

Behaviour Management Policy

Hill View Primary



Policy Approved by Governors

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Written by:	Headteacher



Reach for the stars.

HILL VIEW PRIMARY SCHOOL

The governing body's key roles are:

- To provide a strategic view
- To support and challenge
- To ensure accountability

BEHAVIOUR MANAGEMENT POLICY

PRINCIPLE

We recognise the importance of providing a safe, happy, secure environment through establishing a whole school approach to behaviour management, encouraging positive attitudes to achievement, increasing self-esteem, self-discipline and a sense of responsibility in thought, word and deed. By raising the child's social conscience, we aim to create the conditions of an orderly community in which effective learning can take place and where there is a genuine desire to conform to the norm of social behaviour, both in and outside school. The school's ethos values 'ASCENT' are central to our school in which: 'Reach for the stars' is the principal decree.

ASPIRE, SUCCESS, COMMUNITY, EXCELLENCE, NURTURE, TRUST

By committing themselves to operating the system conscientiously, staff are acting responsibly and modelling the behaviour they expect pupils to develop. Good discipline depends upon partnership with parents, carers, and the school.

All adults who come into contact with the children have a collective responsibility for behaviour management within the school.

AIMS

- To promote good behaviour, self-discipline and respect.
- To provide a consistent code of conduct that is fair and understood by all the children.
- To prepare children for opportunities, responsibilities and experiences of later childhood and adult life, through the encouragement of self-control, problem solving and decision making.
- To value everyone equally, enabling them to become independent and confident members of the community.
- To allow children to learn by making choices. Children will be given the opportunity to reflect upon their behaviour and coached to make appropriate choices in the future.
- To raise children's self esteem.
- To prevent bullying.
- To achieve an excellent standard of behaviour supported by pupils, parents and staff.

PLANNING FOR EXCELLENT BEHAVIOUR

The following are 'Our School Expectations' that we expect all children to adhere to

- Do as you are asked by all staff straight away.
- Be polite and considerate to everyone.
- Move around the school quietly and carefully.
- Respect other people's space and property.
- Wear school uniform and look neat and tidy.

We believe in constantly being aware of the children's efforts and not letting their desire to improve in any area of the whole school curriculum go past without some form of praise. Wizard Certificates are

presented weekly for learning, ASCENT awards are presented half-termly, children are given class and whole school responsibilities, 100 square stars, Golden Stars and stickers are all used to highlight effort and good behaviour. Teachers have a degree of autonomy in selecting an additional personalised reward scheme for their class, in line with the school values.

At the start of the school year, children discuss Classroom Rules or Rights and Responsibilities and set a Class Charter for their classroom based upon the school rules below. This encourages their ownership, interpretation at the appropriate level, consistency of key language, understanding of the Charter and a desire to conform.

The school rules are:

Good looking – We look after our school inside and out.

Good listening – We listen carefully

Good thinking - We are polite, kind and helpful.

Kind Words – We talk quietly in class.

Kind hands and feet – We walk quietly in school.

Working hard – We try our best.

In the interest of safety and co-operation, there is also an expectation that:

- Upon entry to school property, children must not leave without permission.
- Children are not permitted to use the adventure playground at the beginning and end of the day.
- Children do not use bikes or scooters on the playground at the beginning and end of the day.
- Children do not play with balls and other play equipment on the playground at the beginning and end of the day.
- Running within the building is dangerous and, therefore, not permitted.
- The area to the rear of the building is out of bounds, without adult supervision - as is any fenced off area.
- Neither the gates nor perimeter fence should be climbed.

PROCEDURES

If a member of staff is concerned over an aspect of a child's behaviour they follow a clear set of sanctions that are displayed around the school and in each classroom's Behaviour folder.

Class teachers will speak to parents if a child gets 3 red traffic lights in one day or 5 red traffic lights over a week. Class teachers will also notify parents of any behaviour problems that allude to a wider concern and discuss ways to help the child and the situation.

Any issues, which re-occur, or are severe, will require noting on the Arbor system. A member of the Leadership Team may become involved at this stage. They will discuss the situation with the class teacher and together with the parents, work towards an acceptable solution. We believe that true partnership with parents is crucial.

When poor behaviour is identified, sanctions will be implemented consistently and fairly in line with the behaviour policy. On occasion, sanctions are necessary but for many instances, a word / some words, carefully chosen, will be sufficient. There are agreed procedures set which all school staff follow.

Sanctions can include:

- A verbal reprimand
- Reflection time
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks either as an apology or for reflection.

- Loss of privileges.
- Missing break time or being kept until last at the end of the day.
- School based community service, such as picking up litter, tidying a classroom; helping clear up areas of the school.
- Regular reporting, including early morning reporting; uniform and other checks or being placed “on report” for behaviour monitoring.

If it is decided that a problem is of an extremely severe nature, an internal exclusion, which allows pupils to be placed in an area away from other pupils for a limited period, or fixed-term exclusion may be deemed necessary. This would be reported to the Governing Body. In cases of extreme behavior, whether this is a one off incident or continual disregard for the school rules, a child may be permanently excluded.

A parent concerned about their child’s behaviour or some difficulty in school or home (which is impeding learning, should contact the child’s teacher as soon as possible and arrange an appointment to discuss the matter. If it is then felt necessary, a further discussion can be arranged with a member of the School Leadership Team.

KEY POINTS

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- The power also applies to all paid staff with responsibility for pupils.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils, in certain circumstances, when a pupil’s misbehaviour occurs outside of school.
- Teachers can confiscate pupils’ property.

SAFETY GUIDELINES

The Department for Education 2013 states that reasonable force and restraint may be used to prevent a pupil from doing, or continuing to do any of the following:

- Injuring themselves or others
- Causing damage to property, including the pupil’s own property
- Engaging in behaviour prejudicial to maintaining good order and discipline

Therefore, if a member of staff believes a child may damage itself, another, or property they may be removed physically using the minimum amount of force necessary.

Exclusion will be seen as the ultimate sanction, this may be internal, fixed term or permanent.

Responsible - Headteacher
Reviewed – November 2018

Review (annual)
Changed (Y/N)

Annually
 Yes

