



Toft Hill Primary School

Behaviour Management Policy

Alison Barron (Chair of Governors) _____

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Toft Hill Primary School Behaviour Policy

Introduction

'Good behaviour is a necessary condition for effective teaching to take place'
(Education Observed 5 – DES 1987)

The Governing body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Statutory Duty of the School

The Head teacher and the Governing body are responsible for promoting good behaviour and discipline in the school. Head teachers must publicise this policy by making it known within the school and to parents.

Aims

It is a primary aim that every member of the school community feels valued and respected and that each person is treated fairly and shows positive regard for others. This is achieved by:

- Having a clearly defined system that is understood by all staff and followed consistently
- Children being aware of the school behaviour policy, including rewards for good behaviour and sanctions for misbehaving
- Ensuring pupils feel they are important as individuals and that their work is appreciated
- Praising children for their achievements
- Teaching that is sensitive and makes appropriate provision in the classroom for children of all abilities so they can experience success
- Adults acting as role models encouraging positive behaviour, courtesy and respect

Positive Reinforcement

Our emphasis is on the reinforcement of good behaviour, rather than on failures. We believe that praise has a motivational role helping children to see that good behaviour is valued. Praise is earned by the maintenance of good standards as well as by noteworthy achievements. Praise needs to be given as much for behaviour as it is for effort.

The school employs a variety of reward systems:

- Stickers
- Points
- Certificates
- Achiever of the week
- Head Teacher's Award
- Being allowed to take good work to Head teacher or adult of their choice
- Golden Time
- Other in class rewards

Restorative Approach

Having a restorative approach to behaviour management helps us to promote mutually respectful relationships and supports a positive approach to behaviour management, conflict resolution and anti-bullying practices. The positive impacts are far reaching and impact upon attendance, and achievement as well as behaviour.

A structured approach is taken in the resolving of issues and staff follow a set of restorative questions:

- What happened?
- What were you thinking?
- What were you feeling?
- Who has been affected? And how?
- What needs to happen now?
- What do you need to do now?

School Rules

Our School Rules and Consequences are written, agreed and designed to make clear to the children how they can achieve acceptable standards of behaviour. They are reviewed with classes each year and constantly referred to. Our rules and consequences are displayed on all classroom walls. They are:

- Kept to a minimum;
- Positively stated, telling the children how to behave rather than what not to do;
- Actively encourage everyone involved to take part in their development;
- Have a clear rationale, made explicit to all;
- Consistently applied and enforced;
- Promote the idea that every member of the school has responsibilities towards the whole.

Sanctions and support for poor behaviour

Although praise is central to the encouragement of good behaviour, realistically there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful consequence.

The use of consequences are characterised by these features:

- It must be clear why the consequence is being applied;
- It must be made clear what changes in behaviour are required to avoid future consequences;

- There is a clear distinction between minor and major offences;
- It is the behaviour rather than the person that is referred to.

Making poor choices with behaviour will result in:

- Reminder of how to behave
- Warning
- Time out
- Loss of privileges
- Removal from class/situation
- Involvement Head/Deputy – parents will be informed and privileges may be lost
- Behaviour diary to monitor behaviour
- Exclusion – as a last resort

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor consequences. It is important that the consequence is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Additional support

When a child is persistently behaving in a way which disrupts teaching and learning or causes distress to other children, other support may be required:

- Within school the SENCo teacher may be called upon to assist the class teacher in setting acceptable standards of behaviour in the classroom.
- Teachers may monitor behaviour using a behaviour chart. These highlight areas giving cause for concern. We may also use a home school diary so that children can start to understand that home and school work together to solve problems.
- It is school policy to place children on the Special Needs register and for an individual behaviour plan to be developed when behaviour gives serious cause for concern.
- It may be necessary in some cases to request a advice from the Crisis Response or the Educational Psychologist and so use his/her expertise in dealing with children whose behaviour is causing concern. It may be necessary to seek the advice of other external agencies. A referral will be made upon parental agreement, should this be required. (In some cases exclusion may be considered.)
- Other expert advice may come from Social worker or the Police.
- In the most extreme situation, where a child's behaviour is becoming physically aggressive, and where they are a danger to themselves and others, staff may employ the 'Team Teach' techniques in order to physically remove the child to another setting. Decisions to restrain or remove pupils will only be done under guidance and direction of senior members of staff, and only fully trained members of staff will be involved. All incidents will be recorded and reported to parents.
- In extreme cases exclusion may be considered.

Exclusion

If all strategies fail and a pupil still behaves in an unacceptable manner or a pupil is endangering other pupils, themselves or an adult it may be necessary to exclude the pupil. In such cases the head teacher will contact the parents of the child giving the reason for the exclusion.

Procedures following fixed term exclusion

1. Exclusions up to five consecutive days – work should be set and marked by the school. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty notice if they fail to do this.
2. Exclusions for six consecutive days or more – the school has a duty to provide suitable full time education provision from and including the sixth day of the exclusion.

Procedures following permanent exclusion

It is the responsibility of the school during the first five days of a permanent exclusion that work is sent home for the pupil to complete. During these initial five days of exclusion the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty notice if they fail to do this.

Parents

The school aims to establish collaborative links with parents and will try, whenever possible, to accommodate the personal needs of parents so consultation, discussion, advice etc is always available. Staff are happy to be approached about worries parents may have concerning their children.

If the behaviour of a child is causing the school some concern parents will be contacted and actively involved in finding a suitable approach to the individual child's behaviour.

Governors

School Governors play an active part in the positive ethos of the school in showing care and ensuring just and fair dealing in all circumstances.

Staff development

Staff are actively encouraged and supported in attending appropriate training courses organised by the LA, colleges, schools and other reputable bodies.

'Children have more need of models than of critics.'
Joseph Joubert