



New Hartley First School

Behaviour Management Policy

'Happy children aiming high!'

Status: Statutory

Next Review: Autumn 2021

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 consequences.

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.
- 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. An escalated approach to individual cases is applied relevant to the child/ren's need. This would usually run as CT to Head/SLT.

In order to maintain high standards of behaviour the agreed 'Information and Procedures for staff' (Appendix 1) should be followed by all staff.

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.’

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, what the consequences are, 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 safeguard 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

Policy Guidelines – Phase approaches

As children mature and grow it is necessary that the approaches to managing pupil behaviour change in accordance with this. Whilst there are consistencies such as using house points as rewards – Hartley House Heroes, there also needs to be subtle changes to management of behaviour as children move through each Key Stage. Detailed below are the approaches/strategies used by each phase for the general management of the children.

EYFS (Nursery and Reception)

- Use of positive examples/reminders – eg. can we sit as smartly as...,are we all doing the right thing with our hands?
- Reminder by name
- If unkind to another child – a chat about being kind to their friends
- If unkind again or very unkind in the first instance - time out on the blue floor.
- A more major incident or consistently doing the wrong thing – parents spoken to.

- If still doing the wrong thing – taken to HT/Deputy and parents informed.

Positive rewards would include verbal praise, stickers, house points, tapestry observation with message home, taken to HT to show work, celebration assembly nomination and top table nomination.

KS1 and KS2

Super hero visual – In Y1 and Y2 children have name pegs which begin on the ‘Ready to Learn’ section at the start of each day. A child displaying good behaviour will be rewarded by moving their photo/peg up the chart and gaining a specified reward for themselves. Poor behaviour that disrupts the learning will result in a child’s peg being moved down. The chart below shows the stages with rewards and sanctions applicable.

Superhero	Reward – Personal certificate home to parents
Great Job	Reward – Another sticker and 5 house points
Way to Go	Reward – Sticker
Ready to Learn	All children start here at the beginning of each day.
Warning	After 2/3 verbal reminders of expected behaviour within the session, child will move their photo/peg here as a visual reminder and an opportunity to change their behaviour/attitude. Child may also be moved from their carpet spot to sit alone or if at tables, moved away to another space. A child may move their photo/peg back up the chart if their behaviour improves sufficiently.
Danger Zone	If spoken to again child will move their photo/peg here as a further visual reminder and another opportunity to change their behaviour.
Office	If a child’s behaviour does not improve and further incidents occur they will move their photo/peg here and parents will be informed.

Children can be moved up or down more than one place in exceptional circumstances – such as a particularly good piece of work/answer/behaviour shown, or for extreme behaviour in the classroom, including deliberately hurting another child/adult.

Additional strategy if needed

Secret Student - In addition to the Super hero system, the class can also operate a Secret Student system. Each lesson a child’s name is randomly selected from the lolly stick pot and this child becomes Secret Student. Only the class teacher will know who this is, the children are encouraged to think that it could be anyone of them; therefore they must all aim to be doing the right thing.

At the end of the lesson, if Secret Student has behaved/worked as expected the teacher will reveal who it was and the child then adds a marble to the jar at the front of the room. If Secret Student was not successful, no marble is added and the name of the child is not revealed.

When the jar is full the class will receive a reward. This reward will be voted on in class from a list of suggestions such as extra playtime, a special snack with milk and fruit, DVD time or a dip in the treat box.

Golden Time (KS1 only): Children in both classes have Golden Time for 30 minutes on a Friday afternoon where they are able to choose from a range of activities like Lego, table top games etc. A child may lose 5 minute increments of this time across the week due to poor behaviour and this time cannot be earned back to demonstrate to the child that their actions have consequences.

Children with additional needs

At times, some of our children may need additional support in engaging in appropriate behaviours in school. We recognise the importance of working closely with parents in carrying out consistent strategies of behavioural management. Usually, a Behaviour Plan, will be written up and distributed to everyone coming into regular contact with the pupil at school so that maximum consistency can be achieved. Where at all possible, parents/carers will be kept informed and may

be closely involved at every stage of planning and implementation. All Behaviour Plans are regularly monitored and revised accordingly. Occasionally, outside professionals (e.g. educational psychologist) may be called upon to give advice.

Referral Procedure

It is important that individual members of staff deal with any matters of indiscipline personally, in the first instance. 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 'Concern Form' (available on staff information board). 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.

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.

Procedure is as follows:

- Stage 1: Meeting with parents and set up of a home/school behaviour diary to keep parents informed and parents the opportunity to detail behaviours at home that may also be of concern.
- Stage 2: Behaviour chart relevant to the needs of the child and to be shared with parents
- Stage 3: Behaviour plan put in place with specific targets and distributed to all staff and parents.

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.