

Mauldeth Road Primary School

POLICY FOR BEHAVIOUR MANAGEMENT

Introduction

The school has always aimed to create a secure, safe and stimulating environment in which children are able to feel happy and work to their full potential. The school's aim is to promote **kindness, courtesy and co-operation**.

In the light of this aim, staff have adopted a **consistent, whole-school approach to behaviour management**, based on existing good practice and informed by the Assertive Discipline approach of Lee Canter.

Our Approach

Our approach is one which emphasises consistency. It advocates clear rules to govern behaviour which are known and understood by children and their parents. It fosters in children a sense of **choice** in following or breaking these rules, and an awareness of clear outcomes to either course of action through the consistent implementation of stated consequences. These consequences may involve the parents, whose support and co-operation is of great importance.

Good behaviour is constantly praised and rewarded, thus raising the status of positive role models. Respect for others is a key attitude which we seek to reinforce.

Bad behaviour is dealt with by enacting previously stated and perceptibly fair consequences. This is crucial, in that it **allows the teacher to spend minimal time in dealing with disruption and thus maximises learning time**. All children are thus enabled to better profit from their learning opportunities. Staff benefit from having prepared for situations which may arise in advance. This reduces the stress induced by coping with disruption and the frustration born from interruptions to tuition.

The School's Rules and Expectations

The school's expectations of pupil behaviour are expressed in a set of rules which should be applied consistently by every adult. The number of rules is kept to a minimum. They are phrased positively and carefully worded so that compliance is observable.

School Rules

- Keep your hands, feet and other objects to yourself.
- Call people by their chosen name.
- Do as you are asked first time.
- Put up your hand for attention.
- Play where a member of staff can see you.

Sanctions

Where rules are broken, a known system of sanctions is brought into play. These are intended to be operated immediately, in such a way as to cause minimal disturbance. They are designed to be seen as appropriate and fair by the child, though not as harmful or threatening.

Within the classroom, six levels of sanction are employed. The first level merely involves writing the pupil's initials on the board as a caution - this has no consequences. Further levels are represented by ticks next to the name as they are reached. The classroom sanctions are:

- Name on board (as a warning only)
- Lose some free time
- Lose some more free time
- Half an hour working in another class - a yellow card is sent to the Assistant Headteacher.
- Red card **only given by Head or Assistant Head** - Parents are informed and the child will spend a day out of class.
- A whole day's exclusion from school by the Headteacher.

In the event of conduct which is too serious or demanding to deal with through normal class or playground sanctions, appropriate action, including exclusion, will be taken by the Head. Apart from children who may reach a red card, **each child will begin every day with a fresh start.**

Rewarding Good Behaviour

This is the key to the success of the policy. Children need to feel that their positive contributions to school life are both recognised and valued. Where the teacher's attention is focused on warnings and admonishments when rules are broken, the pupil who follows the rules has little motivation to continue to do so. To this end, **two instances of other children's good behaviour should be praised when a child is sanctioned.**

Teachers may use a system of rewarding good individual, group or class behaviour by giving smiley faces on the board, Class Dojo points, house points or stickers.

In school assembly each week, certificates/stickers are given to children from each class who have produced work of a high standard or shown exceptionally good behaviour. Good work may be shown to the whole school. This is useful in fostering pride in achievement and in promoting excellence, whilst giving enhanced status to those who have worked hard.

Junior Playground Rules

Some additional rules are employed in the Junior playground. Playtime misdemeanours will be dealt with by the class teacher, unless they are so severe as to need to be referred to the Head or Assistant Head.

- Stay in the safe areas where you can be seen.
- No swinging on the tree branches.
- Play equipment should only be that brought from home
- Games involving pretend fighting or clothes pulling are not allowed.
- Stop playing and stay by a wall if a vehicle enters the yard.

Dining Room Rules

- Follow instructions from all school staff.
- Talk quietly to the people on your own table.

Parental involvement

The policy will be made clear to parents at class welcome meetings and will be displayed on the school website. Parents can request a written outline of the policy.

The school encourages parents to come along and discuss concerns with, or seek advice from, class teachers or management on an open door basis, where practically possible, or an appointment can be made to speak to the headteacher. If children are having problems then parents will be contacted and the matter can be discussed.

Parents will be informed before a red card is issued.

Children's' Concerns

Children are told that if they feel that things are not going right for them then they must first tell the supervising adult. If that doesn't work to their satisfaction they should tell the adult that there is still a problem.

If the problem has been at lunchtime then they should tell the senior lunchtime organiser. If it still isn't resolved, then they should tell the class teacher.

If the class teacher is unable to resolve a problem then the child should tell the Assistant Headteacher or the Headteacher. Children are expected to tell adults about the problem as soon as it happens.

If all of the above haven't solved the problem they are told to tell their parents when they get home anyway.

This should provide a series of safety nets that support the child in school.

Addendum June 2020 (Elements of this addendum may be applied as required in the light of further outbreaks)

Context:

We have recently reviewed our behaviour policy in line with the Coronavirus pandemic and the reopening of schools. We understand that this is an especially challenging time and support will be on offer to pupils. However, all pupils and staff have the right to a safe and calm environment and so all pupils will be required to conform strictly to any measures which the school deem as important to minimising risk associated with coronavirus. The well-being and safety of our children and staff has always been and remains our utmost priority.

This addendum sits within our whole school positive behaviour policy as a whole. Currently, we have new systems in place, until further notice, to support pupils' behaviour and minimise the risk associated with coronavirus which include;

Procedure and Routines

These actions will enable us be kind to others and help us look after each other so everyone can stay safe and happy.

- Do stay safe and not use the play equipment at any time
- Do remember to only use the toilet you are told to
- Do look after and use equipment independently and not share at this time
- Do remember to wash hands upon arriving in school, after breaks, before and after eating, after coughing, sneezing and toileting
- Do follow the 'catch it, bin it, kill it' rule when coughing or sneezing
- Do tell an adult if you feel unwell
- Do stay in your 'bubble' to support social distancing and not mix with anyone outside of the school 'family' group
- Do remember not to spit or cough intentionally at others
- Do keep yourself safe by not touching your face or putting objects into your mouth

Rewards and Sanctions

We will continue to reinforce positive behaviours and sanction negative behaviours. No sanctions will be applied until the children have had all of the new rules clearly explained to them. The sanction must therefore be appropriate to the behaviour with allowances made some for children who forget rules in the early days or for those who may struggle to retain the sheer amount of new information with which they will be showered at the beginning of their return to school.

Where a child transgresses they will be reminded or re-educated in the first instance. Should such transgressions recur to such an extent that the teacher is convinced that a child is wilfully ignoring these vital new rules, then the sanctions set out in the school's positive behaviour policy will apply, using our names on the board and tick system. Once the child has had their sanction, they will be re-educated on the reason the rule exists and the potential consequences of ignoring it.

Expectations

During the current exceptional circumstances, we maintain our high expectations of behaviour and expect the children and staff to uphold our school values of kindness, courtesy and co-operation.

Staff

All staff will support the children transitioning back into school after the period of extended absence and will be mindful of the children's mental health and wellbeing. As a staff we understand that children will have been impacted by the pandemic in different ways and may not find it easy to 'settle and learn'.

All teaching staff will strive to build positive relationships with children, especially if they do not teach them under normal circumstances. Staff will reaffirm boundaries, rules and routines as safety measures and use our school values as a means to drive this.

For those children who need further support, a social story will be available for them to share.

Use of Exclusion

The core principle is that every eligible child should be in school and assisted in being successful with this. Any pupils who have not responded to earlier restorative interventions and who are deemed by the school to continue to be acting in a way which is not consistent with these measures may be asked to not return to school for a fixed period of time and instead offered learning opportunities that can be completed at home.