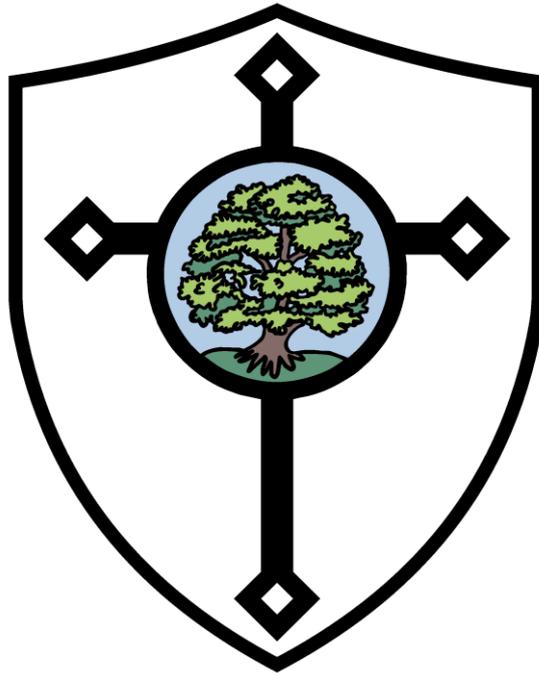


The New Forest C of E (VA) Primary School

at Landford, Nomansland & Hamptworth



Behaviour Management Policy

Adopted: March 2015

Last reviewed/approved: October 2018

Review: yearly

Status: statutory

Behaviour Management Policy

The New Forest Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment. We have adopted the 'Fruits of the Spirit' (Galatians 5:22) as our school values and expect these to be demonstrated by everyone in our school in accordance with our mission statement *'Growing and Learning Together through Christian Values'*.

1. Aims and expectations

At The New Forest Primary School, we believe that every member of our school community should feel valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

Our mission statement is *'Learning and growing together through Christian values'* which we have based on the Fruits of the Spirit.

'The fruit of the spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control'

Galatians 5:22-23

We aim for our children to:

- Grow in the Christian Faith
- Achieve their best and strive for excellence
- Develop resilience
- Respect each other and themselves
- Express their creativity
- Develop skills for a continually changing world

Our expectations of behaviour:

We have high expectations of behaviour based upon our School Values. We expect every member of our school community to:

- Behave in a respectful and considerate way towards others
- Treat all children fairly and consistently
- Help children to grow and learn in a safe and secure environment
- Support children to become positive, responsible and increasingly independent individuals

The School Code of Conduct was developed by School Council, pupils, staff, and governors and forms a simple set of 'school rules' that sit alongside our School Values:

Do good ... I will always be kind and respectful to others.

Be good ... I will always try my best in everything I do.

And don't get up to 'no good'! ... I will always act in a way that makes everyone proud of me.

Our school encourages children to become independent in their behaviour management by using the 'language of choice' to explain to the children the consequences.

2. Strategies to promote positive behaviour

At our school we believe in the importance of positive reinforcement through effective praise of children. We praise and reward children for good behaviour in a variety of ways:

- Each class establish their own routines based upon our School Values and our School Code of Conduct ;
- These will be clearly displayed within the classroom along with our School Values and School Code of Conduct;
- Teachers regularly review routines with children and remind them of expectations.

House points

- Each child is a member of one of our school house teams.
- Children remain in the same house throughout their time at our school and siblings are in the same house.
- All houses are roughly even in number per key stage and over the whole school.
- House points (HP) are written on work and recorded on charts displayed in classrooms.
- House points are awarded as fairly as possible and teachers often discuss their value to ensure consistency.
- House Captains are voted for by KS2 children in the first term after a mini-campaign speech. The House Captains (two from each house) will be responsible for totalling up the house points each week at KS2 and the termly total from KS1 and KS2.
- At KS1:
 - We display the current house points on our 'Rainbow Display' in the hall and our school bear, Bramwell, is dressed in the colour of the leading house;
 - Children receive coloured 'Rainbow' certificates for every 20 House Points collected and the children's photographs are moved to the relevant colour of the rainbow on our display. These are sent home for celebration.
- At KS2:
 - The totals for each house are shared in our Celebration Worship each week;
 - The leading house are awarded the House Point Trophy and their coloured ribbons are tied to the handles;
 - Children receive individual certificates for every 50 House Points (Bronze, Silver, Gold and Platinum). These are sent home for celebration.
- Once children have worked through all of the certificates, they simply start again.

Stickers

These are awarded as a teacher/TA sees fit for examples of good work, excellent effort, helpfulness and kindness. Each class awards these stickers according to their own system and the child wears them home.

Head Teacher stickers

These are awarded by the Head Teacher and members of the Senior Leadership Team for excellence in a range of areas.

Star of the Week

We award Star of the Week certificates to children during our Celebration Worship on Fridays.

- Our Star of the Week certificates are awarded to those children who have particularly impressed their teacher during the week with their attitude, effort, or specific items of work.
- At Key Stage 2 these certificates will be displayed in their class (photos on the Collective Worship board) and sent home. Duplicates are filed in their Record of Achievement book.
- At Key Stage 1 the certificates are sent home.
- Each class operates their own recognition of the star, i.e. badges/special chair/treat.

- The number of Stars of the Week are not limited and teachers are free to reward children as appropriate.
- We celebrate the Star of the Week with our whole school community by publishing the children's names in our weekly newsletter.

Head Teacher's School Value Awards

Certificates are awarded by the Head Teacher (following nominations by staff) as part of Celebration Collective Worship. These are intended to promote School Values and celebrate exemplary behaviour.

Class Treats and Golden Time

Each class runs their own unique rewards system to reinforce our school values and praise children's hard work, good behaviour and achievements. These may include:

- Marbles in a jar or DoJo points
- Class treats or Golden Time

End of Year recognition awards

A series of trophies are awarded to Year 6 Leavers in recognition of excellence in curriculum areas and school values. In addition, an award for attendance is presented to the child/children in the whole school with 100% attendance (or close to this). Certificates are awarded to any child achieving over 98% attendance.

3. Strategies to resolve negative behaviour

We have high expectations of behaviour based upon our school values. However, behaviour that is unacceptable will result in a range of actions. In order to ensure a consistent approach all staff follow an agreed process, set out in our Code of Conduct flowchart (see Appendix).

Outlined below is a list which, whilst not exhaustive, provides examples of actions to support different levels of negative behaviour.

The stages of the Code of Conduct flowchart can be accessed at any level. There must always be an element of discretion, as behaviour must be managed sensitively, with due care of any special educational needs that a child may have.

Actions for resolving negative behaviour	
Step 1: Negative behaviour	
Behaviour examples	Actions
Low level negative behaviour Disruption including: fidgeting, interruptions, distracting others, silly noises and touching Unkind remarks or bad language Misuse of school equipment Hurting another pupil either physically or emotionally (e.g. kicking, hitting, spitting, biting, pinching) Answering back, e.g. questioning the situation Lack of engagement	Reminder of School Values and Code of Conduct Positive reinforcement for those doing the right thing Reinforcement of positive behaviour through: PSHE, circle time, SMSC, collective worship and school ethos Recorded on class behaviour tally chart

Step 2: Persistent negative behaviour	
Behaviour	Actions
Persistent low level negative behaviour Persistent disruption including: fidgeting, interruptions, distracting others, silly noises and touching Being disrespectful Intentional swearing or verbal abuse Misuse of, or damage to, school equipment Improper use of toilets Encouraging other children to misbehave Leaving class without permission Deliberately hurting another pupil either physically or emotionally (e.g. kicking, hitting, spitting, biting, pinching, throwing) Refusing to work	Child sent to another class Miss a portion of playtime or lunchtime play Discuss or complete a 'Time to Think' reflection sheet in their own time, once the situation has been de-escalated Apology to be given if appropriate Individual Child's Behaviour Chart Damage or loss to school property – letter to parent requesting replacement cost Class Teacher informs parents verbally Possible intervention from external professionals Record on the school behaviour log (CPOMS)
Step 3: Escalated negative behaviour or incident	
Behaviour	Actions
Persistent moderate level negative behaviour Persistent and deliberate disruption including: fidgeting, interruptions, distracting others, silly noises and touching Deliberately hurting another pupil either physically or emotionally (e.g. kicking, hitting, spitting, biting, pinching, throwing) Deliberate misuse of, or damage to, school equipment Discrimination because of looks, colour, race, belief, gender, sexual orientation or disability Leaving the school site without permission Aggression towards adults and peers Bullying (several times on purpose)	Parents will be informed Where appropriate an Individual Behaviour Plan will be developed with parents and shared with relevant staff Spend playtime and lunchtimes in one day with a member of the Senior Leadership Team Damage to school property – letter to parent requesting replacement cost Possible intervention from external professionals Record on the school behaviour log (CPOMS)
Step 4: Serious incident/s	
Behaviour	Actions
Persistent high level negative behaviour Serious violence with intent against another pupil or member of staff Theft or continued deliberate misuse of, or damage to, school equipment or private property Repeated bullying and persistent discrimination Persistently leaving the school site without permission Carrying an offensive weapon Supplying an illegal drug Sexual abuse or assault	Fixed term internal, external or permanent exclusion Review, evaluate and agree next steps within Individual Behaviour Plan Meet with parents Possible intervention from external professionals, e.g. behaviour support, police, social workers Record on the school behaviour log (CPOMS)

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear or worry. Please refer to our Anti-bullying Policy for further information.

All members of staff receive annual training in de-escalation strategies to manage challenging behaviour. The main focus of any intervention is de-escalation. Individual Behaviour Plans are developed, alongside children and their parents, to support them to achieve the expectations of the School Code of Conduct.

All members of staff are aware of the 'Use of Reasonable Force' July 2013 regulations. Teachers in our school do not hit, push or slap children. Staff will only intervene physically if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children. A number of our staff have been trained in Team Teach techniques to ensure that any children who require physical intervention are treated appropriately. Please refer to our 'Use of Reasonable Force' Policy.

We have a designated area on each school site where children are able to take time out to reflect and calm down: the Calm Corner at KS2 and in the school entrance at KS1. These both provide safe areas where children can take time to calm down.

All negative behaviours are recorded in our School Behaviour Log.

4. Responsibility

Everyone within the school community has collective responsibility to ensure that, overall and primarily, all children within the school are kept safe.

4.1. The role of staff members

All staff members should:

- Ensure that our school values are developed in our school and that children behave in a responsible manner throughout the school day;
- Have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability;
- Treat each child fairly and promote the classroom code consistently;
- Treat all children with respect and understanding;
- Maintain a record of all behaviour incidents. Refer to Code of Conduct Flowchart (see Appendix).

4.2. The role of the Head Teacher

- It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the 'Behaviour Management Policy' consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.
- The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Head Teacher keeps records of all reported serious incidents of misbehaviour.
- The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. Violence and aggression, verbally or physically, would count always as serious acts of misbehaviour as would any other action which threatens the health and safety of people in our school. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child, in which case the governors would be informed.
- The Head Teacher has the responsibility to keep governors informed of behaviour patterns, serious incidents and exclusions to enable them to effectively monitor behaviour across the school. Relevant information will be shared primarily through the Behaviour and Safeguarding Group and Head Teacher Reports to Governors. It is important that not all governors are fully informed in order to maintain some impartiality if a panel investigation is required.

4.3. The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home

and at school. We therefore:

- Explain our school values and expectations in the school prospectus, and we expect parents to read these and support them;
- Expect parents to support their child's learning, and to co-operate with the school, as set out in the Home School Agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour;
- Use reasonable sanctions and expect parents to support the actions of the school;
- Publish our Behaviour Management Policy on our school website for all parents to read.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the matter is not resolved parents should then contact the Head Teacher. If these discussions cannot resolve the matter, parents should contact the school governors and refer to our Complaints Procedure (available on our website). If the concern remains, a formal complaint process can be implemented.

4.4. The role of governors

- The governing board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.
- The Head Teacher has the day-to-day authority to implement the school Behaviour Management Policy on behalf the governing board.
- Governors have the responsibility to monitor the information provided by the Head Teacher.

5. Fixed-term and permanent exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, they will inform the parents, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing board. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the governing board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing board itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The governing board has a pupil discipline panel which is made up of between three and five members. The panel considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

6. Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. The Head Teacher also reports to the governing board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Senior Leadership Team monitor the records within the School Behaviour Log and review when necessary.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

All behaviour recording sheets are handed to the Senior Leadership Team each week to monitor and look for any patterns developing over time. 'Time to Think' reflection sheets are also collected by the Senior Leadership Team and monitored carefully.

7. Review

The governing board reviews this policy annually. The governors may, however, review the policy earlier if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.

Related Government Guidance:

Behaviour and Discipline in Schools	DfE	January 2016
Use of Reasonable Force	DfE	July 2013

Related policies and documents:

- Anti-bullying Policy
- Complaints Procedure
- Home School Agreement
- Safeguarding and Child Protection Policy

Appendix: Code of Conduct Flow Chart

