



Behaviour Management Policy

Consultation that has taken place	Autumn 2014
Date Formally Approved By Governors	30.09.14
Date policy Became Effective	06.10.14
Last Review Date	Autumn 2019
Person Responsible for Implementation & Monitoring	Ms Ness (Head teacher)
	Mrs Small (Safeguarding Governor)
Other Relevant Policies	Inclusion SEN Equalities Child Protect Behaviour PHSCE

Rationale

Good behaviour makes effective teaching and learning possible. Our academic and social standards cannot be maintained if they are impeded by inappropriate behaviour. Therefore, we aim to encourage a consistent approach to behaviour throughout the school with parental/carers co-operation and support.

Purpose

To encourage a calm, purposeful and happy atmosphere within the school;
 To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued;
 To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her behaviour;
 To make boundaries of acceptable behaviour clear and to ensure safety;
 To raise awareness about appropriate behaviour;
 To help pupils, staff, parents and carers have a sense of direction and feeling of common purpose.

Guidelines

- Children are expected to be polite and attentive to the teacher/supervisor and be courteous with each other.
- They should carry-out instructions and be co-operative.
- All classrooms will display class rules. Rules are consistent throughout all year groups.

If a child deliberately acts against these minimum standards the following steps will be taken:

1. A look/a gesture/a word/point to the displayed rule/move closer to them/encouragement/focus on work rather than commenting on misbehaviour, e.g. "Rule number 4".
2. Give a reminder of the rule/repeat the instruction. Give a clear description of desired behaviour. Give directional choice:
e.g. Put the toy back in your drawer or place it on my desk, and then continue with your work.
Return to your seat to finish your work or move to the time-out desk to complete it there.
Give a warning of the implication of breaking the rule one further time.
3. Loss of playtime and/or other agreed sanction.

The hierarchy of sanctions needs to be mirrored by a hierarchy of positive responses. Many children misbehave in an attempt to be noticed/feel special. If this is not possible legitimately, then illegitimate means can be used. A positive reward/acknowledgement structure can facilitate this process so that children know what to do and how to achieve it.

Discipline throughout the school is the shared responsibility of all teaching and non-teaching staff. We believe that serious problems can often be avoided if parents are involved at an early stage. Therefore, if a teacher is concerned about a child they may request to see the parents.

If the undesirable behaviour continues the Headteacher will be informed and will subsequently contact the parent/guardian. Parents/guardians will be required to co-operate with the Headteacher in the interest of the child. A formal record of such incidents and the consequent involvement of parents will be kept in each class. The Headteacher holds a copy of reported incidents.

In some instances, the class teacher/headteacher may be concerned about an individual child's behaviour record and may consider placing the child onto the school's SEN Register or referring them to external agencies. The SENCO will assist in drawing-up a programme of support (a Provision Map) for such children and will participate in monitoring the situation if necessary.

Incentives

Rewards for good behaviour/manners/conduct in and out of school are positively encouraged at St. Vincent's. Each class will establish a fair and consistent reward system.

A fortnightly awards assembly is held for the whole school to acknowledge and celebrate outstanding work, behaviour or manners. The nominated children are presented with certificates.

Conclusion

This policy should be read in conjunction with the Aims and Philosophy of the School; Policy on Bullying; and the SEN Policy.

The Class teacher must always deal directly with any child from their class who misbehaves (whether it occurs during teaching time, break time or lunch time).

Discipline for poor behaviour

The Class Teacher can use any one of the following sanctions to discipline a child who: Is not responding to teachers' requests to work/is being disruptive/ deliberately creates a disturbance/causes accidental damage through carelessness/is cheeky/passes off-hand comments/challenges to authority/swears/annoys other children.

- Ask the child to take a minute of time-out by standing outside the classroom with a sand-timer. For a maximum of three minutes.
- Move the child to a designated 'time-out' area in the classroom.
- Keep the child in class during break time or lunch time. It is the class teacher's responsibility to manage and supervise this.

Discipline for serious behaviour

The Class Teacher can use any one of the following sanctions to discipline a child who: Deliberately throws small objects with intention of breaking them/harms someone/damages property/leaves the class without permission/repeatedly refuses to do set tasks/offensive name-calling/bullying.

- Exclusion from the classroom – the TA will escort the child, with their school work, to another classroom to work quietly at the back of the class.
- Class behaviour sheet
- Informal contact with parents by the teacher
- Headteacher involvement

Discipline for very serious behaviour

The Class Teacher can use any one of the following sanctions to discipline a child who: Repeatedly leaves the classroom without permission/fights with intentional physical harm to other children/throws large dangerous objects/seriously challenges authority/verbally abuses staff/vandalises/steals/persistently bullies.

- Involvement of Headteacher
- Meeting with parents
- Possible involvement of outside agencies
- Possible fixed term exclusion

Discipline for extreme behaviour

The Class Teacher can use any one of the following sanctions to discipline a child who: Causes extreme danger or violence/very seriously challenges authority/runs out of school.

- Immediate exclusion (fixed term – up to 5 days)
- Permanent exclusion

The most effective way to discipline a child in your class is to do it yourself and follow through personally with any act of discipline or sanction. This will ensure that you develop a relationship based on trust and respect: resulting in greater impact for improved behaviour. As a general rule, only the appropriate pupil should be aware of complaints about behaviour. i.e. telling someone off in front of the class can leave everybody feeling told off. It can also have a desensitising effect.

The imposition of a sanction should not be based on the tolerance level of a teacher being exceeded but rather because the child has broken an agreed rule.

Imposition of sanctions should be done in a firm, no-nonsense way but should be consistent with the school's expectation that all people must be treated with respect.

The severity of a sanction should always be kept to a minimum. The aim of sanctions is to discourage future misbehaviour (although some form of reparation or atonement will be necessary). The real power of sanctions is in the child having a clear picture of the dependable and inevitable progression through the hierarchy.

St. Vincent's school operates a 'New day, fresh start policy' with regard to negative behaviour.