



Behaviour Management Policy

CATTON GROVE PRIMARY SCHOOL
Striving for Excellence

Behaviour Management Policy

We will strive to create an atmosphere of **calm** and **security** for our children in which effective learning and teaching can take place.

Our aims are:-

- to develop in children a sense of self discipline and an acceptance of responsibility for their own actions
- to create conditions for an orderly community in which effective learning can take place.
- to achieve mutual respect between all members of the community
- to show proper concern for the environment.

A high standard of behaviour is an expectation in this school and all members of the school community should use and be consistent with the same approach. The behaviour of the individual should be managed by the individual, and the behaviour of whole groups should be managed by adults in the school. The behaviour management policy at Catton Grove Primary School is supported by the Bill Rogers' approach.

Our Expectations

We expect adults and children in our school to:

- be polite and courteous at all times
- act without verbal or physical aggression
- understand the value of, and show respect for personal property
- be prepared to co-operate in all aspects of school life
- share resources and equipment effectively
- show respect for each other
- take responsibility for their own safety and the safety of others

These expectations will be reinforced through classroom rules which are negotiated by class members at the start of the year. Each teacher should agree with the class the rules and routines so that everyone knows who does what, when and perhaps most importantly HOW.

Please see Appendix 1 – Guidance on formulating classroom rules

Rewards

We believe that positive praise is the basis of good behaviour management. Appropriate opportunities should be made to praise children. This will raise their self-esteem and help them to learn to accept praise with good grace, enable them to appreciate their strengths, recognise the success of others and help them to become positive members of society.

These are some of the characteristics we all work hard to promote.

- being helpful to everyone in the school community
- working hard and to the best of our ability
- being kind, thoughtful and careful
- keeping promises and telling the truth
- being polite and friendly
- discussing misunderstandings and problems

Rewards should be given when behaviour reflects the above characteristics.

Procedures for actions following consistent misbehaviour:-

KS2

Stage 1

Pupils will receive verbal warnings by a member of staff for inappropriate behaviour.

If the pupil amends the behaviour, the class teacher will use appropriate verbal praise to remind pupils of the way in which they turned around their behaviours.

Stage 2

If the pupil receives three warnings and does not make an effort to display the required behaviours, they will be placed in the classroom of a designated colleague with their work to complete. For the vast majority of pupils this is generally enough for them to have time to reflect on how they behave on return to their own classroom. The pupil will be required to attend a lunchtime detention. (Please see the procedure below) Parents/carers will be informed by the class teacher and the time out is recorded on the pupils end of term report.

Stage 3

In the cases where persistent unacceptable behaviours are reoccurring, and the pupil receives five time outs, the parent/ carer is required to meet with the class teacher to discuss strategies to resolve behaviour. (Please see below for details of Daily, Weekly or Break time Report Cards)

Stage 4

For some pupils where behaviour is deemed to be violent towards either pupils or adults this may lead to a fixed term exclusion. It is expected that a parent will attend a meeting prior to the pupil returning to school and an

action plan being agreed by the school, parents and pupil. Any such exclusion must follow the Code of Conduct for Exclusions.

Report Cards

For a small proportion of pupils daily, weekly or break time report cards help them to keep their behaviour on track. Each report card **MUST** have no more than three achievable targets which are aimed at supporting the pupil to achieve the required behaviours. A copy of the report is sent home to parents/carers and a copy is kept in school. Some pupils actually request these reports and if this is the case parents are informed that is the pupil's choice.

Lunchtime procedures

Key Stage One – Behaviour Recovery

A member of the senior management team will be on duty each lunch time. They will pick up any persistent/critical behaviour or that which cannot be dealt with on the playground either by a member of the MSA or Pastoral teams.

MSAs will bring any children to talk through the following:

- What the problem is?
- Why does the child think it happened?
- What rule was affected?
- What can you/we do to fix it?

These incidents are recorded in the Behaviour Recovery Book. If the incident involves another child, initials only are used. The Behaviour Recovery Book is monitored by the Assistant Head teacher for KS1 each half term. The duty teacher and the child resolve the issue and take appropriate action.

Key Stage Two – Detentions

The Deputy Headteacher and or Assistant Headteachers will manage the children, who throughout the day have had a Time Out. The children are collected and brought to the office just before 12:30 with the completed time out record. Their actions will be discussed with questions such as:

- What actions led to you being here?
- What preceded the behaviour?
- What should you have done instead?
- What will you do in future?

These children will stay in the office for 15 minutes to consider their behaviour.

Adults should endeavour to:

- Model good social language and behaviour at all times.

We should try to avoid:

- Inconsistency
- Negative comments – especially about the person
- Punishing a whole group
- Imposing excessive sanctions
- Aggressive shouting
- Put downs and sarcasm
- Ridicule or humiliation
- Causing intentional embarrassment
- Labelling the child instead of challenging their action(s) and behaviour

Restraint

From time to time it may be necessary to restrain a pupil in order to;

- Prevent him harming himself;
- Prevent him harming others;
- Prevent him damaging property

In other circumstances it may be appropriate to remove a child from a classroom if his behaviour is either likely to or is causing significant disruption to the class.

This kind of sanction should only be used as a last resort when all other strategies have been employed.

Staff should follow the guidance set out in the 'Use of Force to Control or Restrain Pupils' as issued by the DCSF in 2010. Named staff have received the required training to restrain children and a detailed list is held with the safeguarding leader, Julie Coombes.

Support for staff

It is important to remember that all members of staff work together to ensure and maintain the highest standards of behaviour. Support is available to all staff throughout the school. It is much better to seek help and use the procedures that exist.

It is a strength to be able to ask for help. Enlisting a senior colleague to visit and observe can support more effective behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit.

Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Our collective responsibility to promote good behaviour will help to ensure a consistent approach across the school and move us towards being a school where everyone knows what is expected of them.

APPENDIX ONE

Devising Classroom Rules (Including those for Wet Breaks)

- Rules should -
- Be clear.
 - Be fair and reasonable.
 - Be positive, explaining what we want rather than what we don't want.
 - Be enforceable.
 - Have agreed consequences.
 - Be regularly referred to.

Each teacher should agree with the class the routines, daily procedures and duties that are necessary so that everyone knows who does what, when and perhaps most importantly HOW.

The number of rules should be limited to:

- Rules about manners - how we speak to one another, how we attract attention.
- Rules about movement in and between classrooms.
- Rules about safety.
- Rules about noise levels - class talking and listening rules.
- Rules about care of the classroom environment - clearing up, care of school property, care of one's own and others' property.
- Rules about respect and consideration.

APPENDIX TWO

REWARDS FOR GOOD BEHAVIOUR

Before rewards can be given it is important to establish what constitutes behaviour that is beyond what we would normally expect. These are some of the characteristics we are trying to promote:

- **Being helpful to everyone in the school.**
- **Working hard and to the best of our ability.**
- **Being kind, thoughtful and caring.**
- **Keeping promises and telling the truth.**
- **Being polite and friendly.**

- **Discussing misunderstandings and problems.**

Dojos

This is an online system which has been used throughout many classes in the school. The reward system is an online system which enables parents to be able to see what their child has achieved and reinforce with praise at home.

2. Staff should take every opportunity to acknowledge and praise the behaviour we wish to promote. In many cases a smile, nod, wink or thumbs-up signal will be sufficient.

3. Opportunities should be created by class teachers and other adults for pupils to appraise themselves, be appraised by their peers and/or other adults.

4. The class teacher can choose pupils in their class who deserve particular reward for their achievements in academic subjects. Their progress should be prominently displayed in the classroom – examples could include Einstein of the Week, Shakespeare of the Week etc.

5. Each week the class teacher will nominate a pupil to be 'Star of the Week'. They can be nominated for academic and non-academic reasons. Their certificate will be presented in the weekly celebration assembly. The pupil will retain a copy of the certificate and another will be prominently displayed in the school for everyone to see. After it has been on display for a week the copy will go into the pupil's progress folder. The pupil will also receive a trophy that can be displayed on their desk for the week that they are the STAR.

6. Classes who have no time outs (class or lunchtime) will receive a certificate in the weekly celebration assembly.

APPENDIX THREE

Foundation Stage

- Children are given a verbal warning for inappropriate behaviour i.e. that breaks a class rule or disrupts others' learning.
- Yellow card if spoken to a second time, then show card to others adults in setting who initial it so that all are aware.
- Red card given if inappropriate behaviour continues or immediately if extreme behaviour (biting, kicking etc) At this point the child is taken to another classroom with an activity for a short period of "thinking time".

- Green card for excellent behaviour/work – sent to another classroom or office. Reward given and well done song is sung.

Excellent behaviour or work is recorded with a sticker .

- Cards only last for one session, so child starts with a 'clean slate' each session.
- Sticker charts for specific children working on specific behavioural issues shared with parents/carers and appropriate staff. –
- Stickers are given as incentives or rewards.

Sticker charts to encourage good behaviour.

Non-verbal communication is used to promote positive behaviour and to stem inappropriate actions. *Lots of non verbal – e.g. smiles, thumbs up/down etc.*

This policy was last reviewed: September 2018