

# **St Andrew's C of E VC Lower School Behaviour Management Policy**

**(NB This policy should be read in conjunction with the school's restraint policy.)**

## **Rationale**

We believe in the importance of strong positive working relationships within the whole school community. Positive relationships help everyone to achieve their full potential. We recognise that a cooperative school is a happy, secure place where the individual's needs are met and everyone has the opportunity to succeed.

At St Andrew's we have a whole school approach on Values Education that forms a basis for all our work and interactions. As a staff we model good behaviour, politeness, courtesy and emotional intelligence in all our relationships and interactions with others. We strive to meet children's educational needs and provide them with a curriculum that challenges, excites and motivates them. We have a sound programme for learning PSHE skills and a whole school programme of work using the SEAL (Social and Emotional Aspects of Learning) materials.

This policy outlines both the school's approach to the management of behaviour generally, and to the management of behaviour where behaviour is a special needs issue for a child.

## **Aims**

That everyone in school will:

- Treat all members of the school community with respect.
- Recognise the rules, expectations and responsibilities we all have that give children security and so enable them to develop.
- Create a safe and positive environment for teaching and learning, appropriate to each stage of development within the school.
- Provide a structure and framework for behaviour management which considers all aspects of the school community.
- Ensure that all school policies and procedures are fair and logical and are implemented consistently.

## **The Positive Approach**

The school uses a variety of methods for encouraging positive behaviour. It is recognised that we all work well when we have high self-esteem and therefore this forms the basis of our strategies.

Examples of reward systems that reflect our ethos are:

### a) For immediate praise

- Positive comments, always considering the don't say don't principle.
- Stickers
- Choosing a child for a quick task
- Ace awards / House points / Merits
- Reading out /valuing good work

### b) Stored up praise

- Raffle tickets issued throughout the week for a range of good behaviour and drawn out at the end week to receive a prize, i.e. those who have greater number of raffle tickets have a greater possibility of winning the prize
- Secret 3 scheme a winner a day and then a reward at the end of the week
- Good work/learning assembly – children's names placed in the Good Work/Learning book and at the end of the week they are read out in assembly and receive a Good Work/Learning sticker

- Similar schemes within year bands
- Good conduct badge
- Individual certificates for achievements
- Child of the week, this can involve a personal display of this child's favourite items etc and a dedicated circle time to raise the child's self-esteem, where all the rest of the class share positive comments about the chosen pupil
- Values Board
- Beacon pupil – shining example of values.
- Achieving PSHE targets
- Individual behaviour charts with rewards for achieving a number of good results
- Gold card 10 ticks to gain 10 mins of a favourite activity

#### c) Group times

- Time at the end of a lesson when everyone has done well the group is able to choose a task, play a game, etc.
- Circle times for discussing issues which have arisen or that pupils feel strongly about, (in addition to the circle time programme)
- Whole class rewards, e.g. pasta and pebble jars
- Golden time schemes.

### Rules

At the beginning of each school year, every year band will devise a set of class rules which will link to the school expectations. These rules will be created in conjunction with the pupils and written using positive comments. They will be displayed in the classroom for all to use to help us remember our **rights** and **expectations**.

The rules will reflect the following issues:

Talking or communication  
 Learning  
 Movement  
 Treatment  
 Problem Solving  
 Safety

The children take these home and they are discussed at the Meet the Teacher Evening in September.

### Expectations

It is important to outline the guidelines of the school and the expectations that are placed on each individual within the community.

- All pupils should expect to work, play and learn in a friendly, safe and helpful school.
- All teachers should expect to teach in a friendly, safe and satisfying school that is supported by the whole community.
- Parents should expect to feel welcome in the school and be able to discuss their child with the appropriate member of staff at a convenient time. They have the right to expect their child to be able to play and learn in a friendly, safe and helpful environment.
- All these expectations are outlined in more detail in the home school agreement (which parents, pupils and teachers are all asked to sign).

### Responsibilities

All expectations come with responsibilities and in order for these to be respected by the community we need to have respect for each other. The following are some of the ways we can demonstrate respect for each other and our environment.

- To listen
- To help
- To always try our best
- To discuss / communicate
- To encourage
- To be polite
- To be fair in all situations
- To be honest
- To try to understand each other
- To respect others' possessions
- To share equipment
- To share time
- To ask for help
- To ask for opinions and ideas
- To have a go

These responsibilities are also encompassed in our school list of values.

### **Consequences**

However positive and encouraging we are, we have to be realistic and provide examples of the consequences of what will happen if the desired standards of behaviour are not reached.

It is important to choose our style of consequence and the implementation of it, i.e. if a child is told the consequence will be to do something a) it must be possible to do it and b) it must be followed through. However, fair warning should be given.

The level of severity of an action also needs to be considered alongside who should be dealing with the situation?

- *Is it a classroom or playground matter that needs to be contained and dealt with swiftly?*  
... have a conversation with the individual, a reminder of the rules and expectations. Pupils may miss part of playtime to catch up work or consider their actions or have some 'time out' with an adult on the playground. AThe class teacher will be informed and a record made in the class behaviour log.
- *Does the child need some time out space, if so where is appropriate?*  
... give the child somewhere within the classroom to have time away from the situation or arrange with a teacher in a parallel class for a pupil to have time in another class. Children may be asked to complete their work whilst in another class. Children will not be put outside of classrooms into the corridor unsupervised, or asked to sit or stand facing a wall.
- *Do other children need to be removed to protect them from the behaviour of one child?*  
... if one pupil is disturbing the rest of the class, preventing teaching and learning, or being a danger to themselves or others, it may be necessary for the rest of the class to be removed while the child has an opportunity to calm down and a red triangle sent to request additional adult support.
- *Do senior members of staff need to deal with the situation?*  
... if a pupil has repeatedly found adhering to the rules difficult or a severe incident has occurred e.g. fighting, hurting another child, bullying, stealing, it may be necessary for another member of staff to deal with the situation e.g. Key Stage

Leader, SENDCO, Deputy Head Teacher and Headteacher. This will enforce the severity of the action having to be taken.

After such an incident a Behaviour Sheet will be completed by the pupil and senior member of staff. At the end of the day the Behaviour Sheet will be shared with parents and they will be asked to sign it. If parents are not available at the end of the day a copy of the Behaviour Sheet will be sent home via the child's book bag and a phone call will be made to the parents. The pupil may need to remain outside their class, with the SENDCO, Deputy Head or Headteacher, completing their learning whilst with the senior leader.

- *Should the Headteacher be made aware of the situation?*  
Only in severe cases should the pupil need to see the Headteacher (see above). However, the Headteacher should be made aware of the levels of discipline that go beyond normal class procedures and Behaviour Logs must be kept in each classroom and for lunchtime. Logs are reviewed by the Headteacher and SENDCO on a weekly basis.
- *Do you need to contact the parents?*  
Class teachers can and should have a relationship with parents that enable them to discuss minor behaviour problems in an informal manner. However, if a child has been referred to a Key Stage Leader, Deputy Head Teacher or the Headteacher and a Behaviour Sheet has been completed, parents will be informed.
- *If it is a bullying matter refer to the separate policy on bullying.*

The following is a brief list of the recommended consequences that can be used in any order depending on the circumstances. (Individual educational needs will be considered when consequences are chosen, i.e. where writing is a special needs issue a written apology may not be appropriate.)

Rule reminder

Verbal apology

Written apology

Sitting down and using a problem-solving strategy to work on a plan

The problem is .....

Ways to fix it .....

The plan is to.....

We will check ..... to see if the plan is working.

Work with an adult

Which rules did I break?

Why did I do it (some will not know)

What can I do to fix it .....Sorry doesn't cover everything

Loss of privileges, removal from the playground, behaviour agreements

Outside personnel

Exclusion

### **Lunchtime**

We have rules for the dinner hall and playground to help children have happy and safe lunchtimes. These are shared with children at the beginning of the school year and are displayed in the dinner hall as reminders. We also have specific rewards and consequences for behaviour at lunchtimes.

Rewards include:

- Smiles and praise from our lunchtime organisers.
- Being put in the Lunchtime Good Behaviour Book.

Consequences:

We adopt a three step approach:

Step 1 - A warning.

Step 2 - Short time out with the lunchtime organiser.

Step 3 - Being sent to the hall, Senior Lunchtime Organiser puts name in book.

If a child is entered into the Lunchtime Behaviour Book three times in any term they will miss the next three lunchtimes and will need to remain either in the dinner hall or with a Senior Leader. If a child is entered six times in the Lunchtime Behaviour Book the Head Teacher will discuss this with the child's parents. The Head Teacher will check the Lunchtime Behaviour book each Friday with the SENDCO.

### **Behaviour as a Special Needs Issue**

Extremes in behaviour from some individuals are a special needs issue, whether due to a recognised condition or children's experiences. Children with social and emotional needs need a team approach from the whole school and the school takes its responsibilities under the Every Child Matters agenda very seriously. As with any other SEND issue the model is one of support.

- There will be a clear system monitoring for analysis, e.g. blank timetables with a code system.
- Outside agencies may be involved, e.g. Jigsaw Behaviour Team and CAMH.
- The child's week of experiences will be analysed and support/alternative activities put in place where necessary.
- Out of the ordinary events will be considered carefully.
- SEAL groups and learning mentor time will be considered.
- Children need individual reward schemes. These can be of two types: Behaviour recorded for every session on a timetable with a graduated reward, weekly or daily, or good sessions recorded until a set total is reached for a reward. The actions needed to achieve the tick/star/smiley must be simple and clear. The chart must be emotive to the child, e.g. favourite colours/pictures. Over time the aim must be for self-evaluation.
- Strategies, support and rewards must be reviewed frequently otherwise they lose impact.
- All the above must be reflected in an IEP and parents consulted and informed accordingly.

Where the school has supported in every way possible, over a period of time, but the safety of pupils and staff and the learning of the class are still threatened, exclusion will be considered.

### **Exclusions**

We believe that exclusion from school is a very serious matter and that it is a final step only to be taken if all other strategies have failed. Exclusions are for dangerous behaviour and behaviour that prevents teaching and learning. A fixed term exclusion will only be issued where a child has persistently broken our rules, and despite intervention and support their behaviour has not been modified, or where a one off severe incident has occurred.

If a child is excluded, the following procedures will apply:

- The incident/incidences will be thoroughly investigated by the Headteacher. A written record of all the stages of the investigation and any signed witness statements will be kept. The Headteacher will investigate whether the incident/s involves any breach of the school's equal opportunities policy, or involves racial or homophobic prejudice.
- There will be a meeting, or telephone conversation if parents are unable to come to school, at which parents are informed about the reasons for the fixed term exclusion.
- St. Andrew's Lower School will provide educational work for pupils to complete whilst on the fixed term exclusion.
- The Headteacher reserves the right to move straight to a permanent exclusion if the action of the pupil endangers the safeguarding of themselves, other pupils, school staff and property.
- The Headteacher reserves the right to vary the length of the exclusion dependent upon the age or stage of a pupil or the severity or frequency of an offence.
- Once the fixed term exclusion is completed, the pupil and their parent/s will be invited to attend a reintegration meeting with the Headteacher. The meeting will outline the support that will be put in place to support the pupil in making the correct behaviour choices in the future.
- The Governing Body will be notified of any fixed term exclusions.

### **Conclusion**

The best environment for teaching and learning is created when rules, expectations, rewards and consequences are clear to all and applied consistently.

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