



“Where Childhood Matters”

BEHAVIOUR MANAGEMENT POLICY

Here at Nafferton Primary School (NPS) each child is valued for what they bring to the school and community. A child needs to be allowed to be a child, creating memories for life. We are committed to developing the whole child. We offer an education that is rooted in the traditions and values of England with a spirit of tolerance and respect for the individual. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. Aspirations and expectations are high for our children to ensure they become active, responsible and caring members of the school and society.

We believe our shared vision of **HARVEST** will help to promote this:

H is for happiness
A is for aspiration
R is for respect
V is for values
E is for endeavour
S is for success
T is for togetherness

Investors in Pupils (IinP)

As part of our IinP project all our children have individual targets, these targets can be linked to developing the child socially as well as academically. Progress against these targets is reviewed regularly by the class teacher and child. At the end of each term, depending on the child's progress they will be rewarded by attending an activity chosen by the School Council. Through our IinP we aim for the children to demonstrate initiative and take increasing responsibility for their own learning.

Children thrive in a secure environment. They want to know what the boundaries are. Every child has a right to enter school and know what they are in a safe place.

The behaviour Management Policy aims to:

- Encourage a calm, productive and happy atmosphere within the school.
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued in order to raise self-esteem.
- Encourage increasing self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- Make boundaries clear and raise awareness of acceptable behaviour to ensure the safety and well-being of all.
- Have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

Objectives

Pupils' behaviour is to be judged by the extent to which their attitudes and actions contribute to or restrict:

- the quality of life in school
- the functioning of the school as an orderly community
- effective learning in the classroom
- standards of achievement

Where behaviour is good, most pupils show through their actions that they know what constitutes appropriate behaviour, that they understand what is expected of them and that they respond accordingly. They are considerate, courteous and relate well to each other and to adults. Pupils take responsibility for their own actions, appropriate to their age and maturity. They develop self-esteem and adhere to high standards of behaviour which contribute to effective learning.

Where behaviour is unsatisfactory, teachers spend an undue amount of time seeking to establish and maintain order. Relationships may give cause for concern, and consideration for others and for the school environment is limited.

We wish to be a friendly school, which is seen by everyone to be a pleasant place in which they work. People should not feel threatened. Everyone needs a happy, secure environment in which to thrive. We will not tolerate behaviour which prevents these things from happening. There will be consequence to bad behaviour. These consequences are here to encourage good behaviour and discourage poor.

Strategies

Home - School Partnership - Behaviour Management involves a partnership between home and school so that we can work together towards fostering self-discipline in the children and a working environment in school which compliments and supports this. This is supported by our Home-School Agreement. We ask parents to share its contents with their children to encourage positive, acceptable behaviour.

School Council - A School Council, comprising of 2 representatives from each class from Year2 to Year 6 meet on a regular basis. One of its remits is to discuss issues relating to good conduct and care of property and consider strategies and rules which will support this, thus giving children ownership of our policy.

PHSCE - We believe that a child-centred approach of teaching and a good pastoral care system helps to maintain good discipline. This means that we have termly full school themes that provide a focus for whole school work through PSHCE and assemblies on for example conflict resolution.

Specialist staff - The SENCo has a qualification in counselling and works with both individuals, parents and staff. The school employs a Parent Support Advisor who is able to offer help to children and parents. Our PSA is also ELSA trained. The local Authority employs specialist who will work in school with individual children who are at risk. We have access to an educational psychologist through the Local Authority who can identify any learning difficulties and offer advice on ways to support individuals with special educational needs.

Guidelines for Effective Behaviour management

- Establish a friendly, positive and supportive relationship with pupils in your care.
- Make sure that pupils are doing purposeful activities matched to their ability
- Reward positive behaviour and attention with praise. "Catch them being good."
- Try to identify when behaviour problems are likely to arise and, where possible, try to divert or modify the pupils' behaviour before there is a need to discipline them.
- Know the school rules and the reasons for them and make them clear and easy to understand for the children. Be clear, firm and polite about the behaviour boundaries.
- Always remain calm when we speak to pupils - this will help us to maintain our authority and confidence and keep our relations with them positive.
- Use the school's mentoring, report and behaviour referral systems so that staff can support each other in addressing the individual pupil's behavioural needs and the needs of the whole school.
- Emphasise to the child that it is their behaviour that is unacceptable, not them.
- Children need strong boundaries, it is important that we all follow the same system and that sanctions/rewards are followed through.

Promoting Positive Behaviour in the Classroom

Each classroom displays a list of class rules agreed by the whole class. We have a number of ways in which we reward positive behaviour.

1. Adults and children are respected equally and speak to each other in an appropriate manner.
2. Positive praise from adults within the school community.
3. **Stamp Charts**

Children are sent to the Head Teacher every time they fill a page (20,40,60 stamps) They put their name in the "Golden Book", receive a sticker and receive a Blue, Gold, or Yellow Nafferton Pencil as well as a certificate to take home. Those who fill three pages attend a special tea at the end of the summer term with the Head

Teacher.

4. Special Mentions – Every Friday there is a special assembly in which Weekly certificates, of up to two per class, are presented. There are also certificates for good behaviour in the canteen and on the playgrounds from the lunch time team. Mr Fielder provides certificates for tidy classrooms.
5. Every Term a Head teacher's certificate is awarded to three pupils from each class.
6. Special responsibilities.

Monitors helping younger children

Lunchtime helpers

Computer monitors

Library monitors

House Captains

Church Wardens

Play leaders

Librarians

Sports Ambassadors

Forest School Ambassadors

Junior Road Traffic Ambassadors

Whole school approach to gaining attention.

Whilst staff have a whole bank of approaches to gaining the pupils attention it is also useful to have a common method that everyone knows and to which the children respond.

The children are taught to respond to clapping rhythms and know that after the sequence they should be quiet and listening.

Poor behaviour

In the classroom, the member of staff is initially responsible for managing behaviour and must use professional judgement as to whether or not an incident should be reported to the senior leadership. Poor behaviour can stem from personal problems or difficulties at home and at school and it is therefore important to look for the reasons behind the behaviour. Parents will be involved in the very early stages, and a Report Card may be deemed appropriate. Teachers will monitor any child who gives concern and if serious problems develop, they in consultation with the head teacher, SENCo and parents, will consider the involvement of the pupil support service if appropriate.

Each teacher is responsible for the pastoral care of children in his/her class and the aims of this should be to prevent poor behaviour rather than to react to it with punishment

When unacceptable behaviour starts in the classroom the teacher will work systematically through the following:

Non-verbal messages

Direct instruction: calmly whilst maintaining eye contact, speak the child's name then clearly and firmly make a brief statement of the positive behaviour required.

Remind the child of the class rule being broken

Statement 'if... then ... ' This gives the child a choice

Move to first sanction

We have devised a set of sanctions for a range of particular forms of inappropriate behaviour. This is not an exhaustive list and there may be occasions when we have to use our professional judgement to deal with a particular situation or incident.

Distractive Behaviour

Non-verbal warning

Verbal warning

Remove to another area of classroom

Final verbal warning

Send to Key stage Co-ordinator to work in their classroom.

Refer to Mr Johnson

Inform parents of inappropriate behaviour

Physical and verbal abuse

Verbal warning.

Cooling-off time in designated area.

A child will be removed if it is felt necessary to maintain the safety of the children and staff.

The parents will be contacted and a decision will be made whether the children should be excluded.

If the attack appears unprovoked or severe a child will immediately be referred to the Head teacher, the incident logged and the pupil may be excluded.

Incident log

The Head Teacher keeps an Incident log of incidents.

Physical restraint

Any restraint of a pupil follows the Local Authority guidelines and carried out by staff who have received TeamTeach training.

Discriminatory incidents.

These are reported to the Local Authority and the governors (Part B) on a termly basis.

Foundation Stage

During the initial visits in the summer, both children and adults are made aware of the high standards and expectations of behaviour at Nafferton School. Whilst we appreciate that children enter school from a variety of settings, we do expect, with support from home and school that the children will quickly adjust and behave appropriately.

Behaviour at lunchtime

Children will be reminded of good behaviour if a problem occurs.

If the action is repeated, the child will be given 5 minutes time out with a midday supervisor, or in a designated area outside the staffroom or Head's office.

Review

This policy will be reviewed annually through discussions with the Head teacher and all staff both teaching and non-teaching.

Review

This policy will be reviewed in Autumn 2021 or sooner if deemed necessary. This policy was discussed and agreed by the Staff and Governors.

Signed Governor

Signed Headteacher

Date