

Canning Street Primary School

Behaviour Management - A Structured Approach to Warnings and Sanctions

Policy

(The Policy should be read in conjunction with related policies - Discipline, Anti Bullying, Target Setting)

Rationale

We are constantly striving to ensure high standards of pupils' behaviour and we aim to continuously increase the effectiveness of our whole-school disciplinary systems.

We recognise that effective learning and teaching can only take place in an atmosphere of calm and security which is generated by firm and fair disciplinary systems which are consistently applied.

We believe that there is a need for a system of rewards, warnings and sanctions which support and enhance our policies on discipline; pupils' behaviour; raising pupils' self-esteem; bullying; equality of opportunity; etc. We believe that it is beneficial to develop a means of visibly demonstrating a system of graded warnings and sanctions in a way that is clear and readily understood by pupils, parents and staff and that we also operate systems of rewards and the celebration of successes.

Aims and Objectives

- To maintain a structured system of visible warnings and sanctions of gradually increasing severity appropriate to the age and development levels of our pupils
- To develop such a system in a way which will allow pupils an opportunity to take responsibility for their own actions/behaviours
- To closely link this system to target-setting for individual improvement and our clearly established approaches to encouraging, rewarding and celebrating pupils' improvements/achievements
- To demonstrate our expectations of high standards of behaviour and to promote a sense of responsibility and consideration for others
- To help children to become aware of the "cause and effect" aspects of their own behaviour
- To emphasise that people have a choice about how to behave and to promote an awareness of whether various types of behaviour are acceptable or unacceptable
- To help children to appreciate the consequences of unacceptable behaviour (including the harm/damage it causes and the fact that sanctions/disciplinary measures will be applied)
- To maintain a structured system of warnings and sanctions which are clear, consistently applied and readily understood by pupils, parents and staff, through the use of our visual behaviour chart system.
(Key Stage 1 and 2)

Conclusion

Our behaviour chart system should be seen as an integral part of our existing whole-school approaches and associated policies. It is not to be seen in isolation, otherwise it risks becoming a gimmick which will be of limited effect/value.

Our behaviour chart system, if consistently and sensitively applied, will demonstrate our expectations of good behaviour and the application by staff of effective disciplinary measures as a means of promoting high standards of teaching and learning whilst contributing to pupils' personal, social and emotional development.

In the most extreme cases (e.g. persistent and severe disruptive behaviour/physical violence/persistent bullying, etc) pupils and parents will be made aware of the possibility of exclusion (fixed-term and/or permanent). Where necessary exclusions will be applied in accordance with LA procedures.

(Staff must record actions taken on CPOMS or 'Cause for Concern' forms)

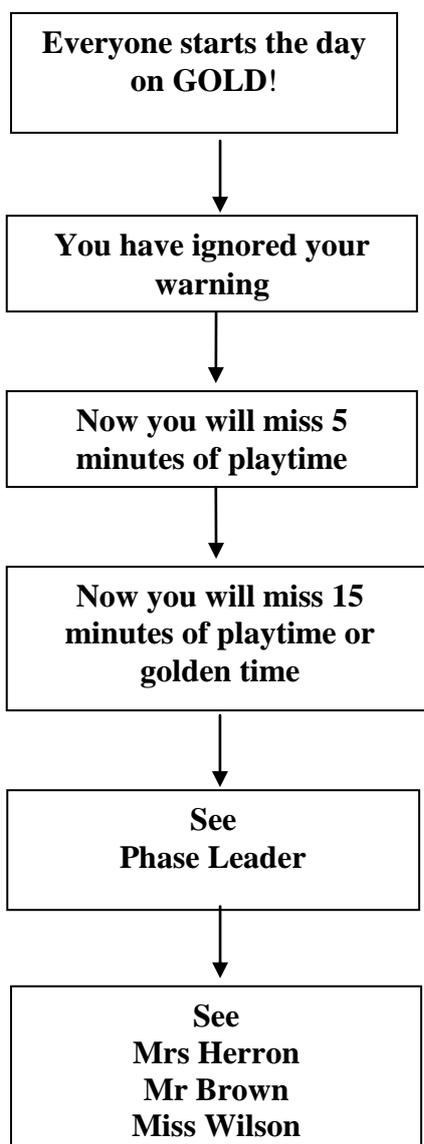
Guidance

Our behaviour chart system

Everyone starts the day on
GOLD!

If you break the school rule an adult will speak to you but if you ignore the warning your name will be moved down.

You can be moved back to
GOLD
if you show your teacher you know how to behave well.



Sanctions

These suggestions **must** be considered alongside other related policies. Staff should use their own professional discretion and knowledge of the child to determine the most appropriate sanctions, - dependent upon the age and individual circumstances of the child.

Verbal warnings/reprimands

Changing the child's seat/changing activity the child is engaged in

Sending child to work elsewhere (**supervised at all times**)

"Time-out" (**supervised at all times**)

Loss of play-times

Loss of "privileges" (e.g. loss of class "jobs"; not participating in favourite activities e.g. games club, etc)

Not being allowed to participate in "treats" (e.g. after school clubs; events, golden time etc)

Making good the harm or damage done

Sending child to Headteacher to explain actions/receive sanctions behaviour and sanctions applied

Excluded from school meals (only to be applied when appropriate and after other sanctions have been applied) (if free school meals – given packed lunch to take home).

Child (accompanied by parents) attends meeting with Headteacher during which problems are discussed and further actions determined. Parents urged to support school's disciplinary actions - Where appropriate, alternatives (e.g. referrals to Support Services) are explored and further targets for improvement set.

Child (accompanied by parents) warned - where appropriate - of the possibility of exclusion from school.

Alternative provision sought (fixed-term or permanent) in accordance with LA procedures.

Target-setting for improvement / Use of Individual Behaviour charts

Target-setting provides the child with an opportunity to succeed. It avoids children being placed in 'no-win' situations and provides them with opportunities to take control of their own actions and to develop a sense of responsibility whilst also acknowledging the over-all authority of the teacher/Headteacher. It also allows the child to make amends for their actions and to avoid the vicious circle of constant disapproval. It is important that the child is encouraged to engage with the teacher (and, where appropriate, with the parent) in the following process -

Identify the problem - i.e. Refer to the school rule -
"We are not allowed to do anything that will hurt, frighten or upset other people".

Ask the child to explain

WHAT they did which contravened the rule

WHY they have behaved in this unacceptable way

WHO they have harmed/ offended/ hurt

WHAT the consequences are/ might have been

WHAT else they could have done to avoid behaving unacceptably

HOW they can begin to make amends

Set targets for improvement which include clear and specific actions to be taken

Establish timescales for improvement which are realistic and achievable.

Identify a system for reporting back on progress made e.g. how often and to whom do they report?

Acknowledge achievement - via praise, encouragement, reduction or removal of sanctions, awarding merit certificates; reports to parents/Headteacher; etc.

EXAMPLE 1: A child repeatedly leaves their seat and deliberately disrupts the work of other children.

After following the above the following targets were set:

Sanction

- Miss playtime and use time to complete work set

Targets

- Apologise to the teacher and other children involved in the disturbance
- Stay on seat and do not leave it without teacher's permission during working times.
- Do not disturb other children

Timescale

- e.g. From playtime (am) to lunchtime
- For whole of next day/for next week, etc.

Report Back

- Child to report to teacher at end of each session for an agreed time, e.g. one day/week

Acknowledge Success

- Merit certificate/Star chart/Wall of Fame, etc.

EXAMPLE 2: A child repeatedly gets into a temper and threatens/hits another child/children at playtimes.

Sanction

- Miss playtimes for rest of day/week

Targets

- Apologise to the victim(s)
- Apologise to teacher on yard duty
- Stop fighting
- Identify and apply ways to control temper, e.g. walk away and play with others: count to 20 and breathe deeply: ask for help from teacher: come into school to calm down, etc.

Timescale

- Not to fight for rest of week

Report Back

- Child to report to class teacher after each playtime to identify success

Acknowledge Success

- Merit certificate
- Extend sanction/target/report for another week
- followed by letter of praise to parents

Kathryn Herron
Headteacher

Autumn 2017

To be reviewed Autumn 2019