

Behaviour Management Policy - Reviewed Summer 2017

School Mission

At Monksdown Primary School, we aim to lay the foundations for life by offering a positive, rich experience for all pupils. We believe that all pupils are entitled to develop to their fullest potential – academically, socially, emotionally, spiritually, culturally and creatively, enabling each child to grow in confidence to participate in the wider community.

We will achieve our aims by working closely in partnership with parents and the community in a relationship that puts the child first at all times.

This policy has drawn upon the guidance detailed in Behaviour and Discipline in Schools 2016 and acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and of pupils with Special Educational Needs.

Our school behaviour policy aims to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Provide a friendly, safe, stimulating and purposeful atmosphere, in which pupils can expand their experiences, develop their ideas and acquire knowledge appropriate to their age and ability.
- Provide a rich, relevant, broadly balanced curriculum that meets the needs of all pupils and prepares them to meet the challenge of their future with hope and confidence.
- Ensure that the whole curriculum is equally accessible to all pupils irrespective of gender, race, creed, material background, intellectual ability or physical disability.
- Provide lessons of the highest quality where all pupils are suitably challenged and make at least good progress.
- Provide a high quality Early Years curriculum which reflects our philosophy and commitment to the education of the under 5's as a unique and vital stage within the education process.
- Ensure that all pupils develop with confidence, emotionally, socially, morally, spiritually, intellectually and physically at a pace that is appropriate for each individual.
- To seek to involve parents as full partners of the school in the education of their pupils.

VALUES

We aim to develop pupils who are:

- **Reflective**
- **Resilient**
- **Responsible**

- **Resourceful**
- **Reasoning**

Expectations

Pupils are expected to behave appropriately in a variety of situations in and around the school

Inside the school building

- Staff have statutory authority to discipline any pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction. This includes school visits.
- Staff can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Pupils should always walk around school.
- All staff should ensure pupils are clear about arrangements for using the toilets, paying attention to any medical needs that may exist.
- Pupils are expected to enter the hall quietly and take up their places, leaving enough space to sit comfortably.
- They are expected to listen carefully and not to disturb others.
- Pupils are expected to work quietly and considerately, following the class rules that they negotiated with their teacher.
- They should be taught to select equipment appropriate to the activities they are working on and also to put equipment away carefully.

Playgrounds

- Pupils are expected to play on the main playgrounds. The grassed areas may only be used when the weather is deemed to be suitable by a member of staff.
- There is a rota for use of the football courts.
- Pupils are expected to tell a member of staff if they feel threatened and not to hit back.

Beginning/End of Day

- At the beginning of the day the pupils remain on the playground until they are collected by their teachers.
- At the end of the day pupils are to remain with their teachers if they are due to be collected by a responsible adult.
- Once dismissed, pupils are the responsibility of their parents/carers.

Implementation

In order to implement this policy it is essential that pupils are given clear and consistent messages. This requires constant re-enforcement of 'what we expect' and what is right and wrong. It is important that pupils who display inappropriate behaviour understand what they have done wrong and the consequences of their actions for themselves and others.

Day to day discipline in the classroom is the responsibility of all staff.

It is essential that the headteacher (or a deputy/senior member of staff) responds to concerns referred to them, which are recorded in the Behaviour Concerns file or Parent File.

Any lunchtime incidents are treated consistently in line with this policy.

Our school has high expectations for all pupils regarding all aspects of school life and is centered around positive reward system, good behaviour gains attention and approval.

Each class has their own reward practices and dojo points are used across the school.

Unacceptable Behaviour

Pupils are taught what is acceptable in the classroom, around the school and in the playground. Minor incidents should be dealt with immediately, otherwise they can escalate into offensive behaviour which can seriously damage school ethos and reputation.

Pupils who do not respond to the positive approach/reward systems in operation will need sanctions to help them modify their behaviour, although it must be recognized that pupils are individuals and should be treated as such within the general rules and standards of expectation. Thus, discreet flexibility should be exercised.

At Monksdown Primary School we aim to be consistent in our approach by:

- Recognising and highlighting good behaviour as it occurs
- Encouraging pupils to be responsible for their own behaviour
- Letting parents know about the pupil's good behaviour
- Rewarding individual pupils and groups of pupils for behaving well

Rewards

Rewards in school are used to:

- Help nurture positive relationships and the promotion of positive behaviour
- Help make the school experience a happy and positive one
- Encourage children to repeat desired behaviours
- Encourage other children to demonstrated desired behaviours
- Contribute to the development of children's self-esteem and confidence
- Our rewards system fall into two categories: (1) Encouragement informal and (2) Incentives (formal)
Encouragement – focus on the effort a child is putting into work or attitude to school e.g. verbal praise, positive comments in book, trust to take on a responsibility
Incentives – Focus on a child having achieved something specific, and are often a more public form praise e.g. Dojo points, certificate, stickers, achievement assemblies, star of the week, linguist of the month, writer of the month etc...
- Rewards must genuinely motivate a child, should be a balance of encouragement and incentive, be genuinely earned by the child and sincerely given by adults

Sanctions

1. Fair but firm correction by teachers/headteacher/support staff.
2. Withdrawal of privileges – playtimes, outings, special occasions, etc. Parents will not always be informed if a detention has been given
3. Pupils who are persistently disruptive may be withdrawn for period of time – sent to another class or the headteacher.
4. Requests of support from parents and the introduction of Target Card
5. Development of an IBP (Individual Behaviour Plan).

If a lunchtime detention is given, pupils will be allowed a reasonable time to eat, drink and use the toilet

The headteacher will deal firmly but fairly with problems that are referred to her. Each misdemeanor will require a different response. If minor problems escalate, parents will be informed. It will be clarified that bad behaviour/aggression will not be tolerated and they will be asked for support in dealing with problems.

The school may request support from outside agencies – Educational Psychology, Child Health professionals etc.

The school has powers to exclude pupils if necessary. In such cases parents will be fully informed of the procedures. All punishments will be proportionate. In all circumstances the penalty will take into account the pupil's age, and SEND and any religious requirements affecting them.

If school have cause to suspect a child is suffering, or is likely to suffer significant harm. Staff will follow the schools' safeguarding policy.

Playground/ Lunchtime Sanctions

In order to ensure the safety of pupils in the playground, the following sanctions will apply:

1. Pupils who misbehave may be withdrawn from play and asked to stand against the wall or walk around with a member of staff, depending on their age.
2. Pupils causing serious disruption (roughness, aggression, etc.) will be sent inside immediately.
3. Incidents must be reported to class teachers and senior staff.

Lunchtime

The headteacher or senior members of staff will be available during the lunch break.

The Supervisory Assistants have responsibility for the pupils whilst eating and playing at lunchtime. Their role includes the development of pupils's social and play skills. Details of their role are set out in the Mid-day Supervisory Assistant Handbook. They have the authority to exercise judgment and reprimand pupils who are not exercising the correct amount of self control, following the school's policy and procedures at all times.

Lunchtime incidents and pupils who consistently misbehave will be reported to the headteacher. In cases of extreme difficulty, parents will be informed and may be requested to make alternative arrangements for their child.

Parents

Difficulties can arise when expectations of home and school differ. The school's expectations are outlined in the school's prospectus. We ask for co-operation in supporting our expectations by:

1. Informing school of any difficulties with their child at home.
2. Making sure that their pupils are emotionally and physically prepared for the busy school day; a good night's sleep, adequate breakfast, etc.
3. Making sure pupils arrive for school on time and that they are met promptly at the end of the day.

Parental involvement is important and any problems which are brought to our attention will be addressed immediately and dealt with openly.

Bullying and/or Harassment

We want our pupils to feel safe in school and to encourage them to help each other and themselves. Very young pupils may feel threatened but not be able to verbalise their fears or the reasons for them. Older pupils may be afraid of expressing their concerns because of perceived consequences. Any concerns expressed by pupils to members of staff, each other, or their parents must be responded to as soon as possible and followed through.

Our Anti-Bullying Policy takes the above into account. Parents/Carers and pupils are issued with a copy of the School Council Anti-Bullying Policy leaflet and copies are available in the reception throughout the year. A copy of the school Anti Bullying Policy is available on the website.

Procedure

1. Headteacher will meet with parents to hear/share concerns
2. Parents informed of the action school will take and the timescale.

3. Parents will be encouraged to provide feedback and asked to report any further concerns as soon as possible.

It must be noted that although not all situations requiring this amount of attention can strictly be defined as bullying or harassment, they have the potential to have the same impact on the child. As such, they will be treated very seriously. Action and procedures should be recorded and the pupils should be praised for 'telling'. Full details are set out in our Anti Bullying Policy.

Racism (for more detail refer to the Anti-Racism Policy)

The accepted definition of a race related incident is:

"A racist incident is any incident which is perceived to be racist by the victim or any other person".

Monksdown Primary School will not tolerate racist behaviour of any kind. Such behaviour includes bullying, harassment, name-calling, skitting, ostracism or graffiti. All reports of race related incidents will be dealt with sympathetically and quickly. We are committed to take all such reports seriously even though some of them may be proved not to be intentionally racist following an investigation.

All incidents will be recorded using the LA Recording and Monitoring Racist Incidents Procedure, which is an anonymous procedure and sent to the Local Education Authority. A racial incidents book is kept in the Headteacher's office. Full details are set out in our Equal Opportunities Policy

Malicious Accusations Against Staff

Should a pupil make an accusation against a member of staff, then this will be reported to the Local Authority Designated Officer (LADO) and the Chair of Governors. School will follow all procedures and advice given and act accordingly.

Confiscation of Inappropriate Items

A member of staff may confiscate, retain or dispose of a pupils' property as long as it is reasonable in the circumstances. The school is not liable for damage to, or loss of any confiscated items.

A member of staff may search a pupil should it be suspected that the pupils possess of any items on the prohibited items list. Certain items may be handed over to the police otherwise, it is the schools' discretion to decide when to return a confiscated item.

Reasonable Force

Members of staff may use reasonable force in order to prevent a pupil from committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. Members of staff may also use such force as is reasonable, given the circumstances, when conducting a search without consent for items on the prohibited items list.

This policy was agreed by the Governing Body –19th May 2016

Review date: Summer Term 2017

Associated Resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils. <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

Legislative links Education

Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended)(England) Regulations 2014 Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 14