



## Ombersley Endowed First School

### Policy on Pupil Behaviour Management

#### 1 Rights and Aims

Everyone who comes to our school has the right to:

- ❖ Receive fair and equal treatment
- ❖ Receive respect as individuals
- ❖ Be free from harm and humiliation
- ❖ Learn in an orderly, safe environment
- ❖ Learn without disruption

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all, and we therefore place an emphasis on praise and reward with positive reinforcement. The school's behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

#### 2 Rules

The school has a number of rules which are phrased positively, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

- ❖ We always work and play together without hurting others;
- ❖ We help and treat other people in the way in which we want to be treated;
- ❖ We always walk quietly around the school;
- ❖ We look after our school and all the equipment in it;
- ❖ We do as we are asked the first time.

#### 3. School Aims

- ❖ Promote high standards of behaviour
- ❖ Encourage self-discipline and personal responsibility
- ❖ Build a sense of membership and pride in our school and community
- ❖ Enhance self-esteem and self-respect
- ❖ Create a purposeful and safe learning environment

The school expects every member of the school community to behave in a considerate, fair way towards others. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members

of the school community. The school rewards good behaviour, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. We aim for the children to develop self-discipline, and to have responsibility for their own behaviour by using the language of choice, so that they are aware that if they make a poor choice there will be consequences.

#### 4. **School Objectives**

- ❖ To have a clear, consistent approach throughout the whole school and by **all** staff and children
- ❖ To handle misbehaviour quickly and calmly in a positive way
- ❖ To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions
- ❖ To teach children to respect themselves, other people and their belongings, and the environment
- ❖ To reinforce positively the development of each individual's self-worth.
- ❖ To create an environment in which misbehaviour is considered unacceptable, and create an orderly atmosphere where effective teaching and learning can take place.
- ❖ To work jointly with parents to promote good behaviour
- ❖

#### 5. **Rewards**

The emphasis is on the positive approach of encouragement and praise, rather than negative criticism.

- ❖ Each class agrees the school rules at the beginning of the school year and is regularly reminded of their agreements.
- ❖ Each class includes a 'circle time' as part of PSHE, when appropriate.
- ❖ Class Dojo points are used to reward positive classroom behaviour for every child and to promote positive actions.
- ❖ Particular achievement and good behaviour may result in merit awards. Children will be rewarded by the Headteacher in Friday Celebration assembly.
- ❖ We have a further range of reward systems for achievement and good behaviour which include immediate reward and praise, stickers and stamps, house points and headteacher's certificates.
- ❖ Children may also be sent to the headteacher's office to receive a special sticker, stamp or certificate.
- ❖ All classes have an opportunity to lead an assembly where they are able to show examples of their best work.
- ❖ The school acknowledges all the efforts and achievements of children, both in and out of school.

#### 6. **Sanctions**

These are followed consistently by all staff:

- Verbal warning
- One strike – reminder of positive behaviour choices. In the majority of cases this is all that is needed. Three strikes result in time out during breaktime. Parents will be informed if a child receives time out.
- Major incidents of unacceptable behaviour in the classroom will result in time out. The child may need to be removed from the classroom to work in isolation during lesson time and have restrictions at break times. The Headteacher will be involved and parents will be informed.

- If a child threatens, hurts or bullies another child, the class teacher records the incident, informs the Headteacher and a sanction is imposed. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.(See Bullying Policy)
- Repeated unacceptable behaviour may lead to a PSP (Personal Support Plan) being drawn up in conjunction with parents and the child will be monitored very closely at all times.
- In extreme cases, if a child becomes a danger to himself or others, a fixed term exclusion will be enforced. At this stage external agencies will become involved.
- The final resort is a permanent exclusion from school.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Staff are fully trained in Positive Handling techniques.(See Positive Handling Policy)

## 7. Playtimes and Lunchtimes

- Children are made aware of our peaceful playground rules which are displayed outside on a board. The emphasis is on purposeful play which is organised by lunchtime supervisors and playleaders and there should be a harmonious atmosphere at all times.
- Lunchtime supervisors have their own reward systems which include verbal praise and encouragement and certificates and stickers which may be awarded in the classroom during lunch or outside on the playground during play.
- All inappropriate behaviour is dealt with during the break or lunch hour and does not impinge on following lesson time.

### Sanctions

These are followed consistently by all staff on duty at break or lunchtime.

- A verbal warning is given in the first instance of inappropriate behaviour.
- If behaviour fails to improve the child will have 5 minutes time out from play standing by a member of duty staff.
- After 5 minutes the child is given another warning and allowed to play again.
- If the inappropriate behaviour concerned a safety risk to others the child will be banned from that game or area for the remainder of the break.
- If there is a major incident concerning violent physical behaviour of any kind towards another child or verbal abuse a member of staff will take the child to the Library area and report the incident.
- The incident will be recorded and a sanction given. This may be a letter of apology or thoughts about their behaviour and how it might be changed.
- Parents will be informed of the incident and how it was dealt with.

## **8. Specific Individual Behaviour Contracts and Plans**

Children requiring specific support will follow the SEND Code of Practice.

- Specific behaviour contracts to suit individual needs. Rewards agreed with parents.
- Home liaison book to celebrate positive actions as well as report on negative actions.
- Individual Behaviour Plans for children on SEN register with Social and Emotional difficulties – parents to be involved.
- Pastoral Support Plan will be written if external agencies feel this is the necessary course of action.

## **9. The role of the class teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding. Staff investigate incidents thoroughly, checking with the original source of information.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **10. The role of the headteacher**

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors and LA have been notified.

## **11. The role of parents**

Parents are urged to be aware of the school's expectations and rules regarding behaviour and tidy appearance. School uniform is clearly described in the Prospectus. A home-school agreement is signed by school, parents and pupils soon after starting school and a copy of this policy is available to all on request.

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **12. The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **13. Monitoring and review**

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents in which a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Signed:** *C. Moore*

**Date:** November 2018

**For Review:** Autumn 2020