



New Hartley First School

Behaviour Management Policy

'Happy children aiming high!'

Status:	Statutory
Created/Reviewed	Autumn 2017
Next Review:	Autumn 2019

Rationale

Good behaviour is a necessary condition for effective teaching and learning to take place and is also an important outcome of education which society rightly expects. A school requires generally accepted codes of conduct and rules of procedure by which the school community abides. Staff and pupils live their daily lives in the wider community and are influenced by its standards and values.

The most important of these external influences is that of the parents and the home. Parents and school should work together in encouraging standards of behaviour acceptable to society.

The achievement of high standards will involve praise and rewards, sound relationships between teachers and pupils and stimulating and effective teaching. It will also involve the application of sanctions and punishments.

The purpose of a behaviour policy is to establish guidelines which foster a consistent approach in establishing acceptable codes of behaviour, making the school a pleasant, safe and secure environment in which children can learn both academically and socially.

The school works continuously, both formally and informally, with pupils and parents to ensure this policy is current and relevant. All pupils are consulted at the beginning of each academic year on the rules, rewards and sanctions. These 'rules' are re-visited individually, as a class and reinforced in whole school assemblies.

Expectations

- Staff should take note of all relevant policies posted on Staff Share and parents should take note of and adhere to the 'Home School Agreement' to be signed annually.
- The primary responsibility of staff is to deal with problems of behaviour themselves, whether it be in the classroom or elsewhere
- There should be a consistent application of standards by all staff for all pupils.
- Staff should set, by example, high standards of courtesy, respect, hard work and co-operation in the hope that all these attitudes will flourish more readily amongst the pupils.
- The involvement and co-operation of parents should be actively sought if the seriousness of the incidents make it necessary. The Head Teacher should be made aware of these communications.
- Staff must not accept inappropriate behaviour.
- The refusal of a child to carry out a reasonable request from a member of staff should not be tolerated. A member of the SLT should be informed if there is no resolution to the situation.

In order to maintain high standards of behaviour the agreed 'Routines and Expectations' should be followed by all staff.

Sanctions

It must be emphasised that it is the primary responsibility of staff to deal with behaviour themselves and apply sanctions that they set, control and administer, within the guidelines laid down by the school.

In applying sanctions staff should:

- ensure pupils understand what they have done wrong, why they are being punished, and what they can do to put it right
- ensure pupils have time to reflect on their actions
- ensure that the sanction used is appropriate
- never physically 'handle' a child unless it is to safe guard the child or to ensure the safety of others. Any teacher who is involved in a 'physical' confrontation with a pupil must report it to the Head Teacher immediately
- Children should not be sent out into the corridor or cloakroom

Sanctions for serious offences are the responsibility of the Head Teacher and Designated Deputy and may result in any of the following:

- sending for parents
- monitoring of behaviour via liaison with parents
- referral for outside agency advice/support
- fixed term exclusion
- permanent exclusion

In the event of an emergency which requires immediate action:

- stop the lesson
- send 2 children to the Head Teacher/Designated Deputy indicating that help is required
- wait until the senior colleague/s arrive
- prioritise the safety of all children present

Where a relatively serious incident has occurred or there has been a culmination of incidents the co-operation of parents is crucial. The best practice sees that parents are notified as soon as possible that they are made aware of the relative seriousness of the offence and that they have an early opportunity to discuss the incident and possible courses of action.

Policy Guidelines

Teachers should reduce punishment to a minimum, compatible with the welfare of the children and the school.

Inexperienced teachers may consult senior colleagues when there is some doubt regarding the punishment of children.

For behaviours **not** considered to be of a serious kind, teachers should consider the various alternatives:

- a firm reprimand may be all that is required
- a change of seat
- withdrawal of privileges
- staying in at playtimes
- providing time to reflect
- providing time to talk
- If a child sees that a member of staff is willing to explain the problem without over-reacting they are more likely to respond in a positive way.
- Never make threats that cannot be carried out.
- Avoid escalating incidents unnecessarily and do not 'over-punish' in the first instance.

Referral Procedure

It is important that individual members of staff deal with any matters of indiscipline personally, in the first instance. It is impossible to prescribe precise strategies as situations, children and teachers vary considerably, but with experience, staff will use their professional judgement in dealing with each situation. Children must see that every member of staff is capable of dealing with, at least, the day to day moments of misbehaviour.

When behaviour is of greater concern or there are any issues regarding changed behaviour etc. staff should fill in a 'Behaviour Incident' form. This is then passed to the Head Teacher who decides on the best course of action and follows up the

reported incident/s. These referrals are filed into a 'Behaviour Log'. This log provides evidence of the number of incidents and their nature. This is reported to governors on a termly basis.

Rewards

The balance between rewards and sanctions, in both policy and practice, is important to the school's approach to maintaining high standards of behaviour. Children appear to achieve more, to show increased motivation and to be better behaved when their potential is commended. It is essential to try and focus on positive outcomes.

Praise can be delivered in formal and informal ways, it can be awarded to individuals or groups, it can be earned for the steady maintenance of good standards as well as particularly notable achievements. This needs to be at the heart of our ethos and is reflected in our School Vision – 'As a school we create an environment where children feel safe and exhibit good behaviour, which supports good learning and leads to positive relationships between children and between adults and children.'

Policy Guidelines

Rewards could be given for:

- particular academic success
- improvements in work, attitude and behaviour
- social success
- responsibilities
- honesty, reliability, trustworthiness
- adhering to school/class rules
- any other success that a member of staff feels is justified
- achievements outside of school

Whenever possible, this will be shared with parents either formally or informally.

Currently our reward systems include:

- House points using Class Dojo
- Use of stickers
- Friday Celebration assembly – Nursery am and whole school pm
- Weekly certificates and treat for notable achievements
- Writer of the Week certificates
- Reception and Year 4 buddy system
- Responsibilities around school
- Year 4 sitting on benches for assembly
- Individual class incentives, some of which feed back into house points system

Roles and Responsibilities of all stakeholders including parents and pupils

It is the responsibility of all stakeholders to promote the school vision and ethos.

The **Head Teacher** will be responsible for ensuring that this policy is implemented and be proactive in enabling all staff to adhere to the policy

The **Head Teacher and all Staff** will apply the principles identified above when implementing the whole-school approaches to positive behaviour.

Arrangements for monitoring and evaluation

The governing body will receive termly reports including behaviour data and will monitor the impact of this policy.