

Littledean Church of England Primary School

Behaviour Management Policy

'People with time for Children'

Aim

It is our aim to foster a culture of mutual respect, where each individual is valued for the unique contribution that they bring. Through our commitment to the Christian Values for Life we aim to enable, encourage and equip each child to develop their full potential: academically, spiritually and socially.

The primary aim of this policy is to promote good relationships and behaviour, so that people can work together with the common purpose of helping everyone to learn.

School Values and Class Rules

At the start of each academic year each class will sit down with their class teacher to establish their own behaviour guidelines. The use of positive role models, high expectations and praise feature within every class and throughout the whole school. The 'Values for Life' programme gives the children opportunities to reflect on the Christian values not just during collective worship but through all interactions with other people throughout the school day.

School and Class Reward Systems

Holly Leaves

House points are given to the children for good learning and involvement in activities. The children can earn 'warm fuzzies' for kindness and on-task behaviour, these are put into a jar and when it is full the class can choose a reward. Verbal praise and stickers are also used.

Holly Berries

There is a behaviour chart in the classroom (pot of gold) and all children start in the middle of the chart each day. According to their behaviour they can move up or down the chart. If they move down the chart they always have the opportunity to move back up by changing their behaviour. If a child reaches the pot of gold at the top of the chart they receive a special sticker. House points, verbal praise and stickers are also used to motivate the children, as are raffle tickets which will be placed in a draw for a small prize.

Chestnut Class

Chestnut Class have the opportunity to earn 'golden time' each week. Table points are awarded for on-task learning and the table with the most points each week can choose their golden time activity first. Raffle tickets are awarded for exceptional work and for completed homework activities – 5 raffle tickets can be swapped for a small prize. Children can also earn the star of the day award, which means that they can take home Bruce the Bear for the night or the weekend. House points, verbal praise and stickers are also used to motivate the children.

Maple Class

House points are awarded for good social behaviour. The children all have challenge box time each week and the class have the opportunity throughout the week to earn additional time. Children can also earn raffle tickets for completing homework activities and good work; these can then be exchanged for small prizes from the class box. Verbal praise is also given.

Hawthorn Class

House points are awarded for on-task behaviour. Children are given verbal praise and have the opportunity to earn raffle tickets which can be swapped in their main class (Chestnut or Maple).

Whole School

All staff are encouraged to 'notice' and praise the children when they are displaying the Values for Life, for example holding the door open for other people, sharing toys/equipment helping someone who is feeling sad or worried etc...

Children can be sent to the Head teacher if they have done some really outstanding work or they have done something that the class teacher is really proud of. If this happens they can be awarded one of the Head teacher's special golden award stickers.

Learner of the Week certificates are awarded each week during Celebration Worship and the children have their certificate and photograph displayed on the Learner of the Week board for a whole week before they can take the certificate home.

The school operates a house points system. It is intended to foster then strengthen our whole school identity by allowing the children to work towards a shared set of goals and rewarding them as a result. Children work together to earn a reward for their house which is often decided upon by the children.

Inappropriate Behaviour

Incidents of inappropriate behaviour should be dealt with promptly and fairly.

Inappropriate behaviour could be:

- non-compliance – refusal to complete work, refusal to do what is asked, refusal to move to another group or lesson;
- showing disrespect to adults – speaking rudely to adults, refusal to speak to or listen to adults, answering back, walking away when being spoken to;
- showing disrespect to other children – laughing at other children's abilities, speaking rudely to children, making derogatory comments;
- leaving an area without permission;
- showing lack of respect for resources and equipment – damaging school books, breaking pencils, rulers etc..., deliberate damage of property (graffiti);
- dishonesty;
- eating in class or chewing gum;
- running in corridors and/or classrooms.

When dealing with inappropriate behaviour we are conscious to maintain a child's self-esteem and attitude that it is the child's behaviour which is unacceptable, never the child. Wherever possible we encourage negotiated sanctions that match the offence.

Therefore in discussion with the child we:

- check that the child understands what he/she has done that is unacceptable;
- establish that he/she knows the behaviour was unacceptable;
- explore the effect that the behaviour has on others;
- examine strategies for avoiding the same situation in the future;
- offer alternative strategies.

Use of Sanctions

Holly Leaves

If necessary a child will be given 'calming time' away from an activity and will be able to re-join the activity after a few minutes. Children may lose some or all of their playtime and may be sent to the Head teacher and if necessary an individual behaviour chart will be introduced.

Holly Berries

All children start in the middle of the behaviour chart each day, giving them an opportunity to move up the chart if they are displaying positive behaviour but also move down for inappropriate behaviour. If this happens they always have the opportunity to move back up the chart by changing their behaviour. Other losing some of their golden time, missing some or all of a playtime and being sent to the Head teacher and if necessary an individual behaviour chart will be introduced.

Chestnut Class

Repeated warnings about behaviour could result in loss of some or all of a playtime or removal to another table or classroom. A child could lose some or all of their golden time if they have not earned their time each day. A child will also be sent to the Head teacher if necessary and an individual behaviour plan drawn up if necessary.

Maple Class

Repeated warnings about behaviour could result in loss of some or all of a playtime or removal to another table or classroom. A child could lose some or all of their challenge box time. A child will also be sent to the Head teacher if necessary and an individual behaviour plan drawn up if necessary.

Hawthorn Class

Repeated warnings about behaviour could result in loss of some or all of a playtime or removal to another table or classroom. A child will also be sent to the Head teacher if necessary and an individual behaviour plan drawn up if necessary.

More Serious Incidents

There may be occasions where more serious behaviour incidents occur, such as:

- fighting;
- bullying;
- leaving the school grounds;
- swearing/verbal abuse;
- racist/homophobic comments;
- deliberate abuse and destruction of school property;
- biting;
- exposing private body parts;
- deliberate assault of staff (verbal or physical);
- any behaviour which is potentially dangerous to the child, other children or adults within the school.

The Head Teacher or member of the SLT must be informed if any of the above incidents occur. Any serious incidents of inappropriate behaviour must be recorded using ABC Sheets (Antecedent, Behaviour, and Consequence). These must be shared with Head Teacher so that any potential triggers for certain behaviour can be identified.

Sanctions for Serious Behaviour Incidents

- Loss of playtime/playtimes;
- Writing a letter of apology;
- Parents informed and involved;
- Behaviour book/plan introduced.

- Head teacher must be informed and involved.

Where there is concern that other children might be hurt by a child the children will be moved to a different area of the school. A minimum of 2 members of staff will stay with the child using pre-planned strategies to help the child to become calm again. The incident will then be dealt with according to this policy.

Where there have been incidents of inappropriate behaviour that are deemed to be serious and/or repetitive, parents will be informed and invited to meet with staff to discuss the best way to support the child.

Where there are repeated occasions of serious behaviour incidents or exceptional misconduct:

- My Plan/My Plan + for behaviour and or SEMH written and monitored with specific behaviour related targets;
- Involvement of other agencies such as the Education, Inclusion and Entitlement team, Educational Psychologist, CYPS (Children and Young People Service);
- Work with Family Support Worker on a 1:1 basis to address specific needs;
- Fixed term exclusion;
- Permanent exclusion.

Fixed term and permanent exclusions are a last resort. In the absence of the Head teacher, the Senior Leadership Team have the authority to exclude a child from the school if the behaviour of a child is causing a danger to themselves or to those around them, or if the behaviour is seriously impeding the educational entitlement of the other children in the class through the repeated displays of seriously inappropriate behaviour. If a child receives fixed term exclusion or a permanent exclusion then the Local Authority will be informed as will the Chair of Governors.

The School will follow the GCC Exclusions protocol which allows the parents a right of appeal.

To be read in conjunction with the Positive Handling Policy.

Written - October 2017

Approval by Full Governing Body – 25th September 2018