

# **St Lawrence C of E (Aided) Junior School**

## **Behaviour Management Policy**

### **Introduction**

The Governing Body accepts that excellent behaviour is necessary for effective teaching to take place and seeks to create, with staff, an environment in the school which encourages and reinforces excellent behaviour. Parents are instrumental in working with the school to ensure that this happens effectively.

### **Aims:**

- To create an environment which encourages and reinforces excellent behaviour
- To set high and consistent standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

### **Standards of behaviour**

The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals and to make good choices.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

### **School ethos**

The adults at school have an important responsibility to model high standards of behaviour, both in dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within a group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;

- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.

## **Classroom management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Teachers will have the highest expectations of both learning and behaviour.

Classrooms will be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources will be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. 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 senior staff as appropriate. Teachers expect that parents will behave in a rational manner and that issues will be dealt with in an atmosphere of trust and mutual respect.

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

## **Parental partnership**

It is important to us to develop a positive partnership with parents as this is crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns must also be communicated to the Headteacher so that strategies can be discussed and put into place.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour. Parental participation in all aspects of school life is encouraged. This participation helps the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, as deemed appropriate by the class teacher, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action, and further disciplinary action will be discussed with the parents. Parents are expected to sign a copy of the Home/School agreement which is an undertaking on the part of the parent/guardian, school and pupils of the school to co-operate and support each other throughout their partnership.

We expect parents to behave in a reasonable and civilised manner, and adhere to our expectation of a well behaved adult. Any aggressive or threatening behaviour, whether verbal or physical, 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 concerns about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then become involved and, if the concern remains, they should contact the school governors in writing. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented. (Details are available on the school website)

## **Rewards and Sanctions**

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school behaviour policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

Rewards may include:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Stickers and stamps
- Certificates (achievement and Headteacher)
- Sending good work to Headteacher for stickers
- Special responsibility jobs
- Special privileges, e.g. extra break time
- Positive phone call home
- Class wide rewards
- House points
- Postcards home
- HT Lottery
- Top Table

## **Sanctions**

Despite positive responses as a means to encouraging excellent behaviour, it may be necessary to employ a number of sanctions to enforce good behaviour, and to ensure a safe and positive learning environment for **all** children. As with matters relating to reward, consistency is vital and should be appropriate to each individual

situation. This policy is to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment.

Sanctions may include:

- Verbal Warnings
- Concentration Station
- Blue Box work – to complete work
- Missing breaktime/Lunchtime
- Writing Lines
- Accompanying an adult around at break/lunchtime
- Internal Exclusion
- Sent to another class
- Sent to a Head of Year
- Sent to a Senior member of staff
- Sent directly to the Headteacher

### **Reduced Timetable**

When a risk assessment of children's behaviour has been carried out and they are still found to be a high risk without one to one supervision, a reduced timetable may be used. Reduced timetables will be reviewed on a weekly basis with the parent/carer and the child. They would be used whilst the school ensures other measures are put in place to support the child or whilst a statutory assessment is taking place. The school feels strongly that a reduced timetable is much more positive than possible exclusions that may occur without one to one support when such support is deemed necessary.

### **Fixed-term and permanent exclusions**

Only the Headteacher (or the Deputy Head acting in the Headteacher's absence) has the power to exclude a child from a school, either for a fixed period of time or permanently. It is also possible for a Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. Such action would only be taken if absolutely necessary and following the Local Authority guidelines.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. The SENDCO will become involved in monitoring the behaviour and additional specialist help and advice may be sought from the behaviour support consultant or another member of the Multi-Professional team.

This policy links with the Restrictive Physical Intervention and Positive Touch policy.

Reviewed – December 2017

Next review date – December 2020