2019