

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 work and the children receive 'go-go's' for good behaviour. The go-go's are put in team jars and the children who are in the team that have collected the most each week win a small prize from the class box. Verbal praise and stickers are also used.

Holly Berries

There is a behaviour chart in the classroom 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. House points, verbal praise and stickers are also used to motivate the children. As a whole class incentive the children can earn marbles to go in a jar for the whole class. When the jar is full the class will have earned a treat such as extra playtime or a small party.

Chestnut Class

Chestnut Class have a behaviour chart on the wall where children can earn 5 minutes each day towards 'golden time' on Friday. 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 and fill in his activity diary. House points, verbal praise and stickers are also used to motivate the children.

Maple Class

House points and verbal praise are used in Maple Class. Children can also earn raffle tickets which they can exchange for small prizes from the class box.

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 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.

We also have star of the week certificates for two children in each class, reader of the week certificates and book prizes and mathematician of the week certificates and prizes which are awarded in Celebration Assembly every Friday. We also give VIP (Very Independent People) awards to two children in each class for demonstrating independent behaviour both in their learning and how they organise themselves. All children who achieve this award will attend a special tea party with the Head Teacher at the end of the term.

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. House points are counted at the end of each week and members of the winning house in each class will receive a certificate. The winning house overall at the end of each term will receive an extra playtime. The members of the winning house at the end of the school year will receive an award which will be decided through one of our whole school 'talk time' sessions.

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 teaching areas 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 'time out' 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.

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 sanctions include dots on the board, missing some or all of a playtime and being sent to the Head teacher.

Chestnut Class

In chestnut Class a child could be placed on the warning card of the behaviour chart. Repeated warnings 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. Children are always given the chance to move from the warning card back onto the positive behaviour card. A child will also be sent to the Head teacher if necessary.

Maple Class

A child may be moved to a different seat, table or area (either the practical area or in with another class). The child may miss part or all of a playtime or be sent to the Head teacher.

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).

The Headteacher or member of the SLT must be informed if any of the above incidents occur. Any serious incidents of inappropriate behaviour must be recorded in the Behaviour Log (in Head teacher's office), along records of how the incident has been followed up i.e. discussion with parents, behaviour book introduced etc...

Sanctions for Serious Behaviour Incidents

- Loss of playtime/playtimes;
- Writing a letter of apology;
- Parents informed;
- Behaviour book introduced.
- Head teacher must be informed and involved.

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

- I.E.P for behaviour 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.

Written September 2014

Approval by Full Governing Body – 10th October 2014