



**High Street Primary School
Behaviour Management
Policy 2019**

POLICY FOR MANAGING BEHAVIOUR AND DISCIPLINE

High Street Primary Academy wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

Aims

- ◆ To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- ◆ Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- ◆ To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish poor behaviour.
- ◆ To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- ◆ To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.
- ◆ To address incidents of bullying immediately (**Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally**). (See anti-bullying policy on website)

Code of Conduct

- ◆ All members of the school community should respect one another.
- ◆ All children should acknowledge the authority of, and respect, their teachers and other adults.
- ◆ All children should show regard for their fellow pupils.
- ◆ All children should respect their own and other people's property and take care of books and equipment.
- ◆ We expect children to be well-behaved, well-mannered and attentive.
- ◆ Children should walk (not run) within the school.
- ◆ If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- ◆ Physical violence is never acceptable, neither is retaliation. Repeated or serious incidents may lead to exclusion.
- ◆ Foul or abusive language should never be used.
- ◆ Children are expected to be punctual.

Unacceptable Behaviours

The following are unacceptable to the school community

- Violence and aggression towards another person and self
- Bullying or teasing
- Sexual/Racial harassment
- Any language or behaviour which is meant to embarrass, harass or upset other people
- Swearing at people or public swearing
- Stealing, misuse or deliberately damaging someone else's property
- Preventing others from working and participating in activities
- Interfering with another person's work or play
- Deliberately seeking attention at the expense of others
- Rudeness to any other person
- Misuse of drugs or solvents
- Telling lies
- Walking out of a lesson

We use school rules to remind pupils about positive behaviour:

School Rules

1. I always keep my hands, feet and objects to myself.
2. I always move quietly and sensibly around the school.
3. I am always polite.
4. I listen carefully and do as I am directed.
5. I will work quietly, not shout out and put my hand up.
6. I keep my classroom neat and tidy.

Roles and Responsibilities

The creation of a caring, welcoming ethos, which provides a safe, secure and stable environment, is the responsibility of all at High Street Primary Academy.

Everyone has the responsibility and opportunities to make positive contributions. Everyone should expect to give and receive respect from colleagues and pupils. The examples, which are set by adults, are paramount in maintaining the positive ethos of High Street Primary Academy. Everyone should set high standards. Each pupil's potential for good behaviour should be expected by all. This is maintained by positive reinforcement for acceptable behaviour. Each pupil's effort and achievement is recognised, rewarded, acknowledge and celebrated. Central to maintaining this positive ethos is the pupil's right to dignity, respect, courtesy and privacy.

- Teachers and support staff will deal with incidents during the course of the day, in the classroom and on the playground by following the behaviour code.
- If a pupil is consistently disruptive and is not able to respond to the rewards and sanctions in the school the following option will be implemented:

An individual behaviour contract will be prepared. This contract would take into consideration the very personal circumstances of the pupil in putting together strategies to improve their behaviour in a sensitive and sympathetic manner. **Behaviour contracts are formulated by the class teacher, SENCO, Headteacher and parents.** Regular review meetings take place to monitor progress and adapt the contract where necessary.

Pupil support

Our behaviour policy is designed to support all pupils in a positive way during their education at High Street Primary. We will support students by having routines and rules in place and by having rewards and sanctions with which to deal with issues as they arise.

We praise pupils for their work and behaviour, by nonverbal and verbal methods. Praise is personal to the pupil, supported by appropriate body language, well timed, frequent and consistent, and will suggest how a pupil might do even better in the future.

We try to teach the appropriate behaviours expected of pupils. We have established clear and predictable rules. Responsibilities are taught and opportunities are given to practice taking responsibility. We try to catch children being good, so that we can praise them, and we give regular feedback. We actively promote pupils' self-esteem.

Compliance to requests is expected, so that pupils respond in the appropriate manner.

In dealing positively with behaviour management, we separate the inappropriate behaviour from the pupil, so that we are referring to not liking the behaviour, but liking the child. Clear choices are given to encourage ownership of behaviour. The least intrusive management strategies are used in the first instance. Any incidents are dealt with promptly, and followed up. The school rules are used as a basis for correcting behaviour.

The promotion of positive behaviour for all children is the key aim. To support pupils in this way, we model behaviour through staff setting examples. Promoting healthy self-esteem is an important aspect of our work, which we do through all interactions with pupils. Through PHSE and Citizenship, we develop self-esteem, emotional intelligence, friendship skills and co-operation and collaboration.

Staff Support

Staff are supported in positive behaviour management through the application of the behaviour policy. Incentives and sanctions are available to staff, as are strategies to support positive behaviour management.

Staff have clear routines, which are helpful in creating a purposeful atmosphere, e.g.

- A behaviour code to follow when dealing with repeated unacceptable behaviour
- Routines for accompanying children around the school

Behaviour contracts are produced to support both pupils and staff in defining clear parameters for improving behaviour. Separate incentive systems are appropriate for these.

Incentives

A major intent of this policy is to encourage pupils to exhibit good behaviour, both in learning and social behaviour; this is reinforced with a system of praise for all children.

High Street School's scheme is based on Mindset tokens through which children can be rewarded for academic and non-academic achievements, for being caring, and for showing good behaviour strategies.

Headteacher certificates are awarded each week at a whole school assembly. Each class teacher is able to award one per week for any achievement linked to our Mindsets work.

Merit awards are given termly. Pupils earn tokens throughout the term. Dependant on the number of tokens pupils will get a bronze, silver, gold platinum or chocolate award.

Responsibilities are given in year 5 and 6 to promote a positive ethos e.g. Red Caps.

Children display their work during open days and on display boards around school.

An attendance award is presented each week in assembly to the class with the best attendance.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

Sanctions

There will be times when children behave unacceptably. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline are dealt with by the class teacher, in a caring, supportive and fair manner, having regard to the age of the child. Class teachers manage poor learning behaviour by using the Mindsets token system.

Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences.

Normal sanctions include an oral reprimand and reminder of expected behaviour, loss of free time (such as break times), moving in class to sit alone, writing a letter of apology, or loss of a responsibility.

If there is a need for sanctions, the following may be invoked, depending on circumstances:

- ◆ redirect to another activity
- ◆ talk to the child – discuss what has happened
- ◆ discussion in groups or whole class
- ◆ move the child from the group to work on his/her own
- ◆ repeat work
- ◆ miss break-time (but must be supervised)
- ◆ child to be placed in class group room in the first instance (apart from Year 4 who have no group room) - removal to another class is seen as a final option and must be supported by teacher evidence of all others strategies that have been explored.
- ◆ parental involvement

There will be occasions when certain children will be exempt from the accepted behaviour code. At this time all staff will be notified of the child, reasons for being exempt and the alternative strategies that have been put in place to deal with behaviour. This information will be held in the child's behaviour plan.

Procedure for Dealing with Breaches of Discipline

If the unacceptable behaviour is persistent or recurring, and does not respond to a verbal warning teachers will use the Behaviour Code.

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

Lunchtime Supervision

At lunchtime, supervision is by a team of Mealtime Assistants. Repeated minor problems might result in the child being asked to comply with process laid out in the behaviour code). MTA's will contact the class teacher to come to the child at lunchtime if they are unable to deal with the situation.

Parents

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents can be reassured that staff will deal with behaviour problems patiently and positively. Parents will always be involved in any behavioural issues and the Headteacher will work in partnership with parents in resolving the situation as quickly as possible. Parents will play an active role in consultation regarding any behaviour plan that is devised and in monitoring their child's progress

Care and Control of Children

Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils. Staff should always promote good behaviour through praise and rewards.

Challenging Behaviour

Challenging behaviour can take the form of verbal abuse, physical abuse, assault, defiant refusal, and absconding.

Intervention/ Positive Handling

If a child attacks another child or adult violently and refuses to calm down, the teacher will remove the other children from the room into a place of safety, and request assistance from The Head Teacher or Deputy Head Teacher who are both trained in positive handling.

An Incident Form is completed and the situation discussed with the Headteacher who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies – Social Services, Psychological Service, Pupil Referral Service, etc.

This document has been completed, ensuring that all concerned with its production have taken into account current legislation relating to race, gender, age, sexual orientation, ability and disability.

This will ensure that, where possible and within the limits of reasonable adjustment, we meet the needs of every child and adult linked to the life of the school.

Revised January 19

Next review January 21