



# East Stanley School



## Behaviour Management Policy 2017



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## Behaviour Management Policy

### 1 - Introduction

Positive behaviour and attitude enable children to make the most of school experiences and aid success in learning. In the context of a school, we would define positive behaviour as conduct that assists the school to fulfil its function which is to develop, as fully as possible, the abilities and social skills of all its children and to promote feelings of happiness and security for all.

### 2 - Aims and Objectives

#### We aim to:

- Provide a calm, safe environment in which all children can achieve their very best
- Raise children's self-esteem and help them to have confidence in themselves
- Recognise that each child is an individual with his/her own needs
- Help children to become aware of the needs of others
- Promote respectful and thoughtful behaviour between all members of the school community
- Promote independent self-discipline in our children and encourage them to accept responsibility for their own behaviour
- Teach children the skills and attitudes needed to achieve and maintain positive behaviour
- Encourage everyone to contribute to our behaviour management policy
- Develop an understanding of the important role everyone has to play in the smooth running of the school
- Employ a consistent approach to behaviour throughout the school
- Involve parents in the good behaviour of their children and encourage them to support our behaviour management policy
- Develop an understanding of the importance of rules in our lives and why they need adhering to
- Positively involve children, staff and parents in a common purpose and direction

### 3 - The School's Approach

In the belief that our school should be a happy, secure place for all, we pursue a positive approach to good behaviour, encouraging children to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others.

Intrinsic to this approach is the additional belief that parents, children and staff are all involved in a home/school partnership.

#### The curriculum and learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities.

Marking and record keeping can be used as both a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.



## **Classroom management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

- Classrooms should be organised to develop independence and personal initiative
- Furniture should be arranged to provide an environment conducive to on-task behaviour
- Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption
- Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment
- Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others
- Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

## **Rules**

At the beginning of each year, classes negotiate a class set of rules. This relates to our PSHCE policy and is part of Theme 1 - New Beginnings in the SEAL strategy. The children, with the help of their teacher, decide on positive ground rules that they believe will make for a happy, hardworking environment in their classroom. Once the set of rules have been agreed, they are displayed in the classroom as a reminder and the children are expected to abide by them. If a child breaks one of the rules, they are reminded of the part they played in its creation and the commitment they made to it.

There is a general set of school rules for the whole school community, devised to demonstrate our high expectations of the children. They are very clear and concise, setting out the boundaries of right and wrong. The rules are displayed prominently in the school.

### **East Stanley School Rules**

1. We listen to and follow instructions given by adults.
2. We work hard and do not waste time.
3. We do not hurt anyone with words or actions.
4. We speak politely to all children and adults - no teasing, swearing or answering back.
5. We play safe games and do not hurt others.
6. We walk sensibly about the school.
7. We look after our school and everything in it - we do not damage anything.

## **4 - Roles and Responsibilities**

### **Role of Governors**

The legal responsibility for the discipline of the school lies with the governors who have delegated the day to day management to the Headteacher.



## **Role of the Head Teacher**

It is the responsibility of the Headteacher

- to implement the school behaviour policy consistently throughout the school
- to report to *Governors* when requested, on the effectiveness of the policy.
- to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by setting the standards of behaviour and in the implementation of the policy.

## **Role of Staff**

Class teachers have day-to-day responsibility for the behaviour of the children in their classes. A caring classroom atmosphere helps to reinforce good behaviour and teachers themselves are expected to be good role models for the children in their classes. Teaching staff share the responsibility for the sensible behaviour of the children in and around the school.

The lunchtime supervisors are responsible for the behaviour of the children over lunchtime and they follow the guidelines of *East Stanley School Behaviour Management Policy*.

## **Role of the Parents/Carers**

A Home-School Agreement will be provided for all incoming children on their arrival at the school and both parents/carers and children are encouraged to read it and sign to declare that they agree to it. We encourage parents/carers to be aware of the school rules and expectations and to support the implementation of this behaviour policy. We look to our parents/carers to make their children aware of appropriate behaviour in all situations and to encourage in them independence and self-discipline. Above all we regard it as the responsibility of the parents/carers to foster good relations with the school and to show an interest in what their child does here. A copy of the policy is available on the school website.

## **Role of the Children**

Children are expected to follow the rules in the school and classroom and show respect for the rights and needs of everybody in the school community, both adult and child.

Good behaviour, politeness and good manners are insisted upon, especially when dealing with teaching staff; all support staff and other adults who may be in the school.

## **5 - Encouraging and Rewarding Good Behaviour at East Stanley School**

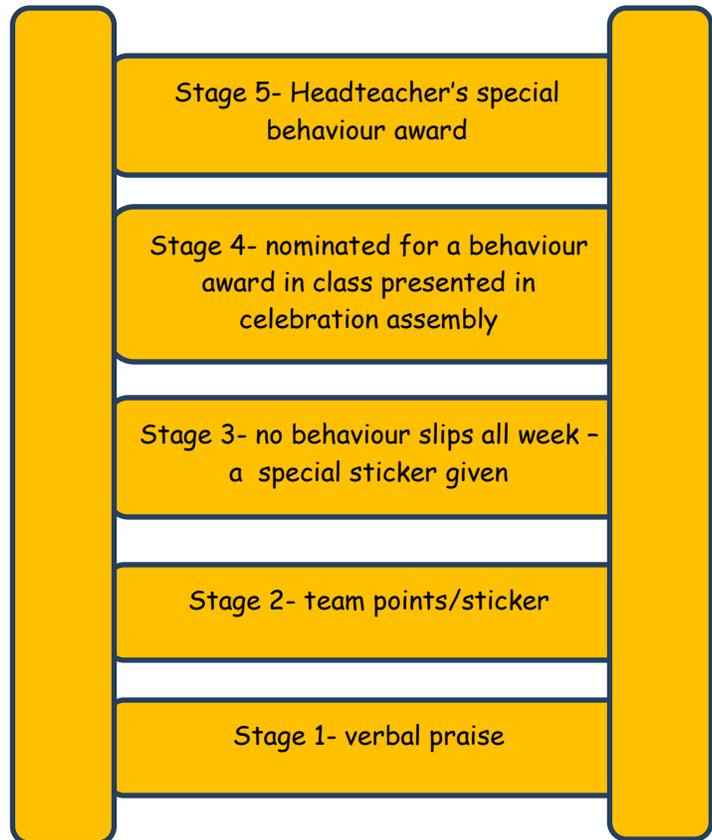
The vast majority of our children consistently make the right behaviour choices and always follow the rules. An important aspect of our behaviour management system is the praise and reward of these children, therefore reinforcing positive behaviour and 'making the right choice'. Reward and praise are built into the system we have here at East Stanley School, as it is important that children feel they are recognised for good behaviour.

## The Praise Ladder



### Praise Ladder

We aim to reinforce positive behaviour in the steps outlined opposite.



## Team Point System

Team points are awarded at the discretion of the member of staff. A general rule to ensure a consistent approach:

- 1 Team Point is awarded for *GOOD* work/behaviour
- 3 Team Points are awarded for *VERY GOOD* work/behaviour
- 5 Team Points are awarded for *OUTSTANDING* work/behaviour

If a child receives 5 Team Points for good work or behaviour, they will also be sent to the Headteacher/other appropriate members of staff for additional praise/reward.

- A record is kept of the number of Team Points children receive
- Year 6 Team Captains collect the number of points awarded to their team each week - the overall winning team is announced in the weekly celebration assembly.
- A running total of Team Points collected for each team is displayed and at the end of a term the team with most points is awarded a prize/reward.

## Individual Team Point awards

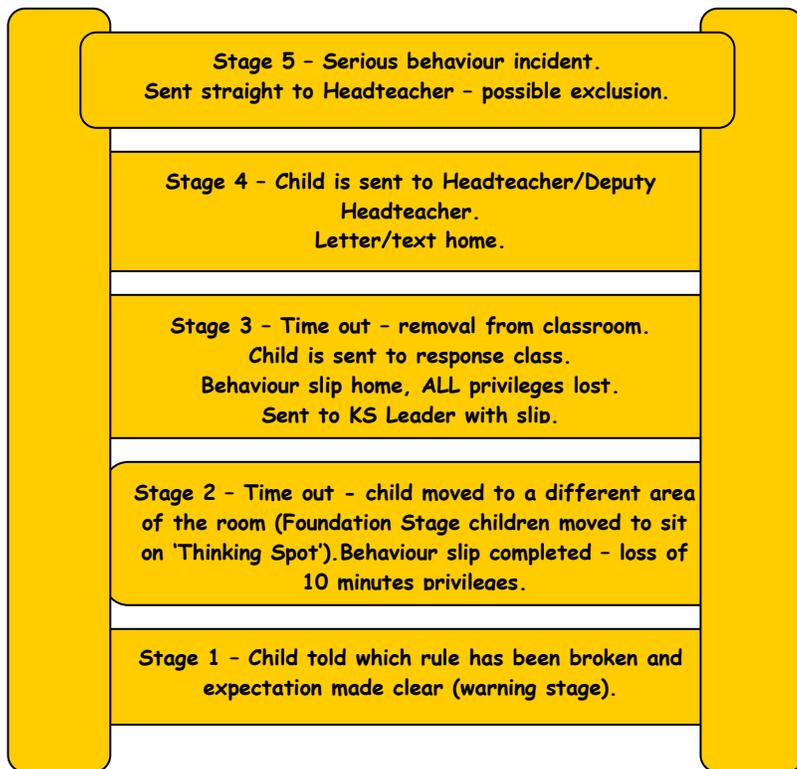
- ☆ 100 Team Points - bronze certificate
- ☆ 250 Team Points - silver certificate
- ☆ 500 Team Points - gold certificate

Most children respond well to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary their behaviour.



## 6 - Behaviour Modification at East Stanley School

Sadly, there are times when children do break the rules. Children need to discover where the boundaries of acceptable behaviour lie, as this is part of growing up. Incidents are dealt with by the class teacher wherever possible. Sanctions at East Stanley School are outlined below following the Consequence Ladder.



### Consequence Ladder

- Most children modify their behaviour after Stage 1 - the warning stage.
- Privileges include playtimes, Golden Time (Key Stage 2) and other special events.
- Behaviour slips are sent home whenever we feel parents should be informed about their child's behaviour. The attached slip **MUST** be signed and returned. Please support us by discussing the inappropriate behaviour with your child.
- Behaviour slips will be monitored and if inappropriate behaviour continues, parents will be invited into school to arrange a special behaviour contract or plan for their child (Stages 3 and 4).
- Stage 5 - possible exclusion. In certain circumstances it may be necessary to exclude a child. This is always a last resort and each situation is dealt with on an individual basis, being thoroughly investigated before the decision to exclude is made, with a number of factors being taken into consideration.

### Steps of the consequence ladder

1. Verbal warning - child reminded which rule has been broken and expectations made clear.
2. Time out - in a different area of the room, resulting in a behaviour slip (kept in school) and loss of privilege. Loss of one playtime.
3. Time out - child can be sent to response class or time out in class, resulting in a behaviour slip home (a copy will be kept in school) and loss of more privileges - KS1 - playtime and some lunchtime, KS2 - loss of all playtime and lunchtime.

### Response Teachers

- Reception child to Year 6 class - Year 6 child to Reception class
- Year 1 child to Year 5 class - Year 5 child to Year 1 class
- Year 2 child to Year 4 class - Year 4 child to Year 2 class
- Year 3 child to Year 6 class

4. Child is sent to HT/DHT- parents receive a phone call home and child instantly loses all privileges including reward afternoon.
5. Serious behaviour - straight to HT (or DHT) - parents called in - possible exclusion. This is any action classed as High Level.

### Behaviour Slips

The Behaviour Slip is shown below. Inappropriate behaviour is categorised into 3 levels:

- Low level behaviour - highlighted in green - Stages 1 and 2 on the Consequence Ladder



- Medium level behaviour - highlighted in orange - Stage 3 on the Consequence Ladder
- High level behaviour - highlighted in red - Stages 4 and 5 on the Consequence Ladder

### East Stanley School

#### Behaviour Referral

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Time: \_\_\_\_\_ Staff: \_\_\_\_\_ Date: \_\_\_\_\_

Stage 2                       Stage 3                       Stage 4

<p>fiddling/distracting <input type="checkbox"/></p> <p>not listening/talking <input type="checkbox"/></p> <p>inappropriate noises <input type="checkbox"/></p> <p>rough play <input type="checkbox"/></p>	<p>interrupting/shouting out <input type="checkbox"/></p> <p>not lining up properly <input type="checkbox"/></p> <p>not following instructions <input type="checkbox"/></p> <p>Other: _____</p>
<p>swearing <input type="checkbox"/></p> <p>throwing objects deliberately <input type="checkbox"/></p> <p>leaving class without permission <input type="checkbox"/></p> <p>refusing consequences <input type="checkbox"/></p> <p>bullying <input type="checkbox"/></p> <p>verbal abuse <input type="checkbox"/></p>	<p>refusing work <input type="checkbox"/></p> <p>damage to property <input type="checkbox"/></p> <p>answering back/disrespect <input type="checkbox"/></p> <p>Other: _____</p> <p>racist behaviour <input type="checkbox"/></p> <p>Other: _____</p>
<p>telling lies <input type="checkbox"/></p> <p>physical aggression <input type="checkbox"/></p>	

**Consequences**

time out in class                      sent to response class                      sent to DHT/HT

Other consequence: \_\_\_\_\_

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**Parent / Carer - to complete**

I have seen the behaviour referral slip for my child \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Please detach this section and return to school as soon as possible

Each behaviour slip given will mean points will be given. 3 or more points will mean child will miss reward afternoon.

- Stage 2 = 1 point
- Stage 3 = 2 points

#### Build up of Behaviour Slips

- Low level behaviour slips will be reviewed on a regular basis in order to determine if further action is required i.e. parent meeting, behaviour tracker, referral to Behaviour Support.



### Medium level behaviour slips

- Will be monitored as they arise to identify any patterns and to determine further action.

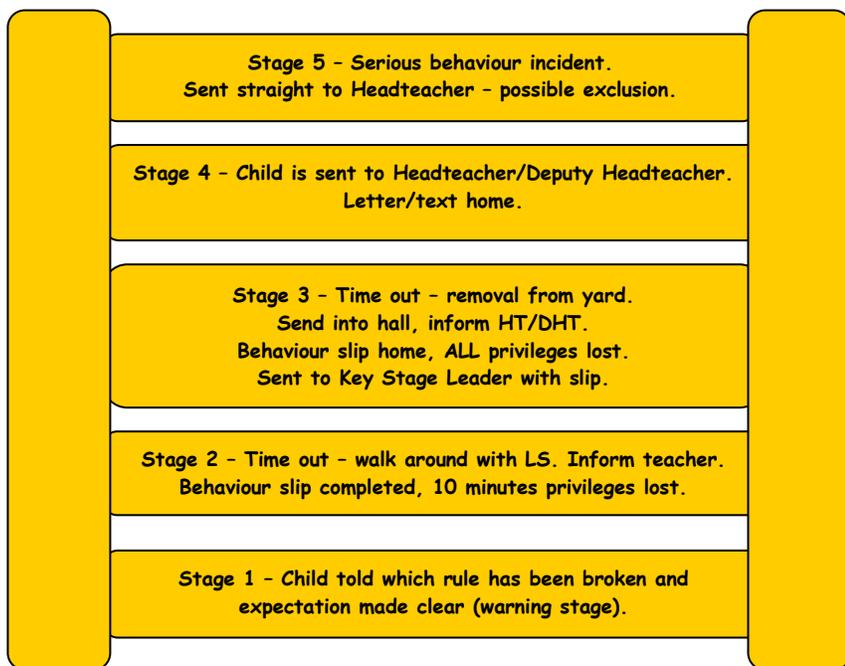
**The above rewards and sanctions also apply to all off-site educational activities held during school hours.**

### Lunchtime Behaviour Management

The Behaviour Management Policy applies throughout the whole of the school day, including lunchtimes and during off-site visits.

Lunchtime Supervisors ensure that positive behaviour is rewarded and follow a specially adapted consequence ladder.

### Lunchtime Consequences



We have high expectations of behaviour throughout the whole of the school day including the lunch break.

Any persistent misbehaviour during this time may result in children being asked to spend their lunchtime at home.

Lunchtime Supervisors will be given support and training in the use of our Behaviour Management system.

They will complete their own referral slip or inform the class teacher of the details so that they can complete a form



## **7 - Exclusion**

In certain circumstances it may be necessary to exclude a child. This is always a last resort and each situation is dealt with on an individual basis, being thoroughly investigated before the decision to exclude is made, with a number of factors being taken into consideration.

### **The Decision to Exclude**

A decision to exclude a child will be taken only:

- (a) in response to serious breaches of the school's behaviour policy; and
- (b) if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

In most cases a range of strategies will have been taken to prevent the exclusion.

Only the Head Teacher (or, in the absence of the Headteacher or Teacher in Charge, the most senior teacher who is acting in that role) can exclude a child.

### **Factors considered before making a decision to exclude**

Exclusion will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the child concerned. Before deciding whether to exclude a child, either permanently or for a fixed period, the Head Teacher will:

- (a) ensure that an appropriate investigation has been carried out
- (b) consider all the evidence available to support the allegations, taking account of the school's behaviour and equal opportunities policies, and, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended
- (c) allow the child to give his or her version of events
- (d) check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment
- (e) if necessary consult others, but not anyone who may later have a role in reviewing the Headteacher's decision, for example a member of the Governors' Disciplinary Committee.

The Standard of Proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the child did what he or she is alleged to have done, the Headteacher may exclude the child. However, the more serious the allegation, the more convincing the evidence substantiating the allegation needs to be.

## **7 - Restraint**

If a child is likely to cause injury to themselves or other children, they may be restrained in accordance with Local Authority guidance.

## **8 - Damage to buildings or equipment**

Malicious or non-accidental damage to the school buildings or equipment is covered in our school's Charging and Remissions Policy (2016). In 'Section 3 - Charges' it is stated that any such damage will be liable for full payment by parents or carers of the children held responsible.



## 9 - Special Educational Needs and Disabilities

Some children's behaviour is beyond normal incentives and sanctions. These are usually children with emotional or physical needs who may have a condition, sometimes diagnosed, which affects their ability to respond in the expected way. Their needs may sometimes make them unhappy, angry or suffer from low self-esteem.

It is often necessary to create for these children special, tailor-made programmes to include personal, achievable targets and a system of rewards.

In extreme cases of difficulty, special curriculum programmes and timetables may need to be set up for the child. Areas of behaviour that need improvement are identified and targeted in the child's individual programme. Parents/carers, Headteacher, Deputy Head, teachers, teaching assistants and outside agencies may be included in the programme if deemed necessary or helpful.

## 10 - Equality and Diversity

\*\*\*\* Please refer to our Equality and Diversity Policy

## 11 - Other Relevant Documents and Policies

- Personal, Social, Health Education and Citizenship Policy
- SEND Policy - Sept 2017
- Anti-Bullying Policy - Sept 2017
- Physical Intervention Policy - 2016
- Equality and Diversity Policy - 2016
- Charging and Remissions Policy - 2017

## In Conclusion

We seek to provide a safe and happy environment in which children can learn. By following this policy, we expect to promote in children an understanding of the effect their behaviour has on other people and the importance of their behaviour in our society.

**Policy adopted/written:** September 2017

**Review date:** September 2019

**Person/s responsible for Behaviour Management:** Mrs J Williams

**Date approved by the Governing Body:**