

Benfieldside Primary School

Behaviour Management Policy & Guidelines 2016

Introduction

The Governors and Staff at Benfieldside Primary School recognise the importance of a positive approach to the behaviour of children in school.

Rationale

The school wishes to create a welcoming, secure and caring environment in which all pupils and staff have the opportunity to succeed and to learn. By recognising individual needs and qualities, we aim to promote and develop mutual respect, self-discipline and the highest possible standards of academic achievement. We believe that in order for children to feel supported and cared for, our approach to behaviour should be positive and consistently applied. Only by providing a recognised and structured system of behaviour management will we provide an environment where effective teaching and learning can take place.

Aims

The Behaviour Management policy aims to:

- Develop self-discipline and respect
- Create conditions for an orderly community in which effective teaching and learning can take place
- Promote in pupils and staff, respect for themselves, each other and the school environment – within a moral, spiritual and cultural context
- Develop virtues of honesty, fairness and good manners
- Develop a sense of belonging in pupils, fostering a positive self image and high self esteem
- Listen with care and value the views of others
- Provide positive support for victims and wrongdoers alike
- Recognise formally and informally the successes and commendable behaviour of pupils wherever and whenever possible

Behaviour Strategies

The Curriculum

An effective, well planned, appropriately differentiated and assessed curriculum, stimulates, engages and motivates pupils.

The development of respect for others is promoted within the moral, spiritual and cultural context of the curriculum. The school's acts of worship and assemblies provide

opportunities for the discussion of the religious aspects of moral codes of conduct and for the public sharing of successes and good behaviour.

The use of 'circle time' and SEAL activities can be used as a planned classroom activity or as a separate small group activity to reinforce the need for rules and help develop self-esteem and thoughtful, caring attitudes amongst pupils.

Other Opportunities

The Headteacher further backs up the expectations for behaviour through SEAL assemblies or other whole school stories and discussions.

Pupils in classrooms are involved in drawing up their own set of classroom rules through discussion. (age appropriate)

Pupils on the school council discuss rules for meetings and general school and playtime behaviour. The council places great emphasis on providing positive experiences and opportunities for Lunch and playtimes.

The Role of the Teacher

As in so many aspects of school life, the role of the teacher in setting high standards of behaviour and care, is crucial. Teachers need to demonstrate high expectations of achievement and behaviour and to be positive in their responses to such achievements. High standards of behaviour will occur where teachers:

- Are positive, constructive and specific about what is expected
- Plan differentiate and assess work consistently for all pupils
- Celebrate the work of pupils in a variety of ways including display
- Supervise the children's entry to the school and are in classrooms on time and ready to greet children and commence lessons
- Supervise the movement of pupils around the building at key times such as break-times.
- Teachers in KS1 supervise pupils getting ready to leave school and see them out to parents.
- Teachers in KS2 take pupils out to the school gates to meet parents.
- Speak and listen to children with respect and deal with unwanted behaviour calmly and quickly – giving rewards and sanctions consistently and fairly
- Have classroom management systems which expect children to take care and responsibility for equipment and belongings
- Use circle time, where appropriate, to raise self-esteem and reinforce school rules

The Role of the Lunchtime Supervisor

The school employs 6 S.A.'s. All have clear job descriptions, guidelines and training on behaviour management. Stickers can be used for rewards in conjunction with the Headteacher. Any incidents, which may lead to confrontation, are referred to the Head or Deputy Head. S.A.'s are expected to give and receive the same respect as teaching staff. They are encouraged to play a variety of games with children, when possible, during the lunchtime break.

Minor incidents may result in pupils standing out of the playground activities for short periods of time.

The Headteacher is always on duty if in school and the DHT patrols for the second half of lunch.

School Rules – Rationale

The school rules exist to ensure the safety and welfare of pupils and staff. Staff and pupils have drawn them up.

They incorporate the set of values that staff and pupils feel are important:

- Respect, care and concern for self, others and the environment
- Honesty, fairness, politeness and commitment

They specify what will not be tolerated at the school:

- Bullying – the exercise of power or dominance of one over another, being pre-meditated and forming a pattern of behaviour rather than an isolated incident.
- Verbal or physical aggression
- Swearing
- Theft or vandalism

Briefly the underlying theme to the rules is 'Respect yourself, others and your school.'

School Rules – List

Care for Yourself

- Come to school on time and appropriately dressed
- Remember to bring the things you need
- Do not bring: jewellery, sweets, chewing gum or
- Listen carefully to the teacher
- Always do what you are asked by adults in school

- Concentrate in class and work to the best of your abilities
- Tell the truth
- Tell someone if you are concerned about something or being bullied

Care for Others

- Be gentle with others, be helpful and kind
- Consider other people's feelings
- Say positive things about others, no teasing, rudeness or swear words
- Don't let arguments turn into fights
- Always walk when in school
- Tolerate the differences in people
- Do not throw objects as this may cause injury

Care for Your School

- Use school equipment properly
- Do not take anything that does not belong to you
- Keep every where you work and your tray clean and tidy
- Use cloakrooms and toilets properly, use bins and pegs
- Be where you should be at play times – not in school, or on walls or fences

Incentives & Rewards

The incentive and reward system is designed to recognise and promote all forms of social and academic achievement and to report these to the children as 'Good News' in Friday's 'Good News' assembly.

Everyone has access to the system, teachers, support staff, students, parent helpers, lunchtime supervisors and pupils themselves, through the Buddy system or Prefects's recommendation.

Verbal praise, smiles, showing work to others and reporting good deeds, are routine ways for teachers to recognise desirable working practices and behaviour. Children may be sent to another teacher, Deputy Headteacher or the Headteacher to receive recognition for their work and behaviour. They may be given special responsibilities or privileges.

Raffel Tickets

Raffel Tickets will be given in each class for good work, good behaviour, Completing tasks. Raffel tickets will the children's names on and added to box for a prize draw at the

end of each half term. Children will be able to choose their prize/gift. Each half termly winners will be announced in the half termly news letter.

Certificates

Will be awarded in the whole school 'Good News' assembly for pupils achieving levels in both Symphony Maths and Lexia programs.

Special Head Teacher Certificates for exceptional work.

Lunchtime Supervisor's Smiley Faces

Each supervisor can award smiley faces for politeness, good manners, helpfulness and the like. The kitchen staff also award certificates for 'Politeness' and these are awarded during 'Good News' assemblies.

Headteacher Awards

Each week, each teacher chooses one or more children to be awarded a Headteacher's Award during 'Good News' assembly. These awards are made for exemplary work or behaviour. The children receiving the awards will be asked to stand in front of the assembly to receive a shiny sticker.

Sanctions

A range of sanctions is used where children fail to respond to the reward system and fail to meet the school's expectations. The system aims to be fair, clear and defined for pupils, with explanations given whenever sanctions are applied.

The sanction will depend upon the type of behaviour, and whether others or school property were involved and whether there is a pattern of behaviour involved.

Children will be first dealt with by Class Teachers.

Then Key Stage Leaders.

Then Deputy Headteacher

Finally Head Teacher.

Caring for Yourself

Breach of these rules will usually result in verbal reprimand, reminders of expectations, requests for explanations and then, if behaviour continues, separation from other children for short periods of time, taking work home to be finished or loss of privileges. Where behaviour continues the Deputy Headteacher or Headteacher should be informed and the parents contacted.

Caring for Others

Breach of these rules involves behaviour ranging from carelessness to cruelty (verbal or physical). Fighting, racism, sexism, bullying. This is usually a more serious matter and if it occurs again after verbal reprimands, a senior member of staff should be asked to intervene. Both victim and accused will be listened to and counselled if required.

Sanctions may include letters of apology, loss of break-times (sitting outside office, time out beside the wall, staying with the member of staff on duty) ***These sanctions must be short periods of 'time out' only.*** After constant re-offending, children may be given a 'Behaviour Book' where staff will record positive behaviour and progress can be monitored closely.

Caring for the Environment

Breach of these rules may endanger the health and safety of the child or other children and may lead to the damage of property.

If a child is responsible for making a mess they will be expected to clear it up

Behaviour outside of school

Most pupils at our school are met by parents and so become their responsibility at the end of the school day. Pupils not met by parents, who misbehave whilst in the immediate site of the school and it's boundaries are subject to the school behaviour policy.

Exclusion

If behaviour is not checked by use of the behaviour system, or an incident occurs where there is non-accidental injury to a child or adult, exclusion may be the result. The Headteacher has the authority to exclude pupils for a fixed term, or permanently if circumstances dictate. Durham County Council's procedures for exclusions are followed and parents have rights of appeal. Full details of these procedures are available for parents on request from the Headteacher, and are given to parents in the event of an exclusion.

During the first 5 days of an exclusion, work will be provided by the school. The parents of the excluded child must ensure that their child is not found in a public place during normal school hours. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

The school endeavours not to exclude pupils but where there is a need for a more prolonged exclusion, on the 6th Day Pupils are to be tutored at the Phoenix centre (Moorside). The School will provide a member of staff and appropriate work.

Whole class punishments are not deemed acceptable as they punish non-offenders and are counter-productive.

Corporal punishment will not be used under any circumstances. There is a separate policy for Physical Intervention for instances where a child is likely to cause injury to themselves or others.

EXCLUSION

For pupils that have been excluded for more than 2 periods in a term the Governing Body may decide to offer the parent a contract that will be signed by all parties to provide support to both the parents and the pupil to improve the pupil's behaviour.

Special Educational Needs

There may be children for whom, for a variety of reasons, the behaviour system strategies are ineffective. For them access to the curriculum is hindered and additional strategies may be needed to help them.

If the class teacher has concerns about a child's behaviour the parent/carer will be invited into school to discuss ways in which school can support their child's needs. The child will be placed on the 'Short Note' register.

Quality First Teach - Teacher may adopt different techniques, or need to separate the child from others or provide alternative activities. The support of Special Needs staff in school may be sought. Younger pupils may need to be integrated into school over a longer period, reduced hours may assist the pupil in becoming more settled in school routines.

SEN Support - Help from outside agencies such as the educational psychologist or behavioural support services may be sought.

Awaiting EHCP - A referral may be made to have the child assessed leading to a EHCP being issued.

Statement/EHCP- If such a statement or plan is issued the school will make provision for the child's needs to be met. As parents will have been involved from the outset they may be requested to be a part of a behavioural modification programme and / or make visits to the school to assist in their child's progress.

The I.E.P., SEN Support Plan or Individual Behaviour Plan associated with an individual child may make suggestions for dealing with that child's particular problems in a consistent manner.

The Role of the Parents

The rewards and sanction system is designed to involve parents and pupils as fully as possible. Pupils are asked to help draw up lists of classroom rules and suggested sanctions for unacceptable behaviour.

The 'Home / School Contract' encourages parents to be supportive of the school. When required, parents will be asked to come into school to work with us on improving their child's behaviour.

Monitoring & Reviewing

Each teacher is expected to carry out the school policy and an evaluation of its effectiveness will be undertaken at one staff meeting biannually. Key Stage Coordinators have a role in monitoring the use of the rewards and sanctions explained in this policy. The policy will be reviewed in the light of parental, staff and pupil responses.

Equal Opportunities

During the implementation of this policy it is essential that ALL children are treated equally and fairly and that consideration is given to each child's situation and needs. (See Equal Opportunities Policy)

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