

Howden-le-Wear Primary School.



Behaviour Management Policy.

Policy and Practice

Introduced: February 2017

Review Date: February 2019

Reviewer: Headteacher / Deputy Headteacher

Adopted by the Governing Body: Spring Term 2017

Howden-le-Wear Primary School

Positive Behaviour Management Policy

Positive behaviour management is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential component of this teamwork.

PHILOSOPHY

The Behaviour Management Policy at Howden-le-Wear Primary School is a statement of good practice that covers all aspects of school that contribute to the development and maintenance of good behaviour and a positive ethos both inside and outside of the classroom.

Effective Behaviour Management is essential for the smooth running of the school. The school recognises the importance of teaching behaviour and does this explicitly through the curriculum and implicitly through example.

All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements, allowing teachers to teach and pupils to learn.

This policy should be read in conjunction with the school's Anti-Bullying Policy.

AIMS

The overarching aims are:

- To promote good behaviour and encourage achievement.
- To support pupils in learning and self discipline.
- To enable effective teaching and learning.
- To create a safe and secure environment for pupils and staff.
- To teach pupils to understand, accept and tolerate differences in individuals.

All staff are responsible for the behaviour and discipline of pupils in their charge and should use effective strategies and sanctions to maintain an orderly environment for learning. In dealing with matters of indiscipline or unacceptable behaviour, staff should always:

- Act justly and fairly and be seen to do so.
- Establish a relationship of respect with pupils.
- Deal promptly and personally in matters of discipline.
- Apply a consistent approach.

Both rewards and sanctions will be used by staff to promote a positive ethos in the school and every lesson should incorporate praise and encouragement of pupils.

The successful implementation of this policy depends on full participation. Every member of the school community has a responsibility to ensure positive behaviour.

EXPECTATIONS OF PUPILS:

- To be prepared to listen and learn.
- To control his/her own behaviour.
- To let others work and make progress.
- To sort out disagreements without resorting to physical/verbal aggression.
- To respect property. Not to damage, take or misuse the property of other people or the school.
- To make their best effort to understand and accept differences and the individuality of everyone.
- To work to the best of their ability.
- To wear full school uniform.
- To follow school rules.

EXPECTATIONS OF TEACHING STAFF:

- To provide opportunities for pupils to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity.
- To provide a stimulating environment that is conducive to learning.
- To teach positive behaviour.
- To plan and prepare stimulating lessons.
- To teach respect by treating pupils with fairness and consistency.
- To teach interpersonal skills by promoting positive, supportive relationships within their teaching groups.
- To support the school's positive behaviour policy.
- To avoid shouting, confrontation, aggression involving pupils.
- To avoid whole class punishments resulting from poor conduct of only some of the class.
- To maintain positive communications between home and school.
- To ensure correct uniform and promote the importance of self presentation.
- To provide guidance and assistance to individuals as necessary.
- To ensure there is a climate of reward and praise which outweighs sanctions.

EXPECTATIONS OF TEACHING ASSISTANTS:

- To support all children in the class under the direction of the class teacher.
- To avoid shouting, confrontation, aggression involving pupils.
- To avoid whole class punishments resulting from poor conduct of only some of the class.
- To particularly support the most vulnerable children in the class.
- To work in collaboration with the class teacher to remove barriers to learning for individuals and groups of pupils.
- To help the teacher to create and sustain a positive culture to learning where praise and encouragement outweigh sanctions.
- To consistently implement the school's Positive Behaviour Policy.

EXPECTATIONS OF LUNCHTIME SUPERVISORS:

- To encourage and support all children in play and communication.
- To avoid shouting, confrontation, aggression involving pupils
- To create and sustain a positive culture where praise and encouragement outweigh sanctions.
- To listen to, and take account of, the views and opinions of all when mediating situations.
- To consistently implement the school's Positive Behaviour Policy.

EXPECTATIONS OF THE HEADTEACHER:

- To support staff in managing pupil behaviour by ensuring that systems for managing and monitoring behaviour exist and are consistently implemented.
- To ensure that good practice is both developed and shared eg by observation of teachers who are skilled in behaviour management.
- To avoid shouting, confrontation, aggression involving pupils.
- To ensure that professional development is provided for staff that develops the individual and supports school priorities.
- To ensure that the school regularly communicates with parents, carers and governors.
- To provide effective support for teachers presented with extremely challenging and uncooperative pupil behaviour.
- To provide clear leadership and support for the school's behaviour policy.
- To provide a visible and dependable support to staff throughout the day.
- To ensure a curriculum is in place that stimulates and motives all pupils, particularly the most vulnerable.

EXPECTATIONS OF THE GOVERNING BODY:

- To monitor the effectiveness of the school's Positive Behaviour Policy.
- To support the Headteacher and Leadership Team in the monitoring of behaviour of different groups of pupils.

EXPECTATIONS OF PARENTS:

- To ensure their child's regular attendance and punctuality at school.
- To ensure their child to be ready for school and wear an appropriate school uniform.
- To co-operate with the school to ensure that their child follows the school's Positive Behaviour Policy.
- To ensure their child is ready to learn when attending school.
- To keep the teacher / Headteacher aware of any circumstances which may affect their child's learning and behaviour.
- To maintain regular contact with the school through attendance at Parent's Consultation Evenings, and, as appropriate, through letters, reports, face to face contact or telephone calls.
- To encourage and support their child in the completion of homework.

REWARDS AND SANCTIONS.

REWARDS

Encouragement, praise and rewards are an essential part of positive behaviour.

"Praise me more, criticise me less; I'm still learning" is a phrase to be borne in mind by all staff.

The school supports a 'Castle Points' system and all staff are expected to apply it consistently and according to the criteria. **Verbal praise and encouragement should be used often and in every lesson.**

At Howden-le-Wear Primary School we have high expectations of all our pupils. We expect:

- Good behaviour at all times.
- Good manners and attitude at all times.
- Respect for all members of the school community.

Castle Points should be given to any pupil who achieves over and above these basic expectations. Castle Points feed into the overall 'Castle Shield' totals. The Castle Shield will be presented at the end of each term to the team that has the most points when all points are added together. This team will then receive an afternoon treat during the last week of term provided by the school.

REWARD SYSTEM.

- Castle Points will be in the form of a **BLUE** sticker which goes on the pupils' reward card. Weekly totals of castle points are recorded on the card and shared in Castle Meetings on Fridays. Weekly totals are also shared with parents in pupil planners.
- Castle Points can be awarded by any member of staff who feels a child is deserving of it. They should be awarded so as that the value of the Castle Points is not diminished, e.g. awarding 10 Castle Points is not appropriate.
- If a member of staff feels that a piece of work/effort etc is of such a high standard, the pupil should be referred to Mr Baines (Headteacher) or Mrs Clark (Deputy Headteacher). These people can award a further **YELLOW** sticker as a Headteacher / Deputy Headteacher's Castle Point.

- Recognition of pupils reaching a certain number of team points is as follows:

1 Full Card Completed = Bronze Certificate and sticker.

2 Full Cards Completed = Silver Certificate and sticker.

3 Full Cards Completed = Gold Certificate and sticker

4 Full Cards Completed = Platinum Certificate and sticker. Letter of praise sent home by Headteacher.

5 Full Cards Completed = Diamond Certificate, sticker and pin badge. Letter of praise sent home by Headteacher.

The system will only work if Castle Points have value and are consistently applied according to clear criteria.

CRITERIA FOR THE AWARDING OF CASTLE POINTS.

1. Achievement of outstanding work of a high standard in the group, shown by a top grade or mark.
2. Achievement of high test result or personal best/progress.
3. Sustained improvement in the standard of work over several weeks.
4. Showing initiative in the production of voluntary work of a good standard.
5. Determined effort in tackling areas of development/targets.
6. Keeping neat, well maintained books in all subjects.
7. Being smart and well presented, wearing appropriate school uniform.
8. Helping the school community in their own time eg:
 - Assisting others to complete a task.
 - Buddy monitor.
 - Helping to clean and organise equipment.
 - Involvement in sponsored events or other charity events.
 - Taking part in assemblies.
 - Taking part in concerts and productions.
 - Showing visitors around school.
 - Being helpful to peers and staff.
9. Taking part in extra-curricular activities eg:
 - Representing the school in PE, music etc.
 - Participation in Booster Classes.
 - Attending practices / matches on a regular basis.
10. Acting responsibly and with concern for others eg:
 - Assisting new pupils to settle into school.
 - Handing in found items (to reward honesty).

The list is not exhaustive. Please add to it as you think fit.

Coupled with this, staff are encouraged to reward children through:

- **Positive Verbal Praise** – ‘Well done for standing straight in the line without talking’, ‘That’s fantastic writing today’, ‘Everybody stop and have a look at what wonderful work ____ has done.’ etc. *Note: Always let the child know what they are being praised for.*
- **Praise that informs others of the child’s success** eg. Stickers added to books when marking for excellent work or given to the child to place on their school jumper, a note to parents sent at the end of the day.
- **Sending the child to another member of staff for praise** eg. To show good work or for good behaviour as a positive role model to others.
- Nominating a child to be **mentioned in the weekly School Newsletter** that is sent out to parents and carers.

Celebration Assembly

Celebration Assembly will take place in the main school hall each week on a Friday afternoon between 2.10pm and 2.30pm. The aim is to celebrate the successes of children in school throughout the week and identify targets for the week to come.

Staff will nominate a ‘Star of the Week’ from their class to receive a certificate. They will have VIP status in their class for the following week. VIP status enables children to receive class privileges at the teacher’s discretion.

SANCTIONS / CONSEQUENCES

Children will not always behave in the way we may wish and we will then implement sanctions which are two-fold:

- To punish.
- To get pupils to reflect on their inappropriate behaviour choices and learn strategies to avoid such behaviour in the future.

The following grid acts as a guideline to staff as to how to deal with incidents. It is for guidance, rather than being prescriptive; each incident should be considered in its context but the guidance should aid whole school consistency.

The grid works on a 4 stage model with escalating sanctions. This allows a tiered approach to match the seriousness of the incident with the sanction applied.

At all stages of the sanctions process, we encourage the child to reflect on the behavioural choices they have made and personally identify what they will do differently if the situation occurs in the future.

Staff may wish to keep a log of incidents for evidence when report writing or for use at parents’ evenings.

Type of Incident	Stage	Guidelines for Consequences / Actions.
Low Level Disruption eg chatting, inattentive, lack of work, low level arguing, misuse of equipment / environment, lack of respect, not following instructions, arriving late to class following playtime / lunchtime, pupil showing off, bad language used between pupils but not directed at teacher, shouting out of answers when asked to put hand up.	1 Dealt with by teacher in class.	Verbal reprimand, look, use of pupil’s name, moving pupil, use of ‘yellow’ on traffic light. <i>If the child does not improve their behaviour at this point, it moves into Stage 2.</i>
Persistent Low Level Disruption eg continuation of the above into same or future lesson having given pupil every chance to remedy their previous poor behaviour. OR Overt rudeness/arguing/answering back / refusal / swearing.	2 Dealt with by teacher in class.	Remind children of chance been given to improve their behaviour at Stage 1, (if applicable). Child may be given timeout in another classroom / area of same classroom. Children placed on ‘red’ on traffic light which constitutes a ‘warning’. The result of this is a playtime detention in school hall (not classroom) supervised by member of SLT. Parents are informed by completing the warning sheet in child’s

		<p>pupil planner. Complete CPOMS report for child. Note: if children receive multiple warnings in space of week / month, this needs to be brought to attention of SLT, who will act upon this, e.g. contact parents, give child behaviour outcomes, review support plans.</p>
<p>High Level Disruption – Repeated failure to respond to 2nd stage action during the same lesson or in subsequent lessons / throughout a week.</p>	<p style="text-align: center;">3</p> <p>Headteacher/ Deputy Intervention</p>	<p>Headteacher or Deputy informed via adult or other pupil. Child removed from the class by Headteacher or Deputy or escorted to Headteacher’s office by an adult. Complete CPOMS Online report for the child. Child placed on ‘red’ on traffic light and given at least one warning, which will be followed by a playtime detention in school hall supervised by a member of the SLT. Interview with child by HT/DHT. Consequence will be decided and shared with child and parents. This may include isolation from lessons, child to lose privileges, miss treats / out of school opportunities etc.</p>
<p>Serious Incident from outset (Stages 1-3 jumped) or escalation (may be at other stages but moves quickly to stage 4). Serious incident: e.g. someone has been physically harmed, serious verbal or physical aggression or behaviour that puts others in immediate danger, behaviour that would lead to an exclusion from school.</p> <p><u>What constitutes a serious incident?</u></p> <p>Any incident in which:</p> <ul style="list-style-type: none"> - A person may be physically harmed. - A pupil displaying verbal or physical aggression. 	<p style="text-align: center;">4</p> <p>Headteacher Intervention</p>	<p>Headteacher called immediately, child withdrawn from lesson/ situation. Discussion with HT, parents informed immediately. At HT’s discretion child may be isolated for remainder of day, all privileges cease – extra curricular, break, school representation etc External agency support such as LA Behaviour Support Team may become involved if repeated issues occur.</p>

<ul style="list-style-type: none"> - An object is used in an aggressive manner. 		<p><i>Need immediate Headteacher assistance?</i> Send an adult or responsible pupil to office or phone main reception.</p>
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Warnings

As explained above in Stage 2, warnings are given after an escalation through the traffic light system to 'red' or after an immediate 'jump' to Stage 3 or 4. Multiple warnings may be issued at the discretion of the adult, e.g. if a child has hurt somebody and then lied about it, they may be given a warning for the hurting and a second warning for the lying.

Following a warning, detentions are carried out at morning playtime (either on the same day or the following day if the warning was issued after breaktime). Multiple warnings result in the corresponding number of detentions and may be carried over into a new week if necessary. The SLT will monitor multiple warnings via the CPOMS system and act on these accordingly. Detentions will take place in the school hall and will be supervised by the Headteacher or Deputy Headteacher. During the detention, children will stand in silence and reflect on their behaviour choices. At the end of the detention, children will speak with the HT / DHT individually about the behaviour choices they have made and how they intend to make more appropriate choices in the future.

Children will miss 5 minutes of Friday's 'Golden Time' for every warning they receive, e.g. if a child has 3 warnings in a week, they will miss 15 minutes of Golden Time. The children who are missing Golden Time will stay in the hall with a member of staff (usually the HT / DHT) and reflect on their behaviour choices, whilst the other children in school take part in Golden Time activities around the school.

Expectations / Standards in School

At Howden-le-Wear Primary School we have high behavioural expectations of all members of the school community. To ensure expectations are fully understood by all the following guidance has been created.

Classroom Expectations:

- We move around the classroom in a calm, orderly way.
- We listen to others.
- We put our hands up to be heard.
- We are kind and polite to others.
- We ask an adult for help if we have a problem.
- We work hard and try our best at all times

Corridor Expectations:

- We walk around school in an orderly way.
- We open doors and move to one side for adults / visitors.
- We use language such as 'thank you' and you're welcome when speaking to adults

Dinner Hall Expectations:

- We line up and wait to be served in an orderly way.
- We use good manners when speaking to staff.
- We talk politely to people on our table only.
- We wait calmly to be dismissed from the dinner hall.
- We put our hand up if we have a problem that an adult can help us with.

Playground Expectations:

- We treat others the way we would like to be treated.
- We look to help and support younger children.
- We speak to an adult if we have a problem.
- We line quickly and calmly at the end of playtime.