

Woodley Church of England (Controlled) Primary School



Name of policy: Behaviour Management Policy

This policy is due for review on: June 2018

Version	Date Policy Adopted/Reviewed	Approved by governors	Description
1	2009	2009	
2	Reviewed Feb 2012	2012	
3	Reviewed June 2014	2014	
4	Reviewed Mar 2016	2016	

BEHAVIOUR MANAGEMENT POLICY

AIMS

It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective, considerate and successful way as detailed in the school's 'Code of Conduct.'

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

REWARDS

We praise and reward children for good behaviour in a variety of ways:

- © Staff praise individual children.
- © Staff award children individual house points.
- © Staff award Caught You Being Good Tickets.
- © Children receive individual stickers and/or certificates and teachers are encouraged to develop positive 'whole class' behaviour strategies such as 'Jewels in a jar'
- © The School acknowledges all the efforts and achievements of children, both in and out of school. During weekly phase and whole school assemblies achievement in and out of school is celebrated. Children are invited to share important news and awards as well as use the assembly as a showpiece for an individual/group talent.

House Points

Woodley C of E uses the House Points system to promote 'working hard' in the classroom. The children are divided equally each year into new house teams (Bader, Earhart, Bleriot and Johnson) House points are totalled up each week by Year 6 pupils and the overall winning house is announced in the 'Celebration' assembly. After a house group wins several times in total there is a reward for the pupils belonging to that 'team'.

A pupil may receive a House Point for the following:

- Working really hard at their handwriting
- Being a supportive pupil to others when working.
- Achieving something they have been aiming for in their work.
- Producing high quality work.
- Having a good idea.
- Giving it their best effort when they find it difficult.

Caught You Being Good.

The Caught You Being Good system is to promote the values that Woodley C of E believes in. When a child receives a 'ticket' for being caught being good they enter their named ticket into a raffle box which is drawn when their department has their own phase assembly. Obviously the more times you get caught being good the more likely you are to win the raffle. Each week the box is emptied and the process begins again.

A pupil may receive a Caught You Being Good ticket for the following:

- Helping someone who has fallen.
- Walking sensibly.
- Opening a door for an adult.
- Helping around school/playground.
- Being particularly kind/caring.
- Behaving particularly well.
- Lining up sensibly.
- Demonstrating the Core Christian values of our school.

SANCTIONS

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Stage 1 - Reminder

We expect each child to listen carefully in lessons and allow staff to teach and other children to learn. If s/he does not do so, we **remind** the child of what behaviour is expected.

Stage 2 - Explanation

If the child continues to disrupt the lesson s/he will be told that if s/he continues to choose to continue with the (named) unacceptable behaviour then s/he will be moved within the classroom. The child will either be moved to a place nearer the teacher / support staff, or sit on his/her own.

Stage 3 - Removal

If the child continues to misbehave s/he will be told that s/he has chosen to continue with the (named) unacceptable behaviour then s/he has chosen to leave the class for 'x' minutes. (A time will be specified by the adult).

Any work missed as a result of the internal exclusion will be expected to be made up. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher reprimands him or her.

If a child misbehaves repeatedly, the child is isolated from the rest of the class until s/he calms down, and is able to work sensibly again with others.

The safety of the children is paramount in all situations. We operate a zero tolerance of physically aggressive behaviour. If a child's behaviour endangers the safety of others the child is immediately removed from the classroom/ playground and internally excluded. Parents are informed immediately and a meeting arranged with the class teacher and a member of the SMT to discuss the way forward. An IBP (individual behaviour plan) will be initiated.

If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

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BULLYING

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

THE ROLE OF THE STAFF

It is the responsibility of all staff to ensure that the school rules are supported in their classes, and that their classes behave in a responsible manner during lesson time. The staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the staff keep a record of all such incidents in the class Day Book. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA Behaviour Support Team.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

THE ROLE OF THE HEADTEACHER

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

THE ROLE OF PARENTS

The school communicates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, 'What to expect in September' guidelines and we expect parents to read them and support them.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented via the governors.

THE ROLE OF GOVERNORS

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in implementing these guidelines.

The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues which the Head Teacher will take into account when making decisions about matters of behaviour.

FIXED-TERM AND PERMANENT EXCLUSIONS

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school.

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

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The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

MONITORING AND REVIEW

The headteacher in conjunction with the SMT monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors keep written details of any incident.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.