

## Aims and expectations

### Behaviour Management Policy

In our school we want every member of the school community to feel valued and respected, and to ensure that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to encourage an environment where everyone feels happy, safe and secure, so that every child can achieve their full potential.

The school and every class have mission statements and rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of nurturing good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community, to allow everyone to work together in an effective and considerate way. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Webster Stratton Classroom Management (WSCM) strategies are embedded throughout school life and they form the foundation of our positive behaviour management approach.

Rewards:-

Staff praise children, children praise children, children praise staff.

We praise and reward children for making correct choices:-

- Each week the teacher nominates 1 child from each class to be the star of the week for their good learning or behaviour. A small prize from the 'dip' box is presented and the child's photograph is displayed in class
- All classes have an opportunity to lead a class assembly where they are able to show examples of their good learning.

Parents and carers are invited to share their success.

- Merit stamps are awarded for good learning and positive attitude. These stamps are collected on a card and children are awarded bronze, silver, gold, titanium, platinum and rhodium cards by Ms. Wittmann as they accumulate merits

Positive reinforcement and specific labelled praise is used across school by all staff. Webster Stratton strategies are used effectively to encourage our positive ethos. "Show me 5" is a strategy used by all staff to gain attention and encourage active listening skills.

## Sanctions

Everyone has a right to come to school and be SAFE, to be able to LEARN and to show RESPECT. The school employs a number of sanctions to ensure a safe and positive learning and playing environment. We employ each sanction appropriately to each individual situation. When dealing with inappropriate behaviour we will have a clear Classroom Discipline Hierarchy outlining how and when we would apply the different strategies to stop the negative behaviours developing further. Having a clear and consistent approach will help students know that we will deal with all behaviours fairly and without bias. Early intervention is key, so we will always try to deal with negative behaviours at the first opportunity so that these behaviours don't become habitual and ingrained.

We will make sure that once a student has modified their behaviour with the support of the schools Discipline Hierarchy a NEW learning trial is offered and, if another unwanted behaviour is displayed we will start the process from the first step on the Hierarchy.

We expect children to listen carefully to instructions throughout the school day, from every staff member. This includes breaks and lunchtimes.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task or to stay behind in class for a few minutes at playtime to finish a task off.

If any child chooses not to follow instructions they will be given one warning. If they repeat this negative behaviour they are shown a red card, the third warning results being sent to time out for five minutes. The WSCM discipline hierarchy is used so that children have lots of chances and learning trials in between warnings, where staff need to try many other WSCM strategies to distract, redirect and coach children to make the correct choices.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part. A child may need to be positively handled out of a classroom (Team Teach trained adults only). If this is not possible and the classroom is not safe then the class must be removed to safety. ALWAYS request help from HT and/or CLMT in such a situation.

Any positive handling must be recorded on the appropriate form.

Individual Behaviour Plans (IBP's) are devised to help a child with specific behavioural difficulties. They are tailored using the WSCM approach, in consultation with the Inclusion Manager and they must always be shared with adults from home and all relevant staff members, so that consistency is achieved.

## Negative Consequences

In some cases we may need to impose a negative consequence such as; a removal of a privilege or Time Out for persistent inappropriate behaviour.

The Time-Out strategy will only be used in cases of persistent inappropriate behaviour or for extreme behaviours such as hitting/hurting and destruction of property and is the last resort before dealing with the behaviour outside of the classroom. If negative behaviours become unmanageable in the classroom we will use further steps to deal with the behaviour in a consistent, fair and positive manner. If we feel that a student is a danger to themselves or others we may need to positively handle, restrain or physically remove a student, this will be done in full accordance with the law and staff will be trained to the necessary levels to do this appropriately, safely and only when absolutely necessary

### Positive Handling

In extreme cases students may need to be physically restrained, this will happen in accordance to section 93 of the 'Education and Inspections Act 2006'. The degree of force used should be the minimum needed to achieve the desired result. Any physical restraint will be done in accordance to 'Team Teach' training and where possible only 'Team Teach' trained staff will use these techniques. We will make sure that we record all instances of physical intervention as per the 'Team Teach' training.

## Rules and Mission Statements

In addition to the school ethos statements, each class also has its own class mission statement, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour in class or during playtimes / lunchtimes, the class teacher discusses these in an anonymous way, with the whole class during circle time / SEAL lessons. We do not have a list of rules in school. Our motto "RESPECT & PRIDE" drives our school ethos and everyone is encouraged to behave in a way that shows "RESPECT & PRIDE" in any situation.

## The role of the class teacher

- It is the responsibility of class teachers to ensure that their classes behave in a responsible manner.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and consistently. The teachers treat all children in their classes with respect and understanding.

- If a child misbehaves repeatedly in class in the first instance, the class teacher deals with incidents him/herself in the normal manner using the discipline hierarchy.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents/carers about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- Individual Behaviour Plans (IBPs) are devised for those children who need specific support to follow instructions and conform to expectations. Outside agency support may be requested.

## The role of the headteacher

- It is the responsibility of the headteacher to implement the school behaviour 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 headteacher to ensure the health, safety and welfare of all children.
- The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The headteacher keeps records of all reported serious incidents of misbehaviour.
- The headteacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. These actions are taken only after the school governors have been notified.

## The role of parents and carers

- The school collaborates actively with parents / carers, so that children receive consistent messages about how to conform at school.
- We explain our expectations for behaviour in the school prospectus, and we expect parents / carers to read them and support them.
- We expect parents / carers to support their child's learning and social development and to cooperate with the school, as set out in the home/school agreement. We try to build a supportive dialogue between home and school and we inform parents / carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions towards a child we expect parents / carers to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem a formal complaint or appeal process can be instigated by sending a letter to the chair of governors.
- If a child needs specific help then support will be requested from external agencies when the necessity arises.

## The role of support staff and lunchtime staff

- All support and lunchtime staff must uphold the ethos and expectations of the school behaviour policy during lunchtime.
- Staff will follow the specific reward and sanctions system which was devised especially for lunchtimes.
- The lunchtime supervisor leads the staff team at lunchtimes and has the support of HT & SLT.

## The role of governors

- The governing body 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 adhering to these guidelines. Governors attend WSCM training and briefings so that they are fully involved in self evaluation and school improvement.

## Monitoring and review

- The headteacher, SLT and Governors monitor the effectiveness of this policy on a regular basis. The HT also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of unacceptable behaviour.
- The annual Inclusion questionnaire gathers views from all stakeholders to inform self evaluation and constantly move forward for the good of all.
- CONSISTENCY and FAIRNESS is the key to success if we are to maintain the highest standards of behaviour from our children both now and in the future stages of their lives.

## Conclusion

The essence of our school ethos is based upon WSCM and how we can use this approach to develop deep emotional literacy skills in all our children, so that they can have meaningful relationships with adults and children.

Independence, resilience and determination are keys to success in all children. This approach produces positive attitudes towards learning and clear expectations for all. Some children need more support in order to conform to school rules so flexibility and firmness is required. CONSISTENCY and COMMITMENT from every adult in school is paramount if the children are to understand boundaries and expectations.