



**NORTON SUB HAMDON and WEST CHINNOCK
C of E VC PRIMARY SCHOOL FEDERATION**



Behaviour Management Policy

Last Reviewed	Jan 2019
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Committee Responsible	FGB
Person Responsible	HT

Signed

Date

BEHAVIOUR MANAGEMENT POLICY

RATIONALE

In order for all children to benefit fully from the care and teaching provided at the school, it is necessary that pupils are well behaved and act with respect for themselves, others and their environment.

AIMS

- To develop in pupils a sense of self- discipline and an acceptance of responsibility for their own actions.
- To create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.

OBJECTIVES

- Everyone in all their actions show consideration for the safety and feelings of others.
- Awareness, in all, of the effects that disruptive or inconsiderate behaviour can have on others.
- The use of good manners.
- Encouragement of 'reflection' about the way we behave and the effects of that behaviour.
- The involvement of children with staff in maintaining an agreed 'code of conduct'.
- Children are allowed to learn from their mistakes in a safe and controlled environment, where they will be valued for whom they are, not just what they do.
- That all people are treated fairly.
- Focus on Positive behaviour management
- A clear system for dealing with disruptive or inconsiderate behaviour.

BEHAVIOUR AND RESPECT

We recognise that in order for anyone to show respect for others they must first have respect for themselves and that an important element of self-respect is self-esteem. In a school self-esteem comes from success in all areas of the curriculum. We therefore expect the behaviour of pupils to allow good teaching and learning to take place. Pupils will be expected to conform to the agreed school rules; teachers will present well prepared interesting lessons at a level appropriate to the ability of the children.

Self-respect also comes from being valued, being listened to and being treated with respect. We therefore expect all members of the school community to treat each and every child in this way.

The attitude of all staff is of great importance. It is they who in the end determine the environment in which good staff/pupil relationships can develop. They are expected to set the right example to pupils in matters of dress, punctuality and commitment. They should consider themselves responsible at all times for the behaviour of pupils within sight or sound of them. Discipline is indivisible and those who ignore bad behaviour cannot expect to have the respect of pupils, or to be able to establish the right relationship in class. These relationships call for more sensitivity and tact than ever before. A staff member's influence depends on attitude, character, example, communication skills and the rapport established with pupils.

THE SCHOOL VALUES :

- *telling the truth,*
- *keeping promises,*
- *respecting the rights of others,*
- *acting considerately towards others,*
- *helping those less fortunate than or weaker than ourselves,*
- *taking responsibility for one's actions*
- *self-discipline*

THE SCHOOL REJECTS:

- *bullying,*
- *cheating,*
- *deceit,*
- *irresponsibility,*
- *dishonesty,*
- *racial abuse or harassment,*
- *sexual harassment,*
- *bad or abusive language.*

DEALING WITH DISRUPTIVE OR INCONSIDERATE BEHAVIOUR

A list of class rules is established and agreed at the start of every year with each class, to ensure the safety and well-being of all the children in the school. These are reasonable and can be clearly understood by all the children. If they are broken then the child understands that some form of sanction will result, and this takes a number of forms :-

1. Immediate verbal checking of misbehaviour and an indication of disapproval.
2. A minor sanction, where possible relevant to the offence, such as standing at the side of the playground if indulging in rough play.
3. Repeated work, where the presentation or content of work is clearly below the pupil's potential.
4. The removal of some of the child's more pleasurable activities e.g. missing part of play - time. In more extreme cases the loss of privileges such as membership of clubs.
5. The adult in charge (teacher, midday supervisor, teaching assistant) deals with misdemeanours in the first instance. All staff recognise the importance of fostering parental involvement and this should come at an early stage. It has the triple advantage of being a sanction, of throwing more light on problems behind the misbehaviour and of providing joint/consistent action between school and home, thus preventing the pupil from playing off one against the other.
6. If the child misbehaves in the presence of support staff or volunteer helper, that person must always make the class teacher aware of the incidence and must call upon his/her support or the support of the headteacher immediately if the situation is felt to be serious.
7. The staff are aware of the support of the Senior teacher, Deputy Head and the Headteacher in all matters concerned with disciplining children. If the teacher feels it appropriate then the child will be referred to these members of staff.
8. A formal meeting might be ultimately arranged between the Member of Staff, the parents of the child and the headteacher, this meeting would usually take place in the presence of the child if it was felt to be beneficial.
9. If persistent poor behaviour occurs, a diary must be kept so that parents and outside agencies can be fully informed of the details.
10. No form of corporal punishment is used within the school.

No punishments will be made upon groups of children because of the actions of one member of that group.

FACTORS WHICH MAY INFLUENCE BEHAVIOUR

We are aware that disruption in school can be, in part, the result of external influences which are beyond the immediate control of the school. Poor behaviour often stems from personal problems or difficulties. To punish the bad behaviour and ignore the reasons for it will have only a short - term effect and will not provide a lasting solution. It is important, therefore, to look for the reasons for bad - behaviour. Outside agencies, such as Social Services Department and the Educational Psychologists might be referred to if felt appropriate.

It is the school's policy only to exclude a child as a very final resort; after all other forms of behavioural control have been unsuccessful. In this instance the process, as set out in the LA guidance would be followed and the full support of the Chairperson of Governors would be sought.

As with any disciplinary system, the emphasis should always be on the positive side of encouragement and praise. In any case, criticism should always include advice on how to improve and should be constructive in its approach.

PRAISING GOOD BEHAVIOUR

Praise can be given in many ways and might include the following :

- a quiet word or encouraging gesture.
- a written comment on children's work whether in general terms 'well done' or in a more detailed way, picking out specific points or ideas that gave pleasure.
- a visit to another member of staff or the headteacher for comment.
- a public word of praise in front of a group, a class, etc.
- public acknowledgment by presentation at an assembly.
- by giving some special responsibility to the child as a direct result of 'good behaviour'.
- use of the school report to comment favourably not only on good work and academic achievement, but on behaviour, on involvement and on general attitudes.
- a word to parents at the end of the day, informing them specifically of some action or achievement deserving praise. We must ensure we do not only ask to see parents when something has gone wrong.
- the giving of a 'sticker', badge or other reward which the child wears on their sweatshirt
- Weekly certificates to children in assembly.
- Rewards may be agreed and given to groups of children or classes
- Children are encouraged to see school as being purposeful and to feel that there is a need to make every effort to do their best both in their work and at play. Staff are aware that the provision of a relevant and appropriate curriculum, the use of inspiring and motivating teaching

methods and the full involvement of all pupils are important ingredients of a successful policy in school discipline.

PARENTAL SUPPORT

It is of greatest importance that parents give us their complete support in the efforts we are making to create acceptable standards of behaviour throughout the school. Children are encouraged to exercise self-discipline, self-control and good manners at all times. We, as a staff, see these as just as much a part of the child's education as teaching the basic subjects. Only with the parents' full co-operation can an atmosphere be created in which children can make the best academic progress and enjoy doing so.