



BEHAVIOUR MANAGEMENT

This policy is written after close consideration of the DfE publication 'Behaviour and Discipline in Schools', January 2016.

We are aware that we share responsibility with parents for the children in our care and make every effort to provide the care which any responsible parent would be expected to make. We seek to create an atmosphere of co-operation and mutual respect, regardless of age, sex, sexual orientation, race, colour, nationality, ethnic or national origins, disability, religion or belief, sexual orientation or marital/civil partnership status or gender reassignment.

Therefore, children are encouraged to be aware of the needs of others from the early years where children agree rules of behaviour within their classroom. There are rules for general behaviour around the school. Children are made aware of these and of the sanctions that may occur if they are not followed. We have found that positive reinforcement and the reward of good behaviour is the key to good discipline.

If necessary, parents of children are contacted and discussions are held in order that the home and school can work together to enable the child's behaviour to improve.

Misbehaviour is dealt with seriously and may include the withdrawal of privileges. We encourage independence and self-discipline with the aim that our children will be able to work together responsibly.

It is important that we recognise good behaviour and use it as a positive example to the children. It is vital therefore that we have a system in place which rewards desirable behaviour and excellent attitudes.

Headteacher Statement

The Headteacher has determined that all measures regarding behaviour in school are taken with a view to:-

- a) Promoting, among pupils, self-discipline and proper regard for authority,
- b) Encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- c) Securing that the standard of behaviour of pupils is acceptable
- d) Securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- e) Otherwise regulating the conduct of pupils

The Headteacher in determining such measures, is

- a) acting in accordance with the current statement made by the governing body under section 88(2)(a), and
- b) has regard to any notification or guidance given to him under section 88(2)(b)

BEHAVIOUR MANAGEMENT POLICY

Whole school golden rules

- ❖ **R**espect children and adults
- ❖ **A**lways do your best
- ❖ **L**ook after the school and everything in it
- ❖ **F**ollow instructions straight away

In order to encourage positive behaviour we will include all of the following strategies within the classroom:

Display the whole school golden rules [RALF above] in the classroom and around all areas.

Teach children about the agreed code of conduct to ensure that these rules are adhered to.

Develop, if appropriate, additional age appropriate class rules which support these whole school rules.

Foundation Stage and Key Stage 1

Rewards

Individuals: *stickers*

Children collect stickers and can put them onto their own chart. Once they have completed their chart this can go home to parents.

Children are sent to other colleagues including the head teacher for positive behaviour or impressive work. Stickers are then awarded by the colleague.

Send home personally written praise postcards.

Class: *items*

Children collect items related to topic [eg. spiders if learning about mini-beasts; gold coins if learning about pirates, etc.] and once the class chart is completed a class reward is earned. Children are able to vote for their half-termly reward.

Sanctions

Step 1: Verbal reminder about making the right choices in relation to the golden rules / class rules.

Step 2: Write child's name in warning triangle book with a warning triangle next to it.
Move child away from group to calm down.
Child completes a 'Think Sheet' during time-out with an adult at play/lunch time.

Step 3: For serious incidents, class teachers need to make a written record and speak to the senior teacher / Mr. Thapar. Child may also need to be spoken to by the senior teacher / Mr. Thapar. The class teacher will speak to the parent as soon as possible

Step 4: For 'continual' issues a method of behaviour management will be agreed between school and home [eg. a behaviour card] and its success monitored daily by the class teacher.

Key Stage 2

Rewards

Individuals: *stickers*

Children are sent to other colleagues including the head teacher for positive behaviour or impressive work. Stickers are then awarded by the colleague.

Class: *team / merit points*

Children are put into four teams and collect team points earned for eg. good behaviour, producing very good work, exceeding academic expectations (reading / homework etc.), notable adherence to the school's golden rules etc.

The winning team in each class will be celebrated each week in celebration assembly

At the end of a half term the teams in each class count up their weekly victories and the team with the most are able to choose the half-termly reward for the whole class.

Sanctions

If a child chooses to display negative behaviours:-

Step 1: Informal reminder about making the right choices in relation to golden rules [RALF] and a reminder of the sanctions (see below)

Step 2: ▲ Warning issued first triangle put in warning triangle book, child moved away from group

Step 3: ▲ ▲ Second warning, additional triangle added to book, child loses a privilege (eg. playtime)

Step 4: ▲ ▲ ▲ Third warning, child puts third triangle in the book and is sent to Mr. Thapar. Standard letter is issued to parents requesting a meeting.

Where a teacher deems the breach of the whole school golden rules [eg. fighting; defiance etc] to be significant then the matter may instantly be referred to the Senior Teacher / Mr. Thapar.

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