

## **Behaviour Management Policy**



### **Introduction**

We believe that good behaviour is an essential part of a caring, safe and secure environment. We want children to behave well because it enhances educational and social opportunities and ensures that our school environment remains calm, happy and hardworking. We are committed to providing a learning environment where teachers can teach and children can learn. We have systems in place for rewarding good behaviour and a range of sanctions for dealing with unacceptable behaviour. It is through teamwork, and the commitment of all staff which will ensure the strength and effectiveness of this policy. Working in partnership with all parents/carers is essential for success.

The school and every class have mission statements and rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community, to allow everyone to work together in an effective and considerate way. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Webster Stratton Classroom Management (WSCM) strategies are embedded throughout school life and they form the foundation of our positive behaviour management approach.

### **Positive School Discipline**

ALL CHILDREN RESPOND TO PRAISE. Praise is the most important part of the school policy. The establishment of a praise ethos draws attention to and reinforces appropriate behaviour. Praise should be in the form of positive statements which focus on good behaviour in order for it to be modelled for other children. It is especially important to reinforce a child's good behaviour after a period of less than good behaviour. Praise should be frequent and appropriate to the children's age and needs. Staff should always make many more positive than negative statements about behaviour. Staff praise children, children praise children, children praise staff, staff praise staff.

### **Aims**

- § To establish a positive learning environment in school where all pupils are free to learn without interruption and where everyone is clear about the accepted boundaries of behaviour.
- § To encourage pupils to co-operate with each other and with adults.
- § To encourage consistency.
- § To create an atmosphere of trust, caring and mutual respect for all – children, staff and visitors.
- § To develop and enhance pupils self esteem and make their experience at school a positive one.
- § To minimise or prevent the occurrence of confrontation between pupils and between pupils and adults.
- § To teach appropriate behaviour and a range of strategies to help them avoid conflict and for children to choose this way of behaving.
- § To agree a code of behaviour with the school, parents/carers and children.

### **School Rules**

At Blenheim Primary School we follow THUD

- § **T**alk quietly and walk quietly

- § **H**ands and feet to yourself
- § **U**se kind words
- § **D**o as you are asked first time

It is essential that the children understand why these rules are important.

### **General School Strategies**

- § The movement of children around the school to be supervised at all times.
- § A purposeful working atmosphere is expected from all classes during the school day.
- § Common good manners – please, thank-you, excuse me, and addressing adults and peers by name are to be promoted by all in the school.
- § A member of staff will supervise children in school during break and lunch periods.
- § Parents will be informed of good behaviour, or improvements in behaviour, either verbally, by certificate or letter.

### **Classroom Management Strategies**

- § Much use of verbal and non-verbal praise
- § Use of whole class reward chart
- § Teaching appropriate behaviour, e.g. through modelling, drama, circle time
- § Being clear and consistent about our expectations and organisation
- § Planned ignoring of minor incidents and using praise to offset the situation
- § Golden time system whereby children receive up to 30 minutes of Golden Time for good behaviour throughout the week
- § Presentation of learning tasks and curriculum content in a clear and stimulating manner, maintaining pupils interest and motivation
- § Star of the day
- § Stickers, used as appropriate

### **Reward/Sanction System** (For individual good behaviour)

We praise and reward children for making correct choices:-

- Positive behaviour and effort is recorded in the little book of stars in every class. These comments, which we try to link with the weekly SEAL ethos statement, are shared in the weekly celebration assembly.
- Each week the teacher nominates two children from each class to be the star of the week for their good work or behaviour. The stars their photograph taken and displayed.
- All classes have an opportunity to lead a class assembly where they are able to show examples of their best work. Parents / carers are invited to share their success.
- Investors in Pupils class and individual rewards are agreed at the beginning of each term for each class. Class rewards can include extra playtime, visit to the park, DVD etc.
- Positive reinforcement and specific labelled praise is used across school by all staff. Webster Stratton strategies are used effectively to encourage our positive ethos. “Show me 5” is a strategy used by all staff to gain attention and encourage active listening skills.
- Teachers make positive telephone calls; send notes and texts home to praise children’s efforts.
- Team points are used as rewards and winning class and team are announced in the Star assembly on Friday.

### **Sanctions:**

Everyone has a right to come to school and be SAFE, to be able to LEARN and to show RESPECT. The school employs a number of sanctions to ensure a safe and positive learning and playing environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions throughout the school day, from every staff member. This includes breaks and lunchtimes.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task or to stay behind in class for a few minutes at playtime to finish a task off.
- If any child chooses not to follow instructions they will be given one warning. If they repeat this negative behaviour they are shown a yellow card, repeated offence will result in minutes of Golden time lost. If behaviour continues this results in a red card and sent to time out for five minutes. The WS discipline hierarchy is used so that children have lots of chances and learning trials in between warnings, where staff need to try many other WSCM strategies to distract, re-direct and coach children to make the correct choices.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part. A child may need to be positively handled out of a classroom (Team Teach trained adults only). If this is not possible and the classroom is not safe then the class must be removed to safety. ALWAYS request help from HT, SLT in such a situation. Any positive handling must be recorded on the appropriate form.
- Individual Behaviour Plans ( IBP's) are devised to help a child with specific behaviour difficulties. They are tailored using the WSCM approach, in consultation with the Senco and they must always be shared with adults from home and all relevant staff members, so that consistency is achieved.

### **Lunchtime Rewards and Sanctions**

Team points and stickers and praise are used liberally at lunchtime. Children who misbehave will be sent into the hall for thinking time. The tariff of sanctions is: messing around in toilets = 5 minutes; playing in no-go areas = 5 minutes; impoliteness/bad language = 10 minutes; not doing as an adult says straight away = from 15 minutes; threatening or aggressive behaviour = all playtime. The offender will be given a blue slip which will be sent home. This has to be returned to school the next day signed by a parent/carer. If they get three blue slips in one half term then a pink slip will be sent home to ask the parents to come into school to discuss their child's behaviour. If they receive two pink slips in a half term then they will be excluded at lunchtime for one week.

### **Zero Tolerance**

Certain behaviours will not be tolerated at all and will result in fixed term exclusion. If this happens parents/carers will be contacted as soon as possible.

**Racism and Bullying including homophobic bullying will not be tolerated but there are separate policies that deal effectively with these issues.**

*June 2015*