



Behaviour Management policy

Introduction

- ◆ **THIS DOCUMENT IS** a statement of the aims, principles and strategies for behaviour management at Send C of E First School.
- ◆ **IT WAS DEVELOPED** through a process of consultation with teaching and non-teaching staff.
- ◆ **IT HAS BEEN TAKEN FOR APPROVAL** to the *Governors* in January 2009
- ◆ **THIS POLICY WILL BE REVIEWED** in January 2011.

1. AIMS AND OBJECTIVES OF THE SCHOOL BEHAVIOUR POLICY

Send C of E First School regards the Behaviour Policy as pivotal to developing each child as an individual and his/her potential to the fullest, in a safe, nurturing environment.

The aim of the policy is to outline for all members of our school community a range of strategies to enable pupils to behave well, and the strategies to use when pupils misbehave.

1. Promoting, among pupils, self-discipline and proper regard for authority.
2. Encouraging good behaviour and respect for oneself and others on the part of pupils and, in particular, preventing all forms of bullying among pupils (see anti-bullying policy).
3. Ensuring that the standard of behaviour of pupils is acceptable.
4. Securing that pupils complete any tasks reasonably assigned to them in connection with their education, and otherwise regulating the conduct of pupils.

The policy will make clear which members of staff have specific responsibility for key areas of sanctions, and for promoting good behaviour on and off site. At Send C of E First School we are committed to ensuring the welfare of all pupils, and to ensure there is no bullying or discrimination. We are especially aware of the needs of some children who may need special support for behaviour. Vulnerable pupils, including looked-after children, children with SEN, physical or mental health needs, will receive behavioural support according to their need, this may involve using outside agencies to support the school.

The Daily Act of Worship, broadly Christian in approach, seeks to combine the teaching of moral values and RE with time to reflect on current events, as well as the awe and wonder associated with our world and our responsibilities within it. It is a corner stone of our approach to behaviour.

Children who have performed particularly well during the week have their names entered in the 'Star of the week' Book, which is read out at our Friday Assembly. The Friday Assembly also provides an opportunity to present children with awards won outside school. Karate belts, music certificates, show jumping rosettes, soccer trophies, swimming awards, dancing cups - you name it, and we've presented it! Our aim is to encourage children to use leisure productively.

We teach that rights and responsibilities are the opposite sides of the same coin; one cannot have one without the other. Indeed, discipline is an essential attribute best fostered in a quiet, well-ordered atmosphere in which mutual respect and individual contributions to school life are valued.

Self-discipline is fostered by example, and by encouraging classes to devise their own codes of conduct. Our rules are summed up in the statement, ***"We will all show care and respect for each other, valuing everyone's possessions and our school. We will treat others as we would like to be treated ourselves."***

We have a School Council made up of representatives from each Year group (with the exception of Nursery), together with a teacher representative, who meet weekly to discuss issues of interest to children. We believe that within this ethos, bullying can have no place and will not be tolerated.

We are a 'telling school', and unwelcome incidents are dealt with as soon as they come to light. Initially, children are made aware of the effects of inappropriate actions upon the feelings of others; children are encouraged to help each other and to co-operate with each other. Those who have 'fallen out' are given opportunities to work and play together.

If behaviour falls outside acceptable parameters, it is the duty of all staff to:

- be impartial, firm and fair
- explain the moral implications and effects upon others
- react fairly in the implementation of sanctions and remedial strategies

Parental involvement, formally or informally, may be a key option after consideration of individual circumstances. In the unlikely event of a conflict of interest, members of the governing body may become involved.

Personal, Social and Moral Education plays a vital role in upholding values and is addressed through PSHCE (Personal, Social, Health and Citizenship Education) lessons. We also have good links with our Community Police Liaison officers, who

are invited into school regularly. However, it goes far beyond class discussions, drama and circle times and we constantly endeavour to engender an ethos which supports good behaviour, care and respect in all we do.

We teach children to show respect for all adults and that expected standards of behaviour are equally important wherever they may be, whether in class, playground, sports lessons, clubs or school trips. We also teach children that these standards of behaviour are expected before and after school.

Lunchtime supervisors are essential in ensuring a safe, happy lunchtime and it is important that there is a consistent approach across the school. They are supported in their efforts to ensure a well-ordered, happy playground.

Sanctions

Although our Behaviour Policy places the first emphasis on positive reinforcement of good behaviour and a healthy work ethic, it is clear that there are times when appropriate sanctions have to be applied. In the interest of continuity of practice and expectations, a workable, easily-understood framework should be in place.

In practice, sanctions should be appropriate

- to age
- to the ability to understand
- to the misdemeanour committed

The progression of the agreed whole school approach will be:

- 1/. Verbal warning
- 2/. Yellow Card - 2nd verbal warning
- 3/. Amber Card - Time out to reflect (Advice from BPS is 1 minute for each year of the child's life.)
- 4/. Red Card - Sent to Headteacher/other senior teacher and parents informed

If a child's behaviour/actions are deemed severe then a red card will be issued without going through steps 1-3. (e.g. violent physical behaviour towards a peer or an adult)

A supervised Reflection area, held daily at morning break, provides a sanction for lesser offences. Children who appear regularly in the Reflection area will be reported to the Head Teacher and to their parents.

The removal of previous awards for effort or good conduct is not felt to be in harmony with a positive approach to discipline. For that reason, teachers may sometimes give 'Unhappy faces' to signal disapproval of inappropriate behaviour.

These marks may be displayed prominently in the classroom, and the children encouraged to have them removed as a reward for effort and improved behaviour.

Detention as used in the secondary sector is impractical and undesirable, as prior notice must be given to parents in the interests of safety. It is also felt that the longer the period of time between the offence and the imposition of sanctions, the less effective the actions will be. This is particularly true of younger children.

In the interest of both fairness and the maintenance of individual teacher's credibility with his or her students, whole class/large group break time detentions remain the responsibility of the teacher concerned and should take place in the classroom.

Teachers have the right to send a child out of class should this be deemed necessary for the learning of the rest of the children in that class. In these circumstances children should always be accompanied by a Teaching Assistant and work set. The length of the exclusion from class will be dependent on the age of the child, their ability to understand and the severity of the misdemeanour committed (It is advised by the Behavioural & Pupil Support Service that 'time out' should be no longer than 1 minute for every year of the child's life). The exclusion may be for a few minutes outside the classroom, or being sent to another class, or being sent to the Head.

Extra-curricular activities are looked upon as privileges by those attending them. Removal for a set period of time can be effective. As with all sanctions, however, care must be taken to achieve a fair and correct balance - we do not seek to destroy a beneficial leisure interest.

To report every misdemeanour to parents, is not always a useful way forward. As a guideline, reports should be made in the following circumstances:

- significant breaches of discipline
- lesser problems experienced on a frequent basis
- when individual teachers may feel that there are underlying circumstances of which the parent needs to be made aware
- if parents have specifically requested contact on a regular basis to monitor specific circumstances
- if the head feels that special circumstances appertain

A Discipline Log is kept in the Head's office and will be used to record more serious offences. Depending on individual circumstances, the parents may be contacted immediately, or a second chance given.

Entries will detail circumstances and will be signed and dated.

Send C of E First School believes in the benefits of positive touch and will use it as appropriate. Where there is a duty of care to protect children in danger of harming themselves or others, we follow Surrey County Council guidelines on physical intervention. We will use the least intervention possible to safeguard the wellbeing of everyone.

Should a serious problem arise, it will be discussed with the chair of governors or another member of the Governing Body in his absence. Action will follow in accordance with the results of the discussion. It should be borne in mind that the parents also have rights of reference to governors.

The ultimate sanction remains short term or permanent exclusion. The head and governors will not hesitate to employ this rarely-used procedure if they feel it is warranted. Surrey guidelines on exclusion are followed should this measure be considered necessary. It may also be necessary to involve the school's SENCO to investigate if the behaviour is recurrent. This may also require the use of external agencies, such as the Behavioural Support Service.