



# Beechwood Primary School

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## Behaviour Management Policy

### **Overall aim:**

To develop a calm learning environment throughout the school by promoting positive behaviour.

### **Aims:**

- For every child to feel safe in school, both physically and emotionally, within a calm and purposeful learning environment.
- For all children to feel valued and respected both by staff and peers
- For all children to develop self-esteem, self discipline and to take responsibility for their own actions
- To encourage good behaviour by acknowledgement and reward
- To help children develop the ability to co-operate and work together.

### **To achieve these aims we will:**

- Establish a home/school agreement, which explains the schools aims and expectations of pupils behaviour.
- Ensure parents/carers are aware of their role and responsibilities.
- Encourage children to learn strategies for dealing appropriately with disputes. This will be done through discussion, role-play, circle time and the PSHE curriculum.
- Through discussion with children, establish a set of positive classroom, dining room and playground rules. These need to be clearly displayed and should be revised on an annual basis.
- Endeavour to deal with each incident appropriately in order to minimise disruption during lessons.
- Challenge with equal seriousness any incident that involves verbal or physical abuse or damage to property.
- Record any incident of racism in the Head Teacher's anti-racist log.
- Record incidents of misbehaviour in a class log. Support staff and lunchtime controllers will also contribute to this whenever necessary.
- Provide children with the opportunity to discuss their behaviour and agree strategies aimed at developing self-discipline.
- Maintain a consistent approach by challenging unacceptable behaviour wherever it occurs.
- Model behaviour we expect from the children at all times.

## **Reward System**

The following awards will be regularly used as appropriate and at discretion of all staff:

- Verbal praise
- Positive written comments in work books
- Award stickers/smiley faces
- Award stars/table points
- Win bin tokens
- Class star pupil of the week selected
- Verbal praise with parent/carer present
- House points
- Proud clouds
- Traffic light system in class to recognise daily behaviour – red, amber, green and gold
- Good examples of work recognised by other adults, including Team Leader, Deputy and Head Teacher.
- Examples of work displayed in public places
- Recognise good behaviour through the allocation of responsibilities and being a prefect/monitor within the school eg meeting and greeting visitors, helping teachers, office duties, ringing bell etc
- A book will be kept in the entrance area recognising children's efforts, achievements and examples of good behaviour. Teachers may nominate one child per class each week. The entrants in the book will be read out in Friday's assembly and a photograph of the children, with written comments, will be displayed in the front entrance. This will be stored in a photograph album.
- Head Teacher will send a letter to parents/carers informing them of their children's achievements.

## **Procedure for Challenging inappropriate behaviour:**

- Look directly at the child.
- Name child behaving inappropriately.
- Positive reminder to the child of what they should be doing and finding out why they are behaving that way.
- Remind child of the expectations by referring to rules and consequences of continued disobedience. Discuss strategies to improve behaviour.
- Use traffic light system – red, amber, green and gold –if the child lands on red, parents will be informed
- Time out area
- Inform child that their behaviour will be entered in the class behaviour log 3 times – then parents will be informed verbally in FS2, KS1 and Middle Team and by letter in Upper Team.
- Move child to alternative location within working/recreational environment.
- Child to lose break/lunchtime/or completes any unfinished task.
- Send child to another class to complete task independently.
- Discussion between teacher, parent/carer and child outlining the inappropriate behaviour of the child and stressing the importance of reinforcing good behaviour by talking with their child.
- Inform Senior Management of challenging and disruptive behaviour.

- In the first instance pupils of behaviour needing to be monitored daily the child can be given a 'blue book' to record inappropriate behaviour – see Team Leader for more information.
- Class teacher sends child to the Deputy Head Teacher for a weekly report book. The report will be monitored by Senior Management and parents/carers will be given an appointment the following week to review and sign it. Report book to be kept in child's school file.
- Head Teacher will send letter to parents outlining the unacceptable behaviour of their child and arrange a meeting.
- School Individual Support Plan to be put in place at a meeting with parents, teacher, SENCO and member of Senior Management Team.
- Formal meeting between Senior Management, parent/carer, child and teacher if possible, warning that continued inappropriate behaviour will lead to a fixed term exclusion.
- Pupil excluded from extra-curricular activities and from representing the school.
- Pastoral Support Programme to be established with outside agency support (LEA, BEST, EWO, Educational Psychologist).
- When inappropriate behaviour leads to concerns for the safety of other children with the lunch hour, child will be excluded from the school during this period.
- Fixed term exclusion.
- Permanent exclusion.

### **Fixed Term Exclusions**

In exceptional circumstances the Head Teacher may decide it is necessary to exclude a child for a fixed term as the result of a first or single offence, which might include:

- Verbal abuse against a member of the school community.
- Physical abuse against a member of the school community.
- Carrying a dangerous object or weapon.
- Persistent refusal to comply.
- Behaviour that may endanger others.

All fixed term exclusions will be reported to the Chairman of Governors, Governing Body Disciplinary Committee and the Education Welfare Department.

### **Permanent Exclusion**

It is regrettable but sometimes inevitable that a pupil is permanently excluded. There is no set point in time or neither does it depend on the number of offences or fixed term exclusions, which trigger such a final act. All efforts by the school, parents, outside agencies must be exhausted before this ultimate sanction. The child's best interests must be considered throughout the long period of deteriorating behaviours and every effort must be made by all parties concerned to prevent such actions and in keeping with the theme of Inclusion, strategies should be put in place to help the child and the family. A permanent exclusion can only be issued when all reasonable efforts have failed. A permanent exclusion may be issued if the child has become a danger to him or herself or to others; if the child disrupts the learning of others; if he or she refused to comply with the tasks set by the teacher or in any way he or she physically or verbally abuses members of the school community.

### **Screening and Searching pupils**

AL/Policies/updated policies

Pupils can be asked to empty their pockets and have their bags searched if there is a concern that the child is in possession of a banned item. Searches may be carried out within the classroom with at least two adults presence. Parents do not need to be informed before a search. All banned items will be kept safely in the school office until an adult collects them at the end of the school day. Sanctions will be applied accordingly.

### **Children's behaviour beyond the school grounds**

The Head Teacher can discipline a child as a result of poor behaviour and bullying that takes place off the school premises while the children are still in school uniform.

# **Behaviour Management Policy**

Reviewed: December 2015

Next review: December 2017

Signed by Chair of Curriculum \_\_\_\_\_

Signed by Head Teacher \_\_\_\_\_