



Behaviour Management Policy

Spooner Row Behaviour and Discipline Policy

Aims

At Spooner Row we aim to:

- Provide a happy, secure and purposeful environment where warm, friendly and caring relationships can be fostered and where the quality of teaching and learning reflects the needs of the individual pupil;
- Create the conditions for an orderly community so that effective learning and social development can take place;
- Enable each pupil to develop an appreciation of basic moral values, a sense of self-discipline, self-control and an acceptance of responsibility for their own actions;
- Enhance self-esteem;
- Encourage pupils to recognise and respect each individual's rights;
- Encourage appropriate behaviour and co-operation;
- Ensure that the management of pupils is consistent, fair and reasonable;
- Treat everyone as equal and positively discourage inequality, prejudice, intolerance and injustice.

Objectives

- To develop self-confidence and self-esteem, showing pride in our achievements and in our school;
- To show sensitivity and consideration for others;
- To develop a respect and tolerance for other ways of life and different opinions through developing an understanding and appreciation of difference;
- To develop responsibility for our learning and our environment

Discipline within School

Spooner Row Primary School staff will aim to:

- Know the pupils as individuals;
- Be fair and consistent;
- Create a positive atmosphere;
- Encourage courteous behaviour;
- Criticise the behaviour, not the person;
- Praise appropriate behaviour and work;
- Plan lessons to maintain the pupils' interest and make learning fun;
- Minimise the opportunities for disruption by arranging the classroom carefully, giving thought to pupil grouping;
- Be aware of body language, tone of voice etc;
- Give clear explanations of the behaviour expected in the school and classroom;
- Continually observe class and individual behaviour;
- Analyse own classroom managements performance, and learn from it.

Acceptable Standards of Behaviour

The School will promote and reinforce all acceptable behaviour in a range of different ways.

Pupils will be encouraged to:

- Show concern, care and respect for others;
- Recognise the right of others to learn;
- Accept responsibility for their actions (within the individual pupil's ability);

- Learn strategies of self-control.

Staff will:

- Provide acceptable role models
- Establish positive relationships
- Be consistent, firm and fair
- Use the agreed Traffic Light behaviour system
- Maintain an environment which is supportive and conducive to learning and which keeps pupils interested and on task
- Promote a positive Growth Mindset
- Celebrate individual strengths and achievement
- Ensure all pupils experience success
- Accept pupils as individuals
- Demonstrate a duty of care in line with the Spooner Row Primary School guidelines (see Appendix 1).

Parents:

- Are expected to support the school ethos (home school agreement)
- Promote a positive Growth Mindset
- Have a duty to ensure their child attends school regularly so work and behaviour patterns can be established and maintained
- Will ensure close communication with school is maintained
- Will be informed when their child's behaviour is causing serious concern
- Will be encouraged to speak in the first instance to their child's class teacher about their concerns, and, if appropriate to make an appointment to speak to the Headteacher and class teacher together. (Follow the Parent Communication Pathway Guidance)

Rewards

At Spooner Row Primary School we aim to create a positive learning environment. We recognise that pupils achieve more and are better motivated when staff commend and reward success rather than focus on failures and shortcomings. The positive benefits of praise and reward are recognised by all staff and will be included in any individual behaviour managements programmes.

Praise will be given formally and informally, in public or in private, to groups or individuals, for work and/or behaviour, as well as particular individual achievements.

Within each class the staff have the flexibility to reward pupils in the most appropriate way. This will vary considerably according to individual criteria – e.g. staying in at playtime will be a reward for some pupils and an effective sanction for others.

Appropriate rewards recognised as good practice at Spooner Row Primary School include:

- Praise and encouragement;
- Celebration in assembly of individual or group achievement
- Certificates such as 'Headteacher's Award', Sport's Award and 'Star Reader'
- Being given the opportunity to show their achievement to other significant adults and pupils
- Small, appropriate material rewards, including stickers
- Privileges e.g. choice of activities
- House points
- Individual class award schemes
- Special responsibilities within class or the school

- Planned reinforcement activities
- 'Golden star' prize draws
- Golden time or choosing time at the end of the day/week.

Please note:

- In some circumstances food (not school dinners) can be used as a reward;
- A reward once given should not be taken away, but may be withheld for a short period of time.

Behaviour Management in Years 1 to 6

In Years 1 to 6 the children are expected to be able to take more responsibility for their actions and we will use a consistent approach to manage the behaviour of all students in the classes and Key Stages. However, some students may have separate behaviour plans dependent upon their individual needs.

The 'Traffic Light' system

In each classroom a traffic light and 'golden star' will be displayed on the wall in an appropriate location. We aim to use it consistently, during lessons, to reward expected behaviour through a clearly visible, child-friendly display. The display is split up into the golden star, green, orange and red, accompanied by clear statements which the children understand as follows:

Golden Star: I have done something fantastic and am a 'star'.

Green: when I am on here I am behaving as expected at Spooner Row.

Amber: I've had a warning as I've made the wrong choice. When I make the right choice I can move back to green.

Red: I have had two warnings and I need to improve my behaviour. When I do so I can move back to amber, and then green.

- All children will begin each day on the green traffic light.
- In some instances, children may be given a reminder about their behaviour prior to being given their first warning.
- Children will be placed onto the 'golden star' for any act that goes above and beyond the expectation for their age and year group.
- Warnings are given for any actions that breach the class or school rules (see Appendix 2 for examples).
- Children have the opportunity to move back up to green once they demonstrate an improvement in their behaviour choices.
- Children who get put onto amber or red twice in one session (morning or afternoon) will remain on that colour for the rest of the day.
- At the end of the day, pupils who are on the amber/red traffic light will have to miss five/ten minutes of their next choosing or Golden time. In KS1 this usually takes place on the same day, but could include the next playtime or lunchtime.
- At the end of the day, pupils who are on the 'golden star' will have their names entered into a prize draw which takes place at the end of each term.

Children who have any 'missing minutes' during choosing or Golden time will sit on a reflection table and use this time to reflect upon what choices they have made and how they could improve this for the following day/week. This will be completed in conjunction with the class teacher, especially for the younger children.

The traffic-light and 'golden star' system will only be used to manage the behaviour of the children during their lesson time.

Behaviour Management in Squirrel Class

In Reception, the children will begin to understand the relationship between choices and behaviours, and they will start to self-regulate their own behaviour. We will use a consistent approach to manage the behaviour of all students in the class, although some students may have separate behaviour plans dependent upon their individual needs.

Squirrel Class will follow a similar system to that in Years 1 to 6, although green, yellow and red coloured apples will replace the traffic lights. From the beginning of the school year, an expected behaviour will be taught that will be monitored using the coloured apple system. When it has been grasped, a new expected behaviour will be added so that the children accrue a set of behaviours as time goes on. By the summer term, it is expected that most children should understand and be able to self-regulate with the help and guidance of adults in the classroom alongside the coloured apple behaviour management system.

Behaviour Management at Playtime and Lunchtime

On the playground or field, the adults on duty will deal with any minor behaviour incidents as per their training.

Pupils may be asked to:

- Speak to an adult to explain the incident and their choices;
- Sit out for five minutes to reflect upon their behaviour, choices or actions.

For any major incidents, children will be removed from the playground or field immediately. The child's class teacher or the Headteacher will then deal with the incident separately. The class teacher or Headteacher will administer any sanctions, and the child's parents will be informed.

Management of any Extreme Behaviour

At Spooner Row Primary there are some instances of behaviour that we deem as unacceptable and which will therefore be managed in a different way by the child's class teacher and/or the Headteacher.

Examples of these include:

- Intended violent or aggressive behaviour towards other pupils or adults;
- Verbal abuse and/or use of inappropriate language, such as swearing;
- Intended vandalism or destruction of school or others' property;
- Theft of school or others' property;
- Any form of prejudicial behaviour including racism, sexism, homophobia or religious discrimination.

Behaviour Management Plans

For pupils where there is a pattern in their challenging behaviour, which may, or may not require restraint, a specific 'Behaviour Management Plan' is written in consultation with staff and parents. Involving the parents in discussion from the onset ensures they are fully aware of the actions that may be taken if their child is involved in an incident.

At Spooner Row Primary School our Behaviour Management Plans will focus upon encouraging and reinforcing desirable behaviour. The class teacher, parent(s) and Headteacher will agree and sign a child's Behaviour Management Plan prior to it being brought into effect. The plan will be reviewed, with the parents, at least every six months.

When levels of behaviour make it necessary for positive handling techniques (Norfolk Steps) to be used frequently it must be carefully recorded as part of the ongoing planning and assessment process. In certain situations, where a pupil is displaying behaviour that is a particular cause for concern, specialist help may be sought and/or a multi-disciplinary meeting, including the Headteacher and the parents, may be convened.

It is the class teacher's responsibility to ensure all teachers, teaching assistants and midday supervisory assistants are made aware of any Behaviour Plan which is in place to ensure a unified approach and consistent handling.

Information relating to a Behaviour Management Plan must be treated as confidential. Any supply staff working with classes will be made aware of Behaviour Management Plans for children within the group they are working. In some instances it will be necessary to share some information with escorts and drivers.

Staff should consult with the child's class teacher if a plan is difficult to follow in some situations.

Controls

A calm and considered approach is needed to deescalate any potential or real behaviour problem.

To prevent assault or other aggressive behaviours staff can only:

- Physically interpose between pupils
- Block a pupil's path
- Hold or guide a pupil by the arm ("closed mitten")
- Shepherd a pupil away using open hands ("open mitten")
- Encourage an action by physical prompting e.g. guiding by the elbow ("open mitten")
- In extreme circumstances, staff may use more restrictive holds consistent with the concept of 'reasonable force' and in line with the 'Norfolk Steps' approach to managing challenging behaviour.

In order to maintain a caring environment within the school as a staff we feel no other methods of physical control should be used. Also refer to the 'Spooner Row Primary School Policies for Positive Handling and for Manual Handling of Pupils'

Physical Restraint

Physical Restraint is a procedure for establishing control over an unsafe crisis situation and used as a last resort when other preventative methods have failed.

Physical Restraint is the intentional use of reasonable force to restrict the movement of a pupil, usually against his/her will. The use of restraint to control an assault, prevent destruction of property or to minimise injury is not intended to reduce a behavioural difficulty and should not be confused with a behaviour management plan.

Spooner Row Primary School uses **Norfolk Steps** positive handling techniques to deal with this issue. Please also see policy for positive handling (Norfolk Steps).

Bullying and Harassment

Staff are committed to regular training and updating on issues relating to behaviour management, and bullying and harassment will constitute part of that training.

The school actively promotes learning through good practice and role models. This includes the best behaviour and conduct of everyone in the school, pupils and adults alike. This is reflected in our school aims and put into practice through our RE, Assembly, PSHE and Citizenship curriculum.

Any incidents or harassment are brought directly to the attention of the Headteacher.

References:

This policy has been written with reference to the following documents:

- Education Act 2002
- Education and Inspections Act 2006
- Equalities Act 2010
- Spooner Row Primary School 'Responsibility & Duty of Care – Statement' for Headteacher, Teachers and Assistants

- Spooner Row Primary School policy for 'Positive Handling'
- 'NORFOLK STEPS' Approach to the Management of Challenging Behaviour – Instructors Manual

HEALTH and SAFETY

Responsibility & Duty of Care – Class Teachers & Teaching Assistants

STATEMENT

- To ensure safe conditions for all pupils, employees and visitors at Spooner Row Primary School.
- To act with due care for the health, safety and welfare of themselves and others.
- To heed any instructions and/or training received relating to health and safety issues.
- To co-operate with other persons to enable them to carry out their health and safety responsibilities.
- To report any issues or concerns relating to health and safety to the Headteacher either privately or through normal lines of communication.
- To be responsible for the health and safety of pupils under their supervision both in the classroom, other areas of the school and educational visits.
- To exercise effective supervision of the pupils.
- To know how to carry out emergency procedures in respect of fire, first aid and other emergencies.
- To follow and apply the particular health and safety measures in their own teaching areas as laid down in the relevant Code of Practice (issued separately).
- To give clear oral and other appropriate instructions and warning to pupils in regard to health and safety issues.
- To follow safe working procedures personally.
- To ensure the use of protective clothing and guards where necessary.
- To make recommendations to the Headteacher on health and safety equipment and on additions or necessary improvements to equipment, tools or site.
- To integrate all relevant aspects of safety into the teaching processes and, if necessary, give special lessons on health and safety.
- To desist from introducing items of equipment (electrical or mechanical) into the school without prior authorisation.
- To report any concerns regarding safety of electrical and gas equipment to the Headteacher or Caretaker. (Use of Premises defect book)
- To ensure fire escapes routes are kept free from obstruction.
- To ensure all portable heaters are used safely and do not present a fire risk.
- To report all accidents, defects and dangerous occurrences to the Headteacher.

APPENDIX 2

The following is a list of behaviours or actions that might constitute a child being given a warning on the 'Traffic Light' system in Key Stages 1 and 2:

- Disrespectful behaviour towards adults or other children;
- Not listening to and following instructions;
- Being dishonest;
- Acting in a way that compromises their own or others' safety;
- Disrupting the classroom activities;
- Acting in an irresponsible manner;
- Distracting themselves and/or others;
- Being unkind to other adults or children;
- Forgetting their homework/reading/spellings/PE kit;
- Being impolite towards other students and/or adults;
- Not treating the equipment or resources provided in a respectful way.

This is not an exhaustive list and should be regarded as a guideline only. Some of these examples will be administered differently depending on the age of the children in question.