

South Molton Community Primary School

Behaviour and Pupil Management Policy



This area includes the behaviour of pupils at all times during the school day both on site and during off site activities. Behaviour also includes anti-bullying, emotional health and wellbeing, physical intervention and restraint. Please read these policies in conjunction with this policy.

The intended audience for this policy:

- Current and new members of staff, ensuring understanding and agreement on the school approach to behaviour and pupil management.
- School governors.
- Parents and external agencies to inform them of the schools position on behaviour and pupil management.

Rationale

At South Molton Community Primary School we recognise the importance of a clear and consistent approach to behaviour management across the school. We actively promote positive behaviour and develop a school ethos which encourages the calm and orderly environment essential for effective learning. We encourage children to develop an understanding of the consequences of their actions and accept responsibility for their behaviour.

Aims & Purposes

- To set clear expectations for good behaviour.
- To celebrate positive behaviour.
- To reduce the likelihood of negative behaviour.
- To deliver a consistent approach for dealing with behaviour.
- To promote a positive school ethos.
- To develop positive relationships between pupils and staff.
- To lay the foundations for our pupils to grow into responsible members of society.

Policy into practice

1. At the beginning of the year time is taken in each class to discuss and agree a set of positive class rules (code of conduct) with the pupils. These are then displayed prominently in the classroom and referred to regularly alongside the school rules.
2. Rewards for encouraging positive behaviour are in place, these include the star of the week award, merits and Role Model assemblies with parents.
3. School assemblies and regular class discussions are held to consider key values and pupils responsibilities as role models to others. We promote the respect and care of everyone and everything in our school.
4. When a pupil has consistently behaved inappropriately and prevented others from learning, or has hurt them, then 1) parents will be informed; 2) sanctions will be applied; 3) referral to outside agencies for advice may occur. If there is still no improvement, then the next steps will be fixed-term exclusion, then permanent exclusion.
5. For those with recognised behavioural problems a part-time timetable may apply, social skills sessions (where available), or curriculum adaptations.
6. Serious incidents of bad behaviour where pupils have intentionally injured others, school property or shown a lack of respect to staff are to be logged in the serious incident book and parents are called in for a meeting- a record of this is kept in the child's file.
7. Staff are given guidance and support on effective classroom management. It is the responsibility of all staff to monitor and promote consistent and effective pupil management throughout the school.
8. At all times whilst considering the best course of action for an individual child, we must also consider the effects upon the rest of a group, class, year group, or the whole school.

School Rules

Our school rules are developed alongside staff and in collaboration with pupils so that everyone is clear about the expectations and why we have each rule.

1. Always try your best
2. Have a positive attitude whilst encouraging and supporting others
3. Keep the school clean and tidy
4. Be confident to try new things
5. Be kind, honest and helpful
6. Be happy to make mistakes and learn from them
7. Line up in silence and keep a quiet voice when moving around the school
8. Respect others and always use good manners
9. Walk around the school and school grounds
10. Take pride in our uniform and be smart

Children with Special Educational Needs

At South Molton Community Primary School we understand that children with emotional/behavioural difficulties may need additional personalised strategies or support to encourage them to follow the whole school behavioural expectations.

Dealing with Serious incidents of bad behaviour

Every child has a right to learn without disruption, we actively encourage appropriate behaviour and inappropriate behaviour will not be tolerated. On health and safety grounds a child/children may need to be removed from the classroom to a place of safety. In extreme circumstances physical restraint may be necessary (please see physical restraint policy, code of conduct policy etc.)

Procedure for dealing with serious incidents-

1. Thorough questioning of all those involved try to establish what has happened.
 2. Consult other adults who may have knowledge about the incident.
 3. Keep notes of responses.
 4. If serious, SLT enter in serious incident book.
 5. Refer to headteacher.
 6. Headteacher will report to and confer with parents.
 7. Headteacher will keep notes of meetings and their outcomes.
 8. Headteacher will disseminate information to interested parties for adherence to procedures.
 9. Fixed term, or permanent exclusions will follow guidance and advice from the DfE.
- If parents still not satisfied, they may refer to Governing Body.

Parental contribution

As stated in our home school partnership agreement, we aim to work alongside parents to resolve any issues affecting their child's behaviour and keep them informed of their progress. We expect parents to support the school in upholding our high standards for behaviour.

Breaktime and Lunchtime Expectations

Children are expected to follow our school rules and lunchtime and break time. When on the playground children breaking rules will have step by step consequences.

- 1- Verbal Warning- children talked to about what they have done and an explanation of the following consequences if they continue.
- 2- Time out area- outside classrooms children have a 5 minute time out from playing 10 minute for Upper KS2 (Year5/6) children.
- 3- If unacceptable behaviour continues then the child is sent to a senior member of staff and will be removed from the playground for that day.

When a child reports problems to an adult on the playground it is important that they are listened to and any incidents are investigated properly. Both sides of any disagreement should be listened to and facts established. The step by step consequences should be followed in order regardless of the age of pupils. Children are not allowed to play with sticks and stones during playtimes. Positive behaviour should be praised whenever it is noticed and raffle tickets issued at lunchtime to encourage this. Merits can be used at break times.

Behaviour in the hall- lunchtimes

Children are expected to follow school rules in the hall. If children are being too noisy then staff can put hands up to ask all children to be quiet. Once this has been established the rules can be explained to children. There will be two warnings allowed for each sitting before moving to the next stage. On the third occasion of increased noise level once quiet has been established it can then be explained that children will sit for 1 minute's silence whilst eating as they have ignored the two previous warnings. Any child who speaks during this silence can be sent out of the hall for a few minutes and then spoken to before re-entering the hall. If this happens with the same child again then they can be sent to a senior member of staff. If the hall needs to be silenced again then this can be done for 2 minutes, a third time would result in a senior member of staff being called.

There will be warning cards to show which warning the sitting is on.

This warning system is the same for individual children. They can be warned twice to be quiet for excessive individual noise with an explanation of what they are doing wrong and the consequences for repeating this behaviour and on the third time can be sent out of the hall for a few minutes and spoken to upon re-entering the hall, re-joining the back of the line. If this happens again then they can be sent to a senior member of staff.

Whole Sitting Noise Levels

Step 1 – Hands up warn children, 1st warning

Step 2 – Hands up warn children, 2nd warning (explain step 3)

Step 3 – Hands up and once quiet turn over timer for 1 minute's silence.

Step 4 – Any children talk during this sent out of hall and warned on return to hall. (If repeated on then refer to step 4 of individual plan)

Step 5 – Hands up and once quiet children will be silent for 2 minutes (explain step 6)

Step 6 – Hands up for silence and ask senior member of staff to visit hall

Individual Noise Levels or Behaviour

Step 1 – Speak with child, 1st warning

Step 2 – Speak with child, 2nd warning

Step 3 – Send child out of hall for few minutes, explain expectations when returns to hall

Step 4 – Send child to senior member of staff or to sit outside Head teacher's office (head must be informed child is there and for what reason)

Behaviour Management- Strategies

Every child and situation is different and staff need to have a range of strategies that they feel confident trying with children. The list below gives examples of ways to promote positive pupil behaviour.

-Praise-catch them being good!

-Distract- create a diversion 'What is your friend doing' 'What do you want to do next?'

-Tactically ignoring- give positive attention to others.

-Verbal and non-verbal messages- Be aware of tone of voice and gestures- use these as tools i.e. nod of head, finger on lips, thumbs up, shaking your head.

-Simple brief directions- separate behaviour from the pupils.

-When....then.... 'Yes you can go and play, when you have tidied up.'

-Rule reminders- simple reminder about rules, rights and responsibilities.

-Simple choices- give child a choice of action. 'Put the toy on my desk or in the bag.'

-Partial agreement- 'You might be tired but it's still the rules.'

-Clear consequences- consistent and with certainty. 'If you carry on ...then..'

-Cool off time- time out. With children that flare up when confronted give them cool down time to consider their options rather than escalating the situation.

-Removal from area. Children can be asked to go and speak to a member of SLT. Forcibly removing children should only be used as a very last resort by a senior member of staff if the child is putting themselves or others or school property in danger. Please see the physical restraint policy.

Cross reference policies:

Physical Restraint Policy

Code of Conduct Policy

Child Protection Policy

Anti-Bullying Policy

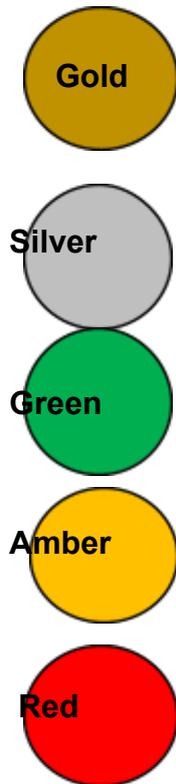
Emotional health and wellbeing policy.

This policy has been reviewed and updated October 2021

Review date: October 2022

Appendix a- -Classroom behaviour chart

Making Good Choices-
Children's names moved up when they show that they have been following school rules and expectations.



Role Model- Children receive a merit and children that are regular role models are chosen for a special role model assembly with parents every term.

Ready to learn -Children start here every day- one verbal warning given before their name is moved down.

Time to think-Children reminded of what happens if they continue breaking rules then encouraged to try and think about their actions to get back to green.

Consequence Behaviour form filled in and sent with the child to the head teacher. This is then filed in pupil folders and sent home in an envelope with parents.

A serious incident book is located in the school office for recording incidents where pupils have intentionally injured others, school property or shown a lack of respect to staff.

- This traffic light behaviour chart can be found in each classroom. Every child has a name card and they start every day on green. Children go back to green at the start of each day to allow for a fresh start and to encourage pupils to improve upon their behaviour.
- The aim is for pupils to stay green and move up the chart during each day by following class rules and expectations. They learn that it is good to be green, but to aim for gold, which pupils move to when they have demonstrated exceptional behaviour throughout the day.
- Rewards are earned over time for merits collected and these rewards are decided at the start of each year.
- When pupils have not followed rules and expectations then there are step-by-step consequences which the pupils are familiar with. Pupils can earn their way back to green but they will have the consequence of going to the head if they reach the red spot.
- For pupils with specific behaviour problems or SEN it may be necessary to adapt this chart or use a more personalised reward chart.

Appendix b- -Classroom behaviour concern sheet- to be filed in pupil folders and sent home in an envelope.

South Molton Community Primary School Behaviour Concern Sheet		
Name:	Date:	Year Group:
Reason:		
Agreed sanction:		
Teacher dealing with behaviour:		
South Molton Community Primary School Behaviour Concern Sheet		
Name:	Date:	Year Group:
Reason:		
Agreed sanction:		
Teacher dealing with behaviour:		
South Molton Community Primary School Behaviour Concern Sheet		
Name:	Date:	Year Group:
Reason:		

Agreed sanction:
Teacher dealing with behaviour:

Appendix c- -Parent meeting sheet- to be filed in pupil folders

South Molton Community Primary School



Parent Meeting Sheet



Name of child:	Class Teacher:
Date of Interview:	
People present:	
Reason for meeting:	
Outline of decisions:	
Action to be taken:	

Signed:	Date:

Copy to be given to headteacher and filed in pupil folder.

Appendix d- -serious incident form

South Molton Community Primary School

	<u>Serious Incident Book Form</u>	
Name of child:		
Class Teacher/Year group:		
Date and time of incident:		
Location of incident:		
Description of incident:		
Witness/Victim views:		
Decision and reasons:		
Sanction:		

Parents contacted: Yes/No When _____ How _____

Outcome of Parent Meeting:

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Signed: _____ Staff member recording Date: _____

Signed: _____ Head Teacher Date: _____

Copy to be given to headteacher and filed in pupil folder.