

The Good Shepherd Trust

Academies in partnership with the Guildford Diocese Education Trust
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Ashley C of E Primary School Behaviour Management Policy



Diocese of Guildford

Date: February 2018
Review Date: February 2019

1. INTRODUCTION

Core Beliefs

This policy is underpinned by the core beliefs (Ref: DfES 1950-2005DOC-EN Learning Behaviour Report) that:

- The quality of teaching, learning and behaviour in this school are inseparable issues, and the responsibility of all staff;
- Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. To enable learning to take place, preventative action is most effective, but where this fails, our school has clear, firm and sensible strategies in place to help pupils manage their behaviour;
- There is no single solution to the problem of poor behaviour, but this school strives to raise standards by consistently implementing good practice in learning, teaching and behaviour management;
- Respect must be given in order to be received. Parents, pupils and staff all need to operate in a culture of mutual respect;
- Parents and staff need to have a clear understanding of their rights and responsibilities – see home school agreement - in supporting and maintaining good behaviour in the school;
- School leaders have a critical role in establishing and maintaining high standards of teaching, learning, and behaviour.

Aims

In our school, we aim to keep the following promises:

- Always treat others with respect in what we say and do
- Listen and talk at the appropriate time, and talk in the right sized voice.
- Look after our own, others and school property
- Keep body parts to ourselves
- Always ask if we need to leave the classroom
(Toilet visits should be no more than two children at a time, except Reception (free flow). Children are encouraged to always go to the toilet during break-time.)
- Stay in our place unless we are doing a task or an activity that requires us to move around
- Walk and behave calmly in the school buildings. Walk to the left in corridors.

2. ORGANISATION

Rewards and Sanctions

It is important to state at the beginning that the main aim of all behaviour management strategies is to recognise and reward good behaviour, to catch the pupils being good.

However, if pupils do behave inappropriately, these agreed sanctions would be put into place:

Reception

- Warning 1: verbal warning given
- Warning 2: name on board
- Warning 3: Time out
- Warning 4: Class Teacher speaks to parents
- Warning 5: Child sent to Headteacher/ Deputy
- Warning 6: parents called by Headteacher/ Deputy

Infants and Juniors

- Warning 1: Verbal warning given
- Warning 2: Name put on a behaviour board / Child moved, if necessary
- Warning 3: Teacher supervised 'time out' at break-time
- Warning 4: Sent to Headteacher/ Deputy
- Warning 5: Parents called by the class teacher and meeting arranged
- Warning 6: Parents meet with the Headteacher/ Deputy
- Warning 6: Possible exclusion, depending on nature of misdemeanour

In Reception and Year 1, these sanctions apply on a session by session basis. In Year 2, they apply on an am / pm basis. In Years 3 – 6, they apply on a daily basis. A new session / day is the opportunity for a fresh start.

If a pupil's behaviour is deemed to be of a serious enough nature, s/he may be sent directly to the Headteacher/ Deputy. It may also be necessary to put that pupil onto a report with specific targets to be met each lesson / day. Parents will be informed if a report is set up for their child. Outside agencies may be involved at this stage.

Inappropriate behaviour would include:

- Calling out in class inappropriately
- Disrupting other children's learning e.g. chatting when they should be listening, making unnecessary comments, distracting others by their actions
- Wandering around the class when expected to be on task
- Leaving the classroom without permission
- Damaging property or hurting other children or staff
- Failing to carry out an instruction given by an adult

In minimising classroom disruption, the following strategies have been agreed by the school:

- In Reception Class, parents to leave promptly
- Teachers to be in class to welcome pupils at the beginning of the day
- Teachers to be in class before pupils return from break-time / lunch-time
- Work to be ready when pupils come into the class
- The beginning and end of lessons to be managed in a calm, orderly fashion
- Age-appropriate periods of quiet learning to be a regular feature of lessons
- Sufficient time given to clearing up

To support pupils in their learning and understanding of good behaviour, elements within the programmes of learning for Collective Worship, Health and Well-Being, Mindfulness and Reflection Time reinforce good practice in this area of pupil development.

Further behaviour management support:

- Year 5 pupils to be trained as playground leaders
- Further encouragement of buddy support in and around school
- Dress code reminders
- Pupils to feedback on above policy at School Council
- Good behaviour rewards to be maintained e.g. stickers, house points, certificates, special treats
- Playground rules and sanctions to be agreed / Positioning of staff on playground
- Classes to set Rights & Responsibilities at the beginning of each year