



Behaviour Management Policy

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. The School Behaviour Policy is therefore 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 where everyone feels happy, safe and secure, and to help children to become positive, responsible and increasingly independent members of the school community.

The school has a number of school rules, but the primary aim of the Behaviour Policy is not a system to enforce rules. 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.

The importance of encouraging positive behaviour patterns in our children cannot be overstated. It underpins the ethos of the school and is essential in **promoting learning**. It ensures the safety of the children in our care and the welcome felt by visitors. Good behaviour is essential for the smooth running of the school.

It is incumbent upon all staff, both teaching and non-teaching, to provide positive models of behaviour for our pupils. This policy applies equally to all pupils and staff, regardless of race, religion, gender or disability. However, it is acknowledged that some children will have Individual Plans with respect to behavioural targets and that an individual's needs may differ according to ability, culture or circumstances. It is our aim to encourage and teach appropriate behaviour and to provide a safe and secure learning environment for all pupils.

“Good behaviour is a necessary condition for effective teaching and learning to take place”.
D.E.S. 1987

‘Catch the Child being Good.’

Our Philosophy is to catch the child being good and rewarding them appropriately.

We believe children should:

- ✓ Be considerate towards others in every aspect of school life;
- ✓ Respect the view of others;
- ✓ Be polite and courteous to everyone they meet;
- ✓ Be friendly and welcoming;
- ✓ Be honest, reliable and responsible for their actions;
- ✓ Be aware that their actions have consequences for others and themselves.

We aim to:

- ✓ Ensure the safety and happiness of all our pupils;
- ✓ Take appropriate action to deter bullying;
- ✓ Ensure that our children show consideration for others;
- ✓ Foster a sense of pride in and loyalty and commitment to the school;
- ✓ Safeguard the right of all children to take advantage of all opportunities school has to offer;
- ✓ Treat all children with equal fairness;
- ✓ Work together with parents to overcome individual problems.

Habits of adults who manage behaviour well:

- They meet and greet at the door of the classroom
- They persistently catch pupils doing the right thing
- They teach the behaviours that they want to see
- They treat pupils how they would like to be treated
- They reinforce conduct/attitudes that are appropriate to context
- They agree rules/routines/expectations and consistently apply them with rewards and sanctions



- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up on any child.
- They keep their emotion for when it is most appropriate and appreciated by everyone.

Unacceptable Behaviour

The following are some examples of what we would regard as unacceptable behaviour and is not exhaustive: -

- Disregard of requests for co-operative, sensible and considerate behaviour;
- Threatening or abusive language towards other children and adults;
- Bullying;
- Acts which are racist and/or sexist which causes upset to others;
- Fighting and swearing;
- Causing damage to the property of others, including the school itself.

It is vital that a fair and consistent approach to dealing with problems is understood and used by everyone. Children must not be made to feel that they are being treated unfairly or any differently from anyone else.

- When dealing with a situation, it is important not to over-react;
- Avoid confrontation;
- Address the problem;
- Listen to all sides of the story;
- Try to establish the facts (not always very easy);
- Judge only when certain;
- Use sanctions sparingly and appropriately.

Classroom Management

A great deal of positive behaviour can be achieved and encouraged through the provision of well planned, exciting lessons which engage the interest of all pupils. Children must be encouraged to set themselves high standards and to take pride in their work. Within the class they must learn to listen attentively to others, take turns in speaking and getting their teacher's attention.

The classroom environment gives clear messages to children about the extent to which they and their efforts are valued. Classes which are well organised and have easily understood routines will help to develop independence and self-discipline. Relationships between children and teacher, strategies for encouraging good behaviour, arrangement of furniture, neatness and orderliness, access to resources and classroom displays all influence the ways in which children behave.

Teaching methods must encourage enthusiasm for the subject and active participation for all. Praise must be used to encourage and reward instances of good behaviour as well as good work. Teachers' specialist knowledge of individual children will enable them to make appropriate allowances when necessary.

School Rules – 'Rogerstone's Golden Rules'

The school has few written rules and can be summarised as follows:

- ✓ Attend school and be on time;
- ✓ Respect for all people and all things at all times;
- ✓ Follow instructions – First time;
- ✓ Raise our hand if we want to ask or answer a question;
- ✓ Use an appropriate voice level at all times;
- ✓ Keep our hands, feet, objects and hurtful comments to ourselves.



Classroom Rules

All classes devise their own set of agreed classroom rules written as a ‘**Class Promise.**’ This is an agreed Promise that the teacher and children believe are conducive to learning, e.g. Listen to each other, help each other when we are stuck, share equipment sensibly etc.

Rewards

The emphasis must always be to encourage positive behaviour rather than to criticise inappropriate behaviour and rewards have a major role to play in this.

The most immediate method is verbal praise; it is motivational and helps children to realise that good behaviour is valued.

There are six School Houses in Rogerstone Primary. Each child belongs to a house – Red, Blue, Purple, Orange, Green, Yellow. All children have an individual house point card and are given house points/Tocyn Ty for good work / behaviour. These individual points go towards the classes House Point chart, which are totalled each Friday. The winning house is provided with the “House Cup” during Friday’s celebration assembly.

Each Friday, during Celebration Assembly, selected pupils from each class are presented with a “Golden Book” certificate for good work / behaviour, presented by the class teacher. These pupils are given the Headteacher’s Golden sticker and parents are notified of this achievement via text.

Stages of Reward – displayed in all classrooms (see Appendix A)

Sanctions

This is always a more difficult area of behaviour management to deal with. Sanctions are necessary to register disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where praise and respect are central, disapproval and loss of respect can be powerful punishments.

The use of punishment should be characterised by the following features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are needed to avoid future punishment.
- Reprimands should, whenever possible and appropriate, be delivered away from other children.
- Group punishments should be avoided as they may breed resentment.
- There should be clear distinction between minor and major offences.
- It should be the behaviour rather than the child that is being punished.

Most instances of misbehaviour are relatively minor and can be dealt with simply and quickly by a verbal reprimand. Some may require withdrawal of privileges or being kept in at break times.

All classrooms have a “Traffic Light” display with every class members name on it, for children to be clear where they are in the stages of sanction before a consequence is actioned.

All pupils start the day in **Green**.

They will move to **Amber** if a warning has been given.

They will move to **Red** if they have ignored that warning and a sanction will be imposed.

Stages of Sanction – displayed in all classrooms (see Appendix B)

Constant Offender

A constant offender is a child who has been referred to the Headteacher 3 times over a 3 week period following the class teacher having met with parents. The following will happen:

1. Headteacher informs parents via a letter and requests a meeting.
2. Parents to come and discuss behaviour with the Headteacher and class teacher.
3. Monitor behaviour through home/school book and set a behavioural plan according to each individual’s needs, with appropriate reward system.
4. Instant exclusion will be issued to any child for extreme instances of behaviour, this will include:



Individual extreme aggression towards staff or another child;
Serious behaviour that leads to danger towards themselves and another person;
Extreme swearing directed towards a member of staff.

Children who continually find it difficult to control and manage their behaviour appropriately will be placed on the SEN register and given an IEP.

The graduated response

- a. Teacher (or ALNCo) identifies that a child has special educational needs or behaviour difficulties.
- b. Teacher (or ALNCo) provides interventions that are additional to or different from those provided as part of the school's usual behaviour strategies, discussing the provision for the child with his / her parents and record strategies employed to enable the child to progress within an IBP – School Action.
- c. If progress is not adequate, the ALNCo may seek the advice and support from external agencies – School Action Plus.

Bullying – (Please see the school's **Anti-Bullying Policy** for further detail and guidance)

All staff should be aware that bullying does take place and it is something which we do not countenance.

Bullying can be defined as the wilful, systematic desire to hurt another and will not be tolerated in school. It can take the form of verbal, physical or psychological abuse such as name-calling or spreading 'stories.' It is the basic entitlement of all pupils at school that they receive their education free from humiliation, oppression and abuse. We should ensure that the school enjoys an atmosphere which is caring and protective.

All incidents where 'bullying' is reported are taken seriously and are always thoroughly investigated, following the procedures outlined in the school's Anti-bullying Policy. The appropriate action will be taken to deal with the bully and help the victim.

Guiding Principles at School.

- * Bullying is completely unacceptable
- * If you are being bullied tell someone
- * If you witness bullying tell someone
- * People who help stop bullying will be given full support
- * Every reported incident will be investigated
- * Victims will be given full support
- * Bullies will be given guidance to modify their behaviour

Communication and Parental Partnership

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Where the behaviour of a child is giving cause for concern, it is important that parents/ carers are made aware of those concerns at an early stage.

We explain the school's "Golden Rules" in the School Prospectus and Home School Agreement, and we expect parents to read these and support them.

We expect parents to behave in a reasonable and civilised manner towards all school staff and Governors. Incidents of verbal or physical aggression to staff or governors by



parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, parents can refer to the school complaints' policy. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of the Class Teacher

Rogerstone Primary School is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Rogerstone Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving the Headteacher / Deputy Headteacher as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the Golden Rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime. At staff discretion, poor behaviour may lead to a pupil missing all or part of their lunchtime under the supervision of a teacher.

Role of the Governors

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

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, 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.

Role of the Headteacher and Senior Leadership Team

It is the responsibility of the Headteacher 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 the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of mis-behaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehavior. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. (Following LEA guidance).

Implementation, Monitoring and Evaluation of the Behaviour Policy

The implementation, monitoring and evaluation of this policy is the responsibility of the whole school community but the particular responsibility of the Headteacher and Deputy Headteacher. It is achieved through:

- Discussion with staff on behaviour both formally (Staff Meetings) and informally.
- Regular observation of classrooms and playgrounds.
- Monitoring of any recorded incidents.
- The annual review of standards when considering priorities for the School Improvement Plan.



APPENDIX A



REWARDS

Nod

Smile

Comment

Sticker

Show/Share work

Tocyn Ty/House point

Marble in the jar

House colour badge

(1 full tocyn Ty Card)

Show work to

Other staff/Mr Rayer

House Bronze, Silver and Gold Award

(5 House Colour Badges + 1 full tocyn Ty Card)

Note/text home to parents

Headteacher Award

Responsibilities

Teacher choice

Dip in the box

Golden Book Certificate

Free choice (Individual)

Full Marble Jar Choice (Class)

Prize



SANCTIONS

Warning

Move places

Time out

Move from class to another class

Playtime detention

**(3 detentions in one week
and letter sent to parents)**

Teacher to speak to parents

Sent to Head of Phase/

Letter to parents

Parents in school Meeting with Mr Rayer

Behaviour contract

Lunch time exclusion

Temporary exclusion

Permanent exclusion