



## Behaviour Management Policy

2016-2017

### 1 Introduction and Values

1.1 Within any classroom or school setting it is important that we declare clear behaviour expectations to our children. We will empower our children's good behaviour by emphasising that they are exercising choices and are responsible for their own behaviours.

1.2 Our expectation is that children will comply with the school rules and instructions from teaching adults on a first time being told basis.

1.3 Our rewards for children's 'normal' good behaviour will be apparent through verbal praise and 'thumbs up' gestures.

### 2 School Aims (Rules)

2.1 Our basic school rules are summarised below:

- Listen to and follow instructions
- Keep hands, feet and unkind words to yourself
- When moving around do so carefully and safely
- When talking, use an appropriate level of voice
- Take good care of classroom, belongings and equipment

### 3 Guidance

3.1 Behaviour Tracking Sheets should be used **each day** and filed for future reference.

3.2 **Children sent on time out must be provided with work by the teacher sending them.**

3.3 Teaching Assistants, employed for individual pupil support, must go with the child, should they be sent on a time out.

3.4 Severe clause instances will be recorded on CPOMS. Any specific alterations to these procedures, which are tailored to individual pupils (e.g. reduced consequences for a period of time), will be specifically referred to on the Behaviour Tracking Sheet, enabling staff covering classes to follow set procedures. Any such systems should be easy to understand and not hinder teaching or learning.

3.5 Details of behaviour incidents of a 'severe' nature, or any incidents brought to the school's attention by parents/carers, must be recorded using CPOMS, with relevant members of staff alerted.



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### 4 Consequences of Poor Behaviour Choices

4.1 When a child does not follow our rules, even after non-verbal cues and reminders, it is important to give a verbal reminder, which should be phrased as an assertive statement which describes the required behaviour. e.g.

“I need you to listen ...”

“You need to sit down ...”

“You should be ---- ---- by now.”

These reminders do not need to be recorded.

4.2 After a reminder has been issued the following actions must be recorded on the tracking sheet (refer to Behaviour Tracking Sheet):

- Warning - to be recorded on tracking sheet
- Time out within the classroom- (recorded with reasons leading up to time out) -5 mins “think time”. Worksheet to be provided
- Time out to another classroom- (recorded with reasons leading up)
- Child sent to phase Assistant Headteacher for 10 minutes (in the absence of Assistant Headteachers, the child will be sent to the Deputy Headteacher)
- If children are persistently having behavioural difficulties a member of the Senior Leadership Team will be informed.

4.3 Severe Clause - There are some behaviours which will result in a severe clause being invoked when we will move straight to other consequences which may include contact with parents and a child being on some form of report.

4.4 Severe clause behaviours may include:

- swearing at a member of staff
- racial comments or abuse
- comments of a sexual nature directed towards staff or other students
- aggressive behaviour
- deliberate damage to school property
- refusing to follow a direct request made by SLT
- violence to another child



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- severe disruption of class's learning

4.5 Any 'severe-clause' behaviours must be recorded on CPOMS.

### 5 Principles

5.1 Our approach to helping our children to manage their behaviour is rooted in the following principles:

- Judgements and labels should not be applied to the child. It is the child's behaviour that is commented upon.
- We make it clear to our children that responsibility for poor **behaviour choices** rests with them.
- The teaching adult is able to manage children's behaviour without the need to pretend to get cross etc. This allows the adult to stay detached and not get wound up or feel hurt.
- The dispassionate management of behaviour reduces the risk of children being able to manipulate the adult.
- The concept of consequences is far more positive than that of punishment which inevitably includes connotations of retaliation and a victim.
- The use of a 'choices' concept empowers the child leaving them able to make better choices in the future.
- We seek to adopt the view that every day is a fresh day. This reinforces the notion that the child has positive power to make the right choices today.
- We must avoid the use of terms like 'naughty boy' and 'bad girl' as this merely locks children into a particular behaviour pattern as well as reinforcing gender stereotypes

### 6 Key Vocabulary

6.1 Give clear instructions which describe the required behaviour e.g. "I need you to ....."

6.2 When praising reinforce the required behaviour e.g. I like the way you are sitting quietly.

### 7 Special Educational Needs and/or Disabilities

7.1 The Equality Act (2010) states that schools must not discriminate against a pupil, child or young person. The duties cover not just teaching and learning but also lunchtimes, clubs and activities, school trips and, in effect, the whole life of the school.

7.2 With regards to behaviour, attention will be paid as to whether the concerning behaviour is related to a special educational need or disability.



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7.3 Each case will be judged on its own merits and this policy may be adapted as seen fit, in discussion with the pupil, parents/carers, school staff and any stakeholders working with relevant outside agencies.

Review Date: September 2017