

CAVERSHAM PRIMARY SCHOOL

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BEHAVIOUR MANAGEMENT POLICY AND GUIDELINES

Revised June 2018

(To be reviewed June 2019)

BEHAVIOUR MANAGEMENT POLICY STATEMENT

Caversham Primary is a UNICEF recognised Rights Respecting School with the rights of the child at the heart of its ethos. All members of the school community are aware of their rights and the rights of others and recognise the responsibilities that come with those rights.

Everyone associated with the school has these rights:

- The right to be safe and secure
- The right to make healthy choices and have their individuality recognised;
- The right to aim and achieve
- The right to hold positions of responsibility
- The right to be equipped with the skills for 21st Century living.

The school has 5 agreed core values which are collective responsibilities:

- Respect
- Cooperation
- Enthusiasm
- Determination
- Compassion

Objectives

We intend to achieve our aims by implementing the following, which are not in order of importance:

The school's atmosphere is welcoming and caring.

Praise and rewards are the most important aspects of the approach to discipline, not ridicule or sarcasm.

All staff, pupils, parents and governors are aware of the policy. There is consistent application of the policy.

The school environment is attractive and stimulating.

Parents act in partnership with the school.

The pupils are exposed to an exciting, challenging, broad curriculum which is planned to meet the needs of every child.

Classroom Organisation and management fosters a positive working atmosphere.

Sanctions are directed at **the misbehaviour - not the child.**

Sanctions are consistent, fair and appropriate but are not inflexible.
There is a consistent approach to both inappropriate and appropriate behaviour.

Caversham Primary School- A Rights Respecting School
Home - School Agreement

In 1991 the Government signed up to the United Nations Convention on the Rights of the Child. The Convention applies to everyone whatever their race, religion, abilities or family they come from.

Parents and School Staff agree that they will:

- ❖ Make decisions that are in the best interests of the pupils.
- ❖ Protect the pupils from any violence, abuse and neglect.
- ❖ Teach the pupils to respect their parents, teachers and their own, and other cultures.
- ❖ Teach the pupils to respect the natural environment and learn about sustainability.
- ❖ Teach the pupils how to grow healthily- the pupils will have healthy nutritious food, water, milk and fruit in school, and parents will provide healthy lunchboxes, so the pupils stay healthy.
- ❖ Develop the pupils' personalities, talents, mental and physical abilities.
- ❖ Prepare the pupils to live responsibly and peacefully in a free society.
- ❖ Ensure the pupils are not punished in any way that will humiliate or hurt them.
- ❖ Ensure that the pupils will attend school on time every day (unless ill or authorised absence).
- ❖ Ensure the pupils are able to voice their opinions when adults are making decisions that will affect them.

There are 42 articles laid down in the Convention that have to be provided by adults. They are unconditional. Charters in each class reflect how children will respect these rights.

These are the school's agreed rights:

RIGHTS
I have the right to feel safe and secure
I have the right to be healthy and unique
I have the right to aim high and achieve my potential
I have the right to roles and responsibilities
I have the right to 21 st Century skills

Pupils agree that they will respect these rights by:

Looking after themselves and help others feel safe
Eating well and exercising and allowing others to be healthy
Trying their hardest in everything and allowing others to be educated
Getting things done and letting others think for themselves and express their opinions
Being re responsible for their own learning and success

There are 5 Core Values of Caversham Primary School:

- Compassion
- Enthusiasm
- Determination
- Cooperation
- Respect.

We agree to demonstrate these values in everything we do and say.

Signed Child - Child's Name:

Signed Parent-.....

Signed Headteacher- *Ruth Perry*

The ethos in the classroom should reflect the ethos of the whole school.

The atmosphere in all classrooms should be caring, happy and calm.

Every child is known as an individual and care taken to listen and talk to them about their interests and concerns.

Their work is valued by display of every child's best effort and with written and verbal acknowledgement and as much praise as possible.

Children are taught to respect each other and their work and to encourage and listen to each other. There should be mutual respect between children and adults in the classroom.

Noise levels are carefully monitored and strategies used to moderate the level and to gain total silence and attention, where appropriate. We consider this to be particularly important when all the school is gathered together for assembly.

Sanctions are applied consistently and fairly and to individuals rather than the whole class. Sanctions for inappropriate behaviour should be clearly expressed and always be fulfilled.

Class Charters reflect the Rights of the Child and are devised with child involvement and kept to a simple level.

Children and adults work together cooperatively in class and children taught how to resolve differences.

All examples of positive behaviour are praised and celebrated.

Children are given responsibilities on a regular basis so that every child has opportunities as often as possible.

Differentiation

- matching the teaching to meet the learning needs of individual children.

Differentiation by task - planning tasks for different ability groups. Often 'closed' type activities.

Differentiation by outcome - one task where children of various abilities can take part producing work at different levels according to their ability - 'open' type activities.

Planning should take account of these types of differentiation and give children a balanced curriculum.

This has important implications for the behaviour of children in class. Work should be planned and types of **groupings** considered e.g. mixed ability, mixed age, social groupings.

Pace is another important aspect as children work at different speeds.

Children who do not complete work in a suitable given time may be asked to complete work during playtime, taken home or under the supervision of the head teacher in extreme cases. Concerns about children's work should be shared with the parents, as thought appropriate by the teacher concerned. Activities and materials should be available to the children so that children always spend their time profitably e.g. not colouring to fill in time!

Teachers have **high expectations** for all children regardless of ability - their best effort at whatever level of attainment is very important. This promotes the feeling of self worth/esteem. We promote achievement.

We encourage the children to learn to work and play together with co-operation and consideration. School Council, Y6 Monitors, Friendship Monitors and Y5 Buddies are all practical ways in which we look to promote this ethos. Circle games are used to develop these skills and build their self esteem. Children are **praised and encouraged** whenever possible and can celebrate success in the classroom and in front of the whole school - **stickers, badges, certificates, merit marks, Achievement Assembly**. Mrs Thomas can be contacted by the children through the box outside the office and she helps children to develop social skills.

Target setting and involving the children in the learning process helps to give them some responsibility and motivates their approach. Children are given opportunities to evaluate and reflect upon work (see **Assessment Policy**).

Feedback to children is as immediate as possible and presented in a positive, encouraging and constructive fashion giving children clear ideas as to how to develop their work further, as appropriate.

Consolidation - time should be planned to provide opportunities for consolidation. This may be done before or after assessment.

Extension activities should be planned for so that every child is engaged in a suitable challenging activity.

Children are encouraged to do some work which needs **sustained effort/concentration** and time given to ensure that this can happen e.g. writing chapters for a book, project research, maths investigations, ICT work etc. **Concentration skills** are promoted and developed for every child alongside listening skills.

Independent learning skills and the promotion of self-discipline - this is one of the most important aspects which we want children to achieve

Adults (includes support staff, visitors) are important role models for children in the classroom and are **always treated with respect by all the children**.

Time management by teachers is an influencing factor on the management of children's behaviour in class.

PLAYTIME/LUNCHTIME ORGANISATION

We encourage and praise good behaviour always.

In the playground we have designated areas for quiet activities such as reading, skipping, playing giant chess/draughts.

The children are encouraged to use time and space creatively at playtimes- boxes of games equipment are used, for which Y6 monitors and the duty staff and PE coordinator are responsible, to ensure that all equipment is carefully returned at the end of play. We encourage the use of playground activities and equipment.

We do not expect or accept kicking, punching, aggressive behaviour including Karate etc -see **Sanctions**.

We do not expect or accept swearing or use of offensive language or gestures - see **Sanctions**.

All pupils must play outside unless the weather dictates otherwise or there are exceptional circumstances where the class teacher has agreed to supervise in class. Children may stay in school during playtime if there is a medical reason, decided by either the Supervisor or by the deputy or in response to a parental letter.

The end of playtime is signalled by the ringing of a bell. All children must stop talking, stand still and when instructed walk to their lines where their class teacher should be waiting to receive them. Every class should line up quietly and sensibly before being accompanied by the teacher back to class.

During play times children may come into the building to use the toilets, but should only use the external toilet doors. Children are not allowed in the classrooms without staff permission and supervision. As soon as the bell has rung to signify the end of play time, children should not leave their lines to have a drink or use the toilet.

Lunchtime Sanctions

Children may test the boundaries of acceptable behaviour, particularly at lunchtimes. It is important that teaching staff give lunchtime staff full support in their jobs. All lunchtime staff receive training for their posts.

Lunchtime Controllers must talk to the children concerned to explain why the behaviour is unacceptable. It is important to avoid confrontation, listen and establish the facts and to use sanctions and rewards fairly, ensuring that they are understood. This must be conducted in a calm and quiet manner.

When dealing with behaviour difficulties, it is important that Lunchtime Controllers like all other staff, try to keep calm to reduce tensions, listen as this earns respect and be positive as this builds lasting relationships. Always be fair and consistent.

If the unacceptable behaviour continues, parents/guardians may be given notice that the child cannot stay at school during lunchtimes. Should this happen, parents are given one week's notice to make alternative arrangements.

Withdrawal of privileges is at the discretion of class teacher, or Headteacher if appropriate.

In normal circumstances, a child should not miss playtime. Children who have playtime withdrawn must be supervised by a member of staff. Physical aggression between children is resolved by the teacher/member of staff on duty and finally resolved by a written or (preferably) a verbal apology plus a handshake between the children involved. Every child has the opportunity of a fresh start.

Bullying, stealing, racist comments and vandalism automatically involve the class teacher **and the head teacher**. See **Anti-Bullying Policy** attached.

REWARDS AND SANCTIONS

Rewards

Rewards cannot be taken away from a child. We try not to mix praise with criticism and to make time to listen to children.

Rewards may consist of:

Spoken praise - positive and generous. Look for opportunities to praise a child with challenging behaviour

Acknowledgement from the class;

Classroom achievement acknowledged by variety of strategies eg Smiley faces/stickers/ stamps/ stars/ marbles;

Achievement assembly with a certificate from the teacher to take home to share the good news with parents for achievement in school;

Reception- smiley face board, Wow! vouchers

Written comments (see Marking policy);

Certificate from the dinner controllers for good behaviour;

Responsibilities e.g. Classroom monitors appointed termly from a rota drawn up at the beginning of term;

Praise from other teachers and head teacher's praise.

SANCTIONS

Sanctions are designed to deter and to help children to recognise and understand why their behaviour is unacceptable.

All members of staff should promote positive attitudes in the school by sharing responsibility for maintaining good behaviour. Never ignore silly behaviour, even if you do not have immediate responsibility for the children involved.

Teachers can use the following sanctions as they feel appropriate:

- Review the consequences of their actions....to consider the consequences, how they should have behaved and how they can put it right.
- Use of Peer/T.A./partner teacher disapproval.
- Say sorry-verbal/card etc.
- Caring for the person or putting things right!
- Removal from carpet or activity or situation.
- Working away from others for a short time!
- Loss of part of outdoor play by holding duty teacher's hand.
- Name on board using happy/sad faces -quick removal when good behaviour is seen. (three strikes)
- Involve parents and child to ensure a united approach.
- Send to KS Leader then Deputy Headteacher or Headteacher.

Individual sanctions are devised wherever possible and are not designed to humiliate or demean individual children.

A Behaviour Log is located in the School Office to record patterns of behaviour.

Children who are not able to behave appropriately are given two warnings by class teacher, then on the next (third) occasion sent to the deputy or a member of the Senior Leadership Team, who will see the child and note the meeting, recording

the incident in the Behaviour Log. If the problem occurs again, the child is sent to the Head teacher.

The Headteacher decides whether to involve parents immediately, or to talk to the child warning him/her that parents will be involved if it should continue.

Continued incidents or incidents of a bullying or racist nature would automatically involve the parents and a record of the incident will be stored electronically by the Headteacher.

Exclusion

Persistent, extreme behaviour from children which are detrimental to the education and safety of the child and others- despite the implementation of strategies/support from expert 'outside agencies', may result in either temporary or permanent exclusion.

Outside agencies may include the Educational Psychologist, RBC's Behaviour Support Team and the Educational Welfare Officer. Prior to the exclusion, there should have been a behaviour management programme implemented by the school in consultation with parents/guardians. Parents should always be informed at an early stage.

The decision to either permanently or temporarily exclude may be taken by the head teacher in consultation with the Chair of Governors, following the appropriate procedures. The Governing Body has an Appeals Panel. The exclusion regulations, as decided by the DFE, set out the procedure to be followed.