



Behaviour Management Policy

October 2017

Overleigh St. Mary's CofE Primary School, a caring centre of learning, where all individuals are inspired and enabled to achieve excellence in every aspect of school life – academic, social, personal, physical and spiritual.

Our school motto of '**Children First**' proudly beats through the heart of our thriving community.

At Overleigh St. Mary's our culture of high expectations in everything that we do ensures educational excellence for all with no child left behind. We strive for and achieve academic excellence with opportunities to develop wider sporting, artistic and social skills. We want our children to have a clear sense of moral purpose and character as well as to be enquiring, reflective and passionate learners. When our children leave us they display honesty, integrity, resilience, perseverance, compassion and self-discipline.

As a church school we nurture spiritual growth and provide an environment where each child can develop and fulfil their potential as a citizen of the future. Through a personalised, relevant and engaging curriculum we develop 21st Century skills ensuring our children embark on life confident of their place within a global society and able to become leaders in it.

INSPIRE. EDUCATE. SUCCEED

Note: To be used in conjunction with

Behaviour and Discipline in Schools-A guide for Headteachers and School Staff

February 2014

Introduction

This document is a description of our current practice and procedures for the promotion of good behaviour and the associated sanctions. The elements which make up this practice reflect the overall philosophy of the school. Behaviour management in the school is revisited annually.

All members of staff are asked to consider the following questions:

- What is behaviour management?
- In light of the excellent behaviour that children exhibit in Overleigh St Mary's, what is it that we all do to promote this culture and what do we do to facilitate exemplary behaviour?

The following document attempts to encapsulate this culture.

“Behaviour management is...a positive response to varied behaviour. It is a system which acknowledges the importance of individual and collective accountability and responsibility. It supports all children to feel safe, secure and valued, promoting self-esteem and mutual understanding.”

We know that the most powerful tool we have for promoting excellent behaviour in the school is the relationships we build with the children. We are consistent, polite, and respectful to the children and this is in turn how we expect to be treated and how we expect children to treat others.

Our School Rules

- R- Respect adults and children
- A-Always do your best
- L- Look after our school and everything in it
- F- Follow instructions first time

Assemblies and group times are used to teach, establish and reinforce these rules in a positive way which is age-appropriate. In EYFS, behavior expectations are taught discretely within PSED and closely linked to RE. New posters are regularly designed by children to decide on new a ‘symbol’ to represent the RALF

Here are principles of behaviour management which we value:

- Children need boundaries which are understood.
- The need to be positive and focus on children’s self-esteem.
- Children have an innate will to please and this develops into self-control and self-regulation.
- Adults and peers promote the golden rules and model good behaviour.
- Praise reinforces good behaviour and is important in order to define boundaries, and improve self-esteem.
- Children are individual and responses to behaviour are therefore unique. Principles may remain constant but different children may be dealt with differently.
- The level of sanction must match the ‘level’ of the misdemeanour.
- Blanket punishments are never appropriate, as they do not acknowledge those children in the group who have behaved well.
- Humiliation de-motivates everyone.
- Promoting empathy is important. If children truly can imagine or understand what it is like to be hurt or offended, they are less likely to hurt or offend others.
- Fairness matters! When an incident occurs, it’s important to take time to find out what happened and why, before acting. Listen to all sides.
- Discourage the act. Encourage the child.

Our system of rewards are graduated as the children progress through the school.

If children follow the rules, they will be rewarded by:

Individual and Immediate Praise

In addition to the regular praise that the children receive in class, children can be sent to other members of staff to be praised for good work at an appropriate time.

In Key Stage 1 and EYFS, children are praised for making good choices, by placing their name upon a star and are given stickers. Some children are also made star of the week or star of the day, depending on the year group.

Team Points

All children are part of a team. Children are put into 5 teams (red, orange, yellow, green, blue) and points are issued throughout the week. Team points can be given by any member of staff and a tally is kept in each classroom. They are totaled every Friday and the winning team is announced and

celebrated in the Celebration Assembly

Star of the Week

Every Friday, a 'Star of the Week' is chosen and announced in the 'Celebration Assembly.' Parents are invited to this assembly in order to share the celebration.

Golden Tickets

In order to promote good behavior at lunch times, Mid-Day assistants award golden tickets to children who display good behavior choices. 6 tickets are drawn in Friday's Celebration Assembly and the winners get to bring a friend to the 'Golden Lunch' during the following week.

Individual Behaviour Systems

Individual behavior Systems may need to be introduced for children with specific needs or targets e.g. reward cards, behavior charts, special reward activities.

Sanctions

We aim to deal calmly with the child or children involved and listen to their views of the problems. We recognise that at times it is appropriate to ignore bad behaviour, whilst rewarding the good, and that diversions can be used to avoid a confrontational situation. However, when sanctions are necessary we follow the steps below in the order given.

In the classroom

- The child is given one warning to give opportunity to correct their behaviour choice.
- If the behaviour persists the child will move their name on the behaviour chart from green to amber. (If the child improves their behaviour choices at this point they can be moved back to the green on the chart.)
- Continual poor behaviour choices will result in the child moving their own name to the red on the chart and a behaviour card being issued. If appropriate, the child will be sent to have a time out session in another class or with a member of the leadership team.
- Extreme behaviour choices, which could include any form of violence, disrespect of resources, bad language, and disrespect of adults/children will result in the child moving straight to red and sent to a member of the leadership team. The consequence of the action will then be decided by whom it has been dealt with. A behaviour card will be issued. Behaviour cards will be stored in the child's well-being log.
- A child remains on amber or red for 1 session (2 sessions in the morning, 1 in the afternoon.) At the end of the session, all children are moved back to green.

On the Playground:

Verbal warning.

- If behaviour persists, move onto amber face for the rest of break
- If behaviour persists, children will be put on 'time out', moved to another place in the playground and move to the red. Member of staff or MDA on duty to inform child's class teacher. The member of staff should complete a behaviour card.
- If behaviour persists, child is sent to a member of the leadership team for further investigation.
- Persistent offenders on 'red' need to be reported to a member of the leadership team.
- Severe clause (as above) – reported to a member of the leadership team.

Playground rules are printed on the walls:

This enables midday assistants and children to refer to them for praise and sanction.

Class MDAs (KS1 and EYFS) collect their children from the playground at the whistle. Middays and

teachers can then exchange information on behaviour, and children can see continuity and consistency.

Government advice in February 2014 states that:

31. Parental consent is not required for detentions

We *do not* impose out of school detentions: after school or at weekends (which the law allows for), however we sometimes impose a lunchtime detention. This, again defined in the advice, may be to complete work that a child refused to complete in lesson time, poor general behaviour, or after a specific incident.

We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, we follow the school's safeguarding policy. We also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. We may, at this point, consider whether a multi-agency assessment is necessary.

Exclusion

We always seek to help a child to improve behaviour.

Where unreasonable behaviour continues, and the child demonstrates persistent and open defiance for school rules, then further steps will be taken to ensure good order. This is so that the school remains a place where all children can learn and stay safe. Children who display violence and aggression, and deliberately set out to hurt others will be subject to exclusion. Initially exclusion would be for one or two sessions/days and would increase as non-compliance escalates. As the situation develops, parents will be kept informed of the next steps in the process and their help sought to change behaviour. The end result would be a permanent exclusion.

Violence towards children or staff members is not tolerated.

“Teach me to behave sincerely and reasonably towards every member of my family and all other human beings, that I may not cause confusion and sorrow to anyone”

The school will not tolerate the behaviour of pupils who are found, after investigation, to have made malicious accusations against school staff, and behaviour sanctions will apply in these cases according to the circumstances.

Behaviour and Conduct of Parents

We would request that parents attend school to air a complaint or concern. They can then follow the complaints procedure if they have any issues with the school rather than air any grievances on social media. Comments on social media sites cause distress to staff/pupils/parents equally and this is an unproductive way to solve problems. The school *cannot* respond to social media complaints and therefore cannot rectify a legitimate issue. We would also never publish a conversation between a parent and a member of school staff and would ask that parents act similarly. Published conversations on social media which contain lies, threats or threaten the school's reputation will be followed up. Staff members will be supported to follow up published material which is harassing or defamatory.

Parents are requested to treat staff with courtesy and respect. Parents who are aggressive will be asked to leave the premises and may be banned from school premises.

We know that the vast majority of children at our school behave well. It works best when school staff and parents work together. This is why we set out a standard of behaviour in the home school agreement. We expect that it should be signed by the parent and the child so that expectations are clear. This policy has been approved by governors and staff, and therefore if after reading the policy, parents don't agree with the contents, and specifically the sanctions contained, they should make an appointment to see the Headteacher.