POOL HOUSE C.P. SCHOOL

BEHAVIOUR MANAGEMENT POLICY

Our main aims are:

- To develop patterns of behaviour which contribute to effective learning in the classroom and to a harmonious atmosphere throughout the school.

- To promote respect for other people - their persons, beliefs, feelings and belongings.

- To produce a calm and positive atmosphere that allows children to make positive choices because they want to rather than because they are afraid not to.

- To create a team in which everyone is clear about their responsibilities and what support is available to them.

We strive to ensure that:

- Staff exhibit a consistency of approach which is designed to enhance the self-esteem and self-confidence of the children.

- We maintain an "open door" policy for parents so that their views are sought and that they are kept informed about the behaviour of their children.

- Parental help is enlisted to support and reinforce rewards and sanctions suggested by teachers and vice versa.

- Complaints are dealt with thoroughly and in a sympathetic manner.

- Good relationships with the wider community are fostered and maintained.

We regard the following behaviour to be acceptable:

- Respect for other people, their persons, beliefs, feelings and belongings.
- Politeness towards other children and adults with a willingness to share.

We regard the following behaviour to be unacceptable:

- Intimidation either of a verbal or physical nature i.e. bullying (a further statement concerning bullying can be seen later in the policy).
- Actual physical harm.
- Stealing.
- Lack of respect for others leading to disruption within the classroom.
- Lack of respect for property leading to deliberate destruction or vandalism.

Approaches

- Teaching specific codes of behaviour as part of a social and moral development programme through an 'Assertive Discipline' approach.
- Using discussion and negotiation to establish rules for conduct in the classroom and school.
- Restorative Justice approaches .

- Positively reinforcing good behaviour- verbal praise to both pupil and parent, small treats, visits to see the Headteacher and/or other member of staff, team points and certificates in the weekly merit assembly.

- Using responsibility tasks either as a reward or as a part of a behaviour modification programme designed to enhance self-esteem.

- Approaching any situation in a calm manner allowing cooling down time if necessary.

- Addressing any comments to persons' behaviour rather than to the person to avoid "labelling".

- Dealing with situations in a sympathetic but firm manner with a consistent application of the consequences for choosing not to follow agreed rules, ensuring equal opportunities for all.

Our expectations of all children are that they will:

- follow directions

- observe all quiet times

- keep hands feet and objects to themselves

- talk politely

Each class may have one further specific rule.

To encourage our children to behave and work in a positive manner, teachers and other adults helping in school may use the following rewards:

- praise

- behaviour awards – stickers, team points, certificates

- positive letters home
- whole class rewards.

To deal with breaches of the behaviour code, there is a hierarchy of consequences:

1. warning
2. five minutes out in class
3. ten minutes in another class
4. involvement of Head / Assistant Head
5. parents contacted

(The head / Assistant Head may be contacted immediately or at any stage for a serious breach of discipline.)

Lunchtime Strategies

We try to ensure lunchtime strategies are as consistent with those used during the rest of the day, however the hierarchy of consequences is slightly different.

1. warning

2. five minutes out with welfare assistant

3. 10 mins on the alternate yard

4. Child will be sent inside

Strategies for dealing with problem situations include:

- Verbal admonishment in the form of explanation of unacceptability of behaviour and negotiation about reparations.

- Withdrawal of privileges in line with the severity of the misdemeanour (loss of playtime, exclusion from the class group etc.)

- Intervention of Headteacher/Assistant Head/SMT to support the initial response by a class teacher or other adult.

- Engaging the support of parents.

- Devising behaviour modification programme for individual children, giving cause for concern, and reviewing their progress over time.

- Mentoring programme

- Nurturing programme

- Enlisting the help of external agencies (e.g. LEIS, Educational Psychologist) and following recommended guidelines.

- Excluding a child from school for a minimal period either for one serious offence or persistent offending over a period of time.

Some incidents require staff to control a pupil physically – the guidelines for this are set out in the Care and Control Policy.

Curriculum

We take care to determine the extent to which negative behaviour may be related to the curriculum by the following means:

- observation and assessment by class teacher
- intervention by Special Needs co-ordinator when appropriate
- individual programmes of study and/or behaviour modification programmes devised
- review of curriculum content, pupil learning style and teaching approaches after a period of time (initiated by either the class teacher, Curriculum Co-ordinator, teacher for gifted, talented and able or Special Needs co-ordinator).

Bullying

"Wilful, conscious desire to hurt, threaten or frighten someone else by pupil/s who have power over the victim/s. Such behaviour as is difficult to defend against."

Bullying is taken very seriously and every incident dealt with immediately with an appropriate response.

We are conscious that bullying can take several forms:

* **Physical** – repeated hitting, kicking, taking/hiding belongings etc.

* **Verbal** – repeated name calling, insults, reference to family members
and/or race

* **Indirect** – repeated rumours, exclusion from play/ activities

* **Extortion** – repeated demanding with menace

* **Incitement** – repeated persuading others to carry out one or more of the above

We are also aware that a distinction must be made between spontaneous over-reaction to an incident and pre-meditated intent to threaten or harm.

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