



## A WHOLE SCHOOL APPROACH TO MANAGING BEHAVIOUR

(This policy should be read in conjunction with the SEN and Anti-Bullying Policies)

The major focus of this policy is to actively promote responsible behaviour and self-discipline amongst the pupils through developing mutual trust and respect between children and all adults working in the school.

In order to realistically affect the behaviour of children within any school, all of the groups with a vested interest in the school must share, support and work together towards promoting good behaviour. Staff must clarify to children what is acceptable and unacceptable behaviour. Unacceptable behaviour needs to be dealt with at once and may involve the use of appropriate consequences.

There are three main areas to be considered in the context of children's behaviour.

- **The whole ethos and climate of the school.**
- **The classroom, particularly in the way in which it is organised and managed to best enable children to learn effectively.**
- **The individual pupil.**

It is important to be aware of the part that the hidden (or 'caught') curriculum - the casual remarks, the criticisms, the smile and greeting, assembly etc. - plays in influencing behaviour and approach to learning. Children will be extremely aware of the hidden curriculum.

### The ethos and climate of the school

The importance of developing mutual trust and respect between all groups within the school is vital for the success of the behaviour management policy. **All** adults in the school need to be responsible and proactive with all children in whatever situations arise.

It may be required, due to the disability or vulnerability of a child, that additional support is required in relation to behavioural issues and this will be done in liaison with the SENCo. This may result in a pupil passport being drawn up.

We will continue to promote the sense of 'community' within the school. This may be achieved by:

- working together towards a common goal e.g. fund raising
- assemblies e.g. parent, festivals, leavers
- partnership between classes, sharing work and achievements
- fairs, shows and productions

- P.T.A. activities
- involving children in decision making and planning - e.g. through developing the school Buddy system and a School Council - carrying out a survey of pupils' views and actioning peer mediation
- promoting the school in the local press and through the school website
- encouraging the wearing of school uniform
- parent workshops, open days, coffee mornings, curriculum meetings
- visits by members of the community and outside agencies
- promoting an 'open door' policy for parents
- Encouraging parental help and support
- Parent/pupil survey
- School clubs

All adults have a responsibility for encouraging all pupils to behave well at all times. Teaching Assistants, SEN Assistants, Midday Supervisors, trainees and all other adults working in the school need to feel that they are supported when they deal with incidents that may occur.

### **All staff should endeavour to always address the problem -**

- react when they see or hear about something happening in any part of the school - to ignore it is to condone it!
- avoid confrontation where possible
- listen to all parties
- establish the facts before making judgements
- use appropriate consequence when and if necessary

### **Major incidents will always be dealt with by teaching staff.**

All adults need to model the behaviour that they expect to see in pupils, e.g. punctuality, mutual respect, politeness etc.

All staff and all children need to feel valued and appreciated in their work.

Children will be recognised and praised for positive behaviour.

The role of parents in managing behaviour in school must be considered and promoted where possible. Parents need to be informed of and involved with the behaviour of their children. We will contact and endeavour to involve parents at the earliest opportunity if difficulties arise. We should remember that we are sharing the problem with the parent and seeking support. We should also aim to inform parents about good, positive behaviour e.g. in weekly newsletters.

School rules will be kept to an essential minimum and will only include those that the school will enforce.

Staff should encourage and support each other to ensure that this policy is put into practice. As a team, we will openly discuss the effectiveness of our actions.

The internal and external environments of the school affect the way that children feel. Participating in the ownership of the school can play a part in the ways in which children behave. Children should have the opportunity to voice their opinions and be involved in decision making at both class and whole school level where appropriate. They should be encouraged to take some responsibility with regard to improving and maintaining the internal and external environment of the school.

**The Classroom**

To help promote good, positive standards of behaviour within the classroom, a high quality curriculum should be provided. The classroom should be well managed and resourced. (Please see Classroom and Curriculum Organisational Policies and Teaching and Learning Policy)

The role of the teacher and Teaching Assistant in delivering the curriculum to children is vital. Staff need to be competent and effective, to relate to the children, to be well organised and enthusiastic. They need to recognise and encourage positive moves, to have an understanding of the need for a differentiated curriculum and to be able to apply that understanding effectively. They need to have a sense of humour and to remain calm and firm in dealing with inappropriate or disruptive behaviour.

**The School Code of Conduct**

In Bedlington Station Primary School we believe that everyone has the right to:

- be safe
- learn/teach
- have themselves and their property respected

In order to secure these rights, the children are expected to follow the rules as set out in the School Code of Conduct. All adults and children will be made aware of these rules and reminded of them on a regular basis e.g. through assemblies. Good behaviour will be recognised and rewarded but where behaviour is inappropriate the use of consequences (sanctions) will be necessary. These rewards and sanctions will be applied consistently throughout the school.

**School Rules**

The following rules are displayed in all classrooms and around the school building:-

- move safely
- look after property
- take care of everybody
- follow instructions
- listen carefully

**Rewards**

Positive recognition will be given to children following the rules. This will take the form of:

- verbal praise
- 'station star' - see appendix 1
- Head teacher award in achievement assemblies - work
- An invitation to " Ice-cream Friday"
- Lunchtime award given by Middy Supervisors (Band of Kindness)
- Green is Great praise
- Freddo Friday
- Manners the Monkey
- Stare Tea – effort
- Elmer's Train (reward for 'Green' behaviour for classes) at lunchtime
  
- 'Green' time – last 5 mins of every day, for children who have stayed 'Green' that day are rewarded in class and those who are not 'Green' to go to the Hub as a sanction.
- 'Greener' time – 40 mins of reward time on a Friday for those children who have stayed 'Green'

N.B. Staff to complete 'Green is Great' sanction sheet to keep a record of children off 'Green' in classrooms.

If any child is off 'Green' 3 weeks in a row in class, they are given a chart to help them stay 'Green'.

If any child is off 'Green' 3 weeks in a row at lunchtime , they are to attend Rainbow Station at lunchtime to support them staying 'Green'.

**Consequences (Sanctions)**

These will take the form of:

1. verbal warning
2. internal exclusion - to a designated place within the classroom for 'Time Out' (suggest 5 minutes)
3. time out in partner classroom - child will carry the 'Class Triangle' to partner class to alert that teacher - a short note may be attached if necessary.

Partner classes are as follows:

Acorn	→	Willow
Willow	→	Acorn/Beech
Beech	→	Maple
Maple	→	Beech
Chestnut	→	Sycamore
Sycamore	→	Chestnut
Rowan	→	Oak
Oak	→	Rowan

If a child is not with his or her own teacher, the class teacher will be informed. In all cases, the incident should be recorded on the 'Triangle Sheet' in the main office.

4. inform parents (informally)
5. after no more than 3 triangles in a half term, the child will be sent to Head Teacher for formal warning. At this stage a letter is sent or a phone call to parents informing them that their child's behaviour is reaching an unacceptable level.
6. 3 letters from the Head Teacher will result in a period exclusion. Any serious incident will result in progressing straight to Number 5 on the plan, and could even result in the immediate exclusion - particularly for violent misconduct.

Other adults in the school should address the first two phases of the above ensuring the class teacher is informed.

HLTA's covering classes carry out sanctions as the class teacher. These consequences are displayed in classroom for children on "Green is Great" charts. Children can see their position on the system. Green is great sanctions will be recorded on a class tracking chart.

Each classroom will have a black triangle that will be sent to the office to alert the Head Teacher (or, in Head Teacher's absence, any available member of staff) to a serious or emergency situation.

**Individual Child Level**

We aim to continue to strengthen our school policy and procedures whereby:-

- all children's strengths are recognised and celebrated by staff;
- systems are in place for noticing and drawing attention to good or improved behaviour;
- there are systems which allow children to be 'special' at times;

- where a child experiences difficulties in developing or sustaining appropriate behaviour there are systems which give additional support and attention including pupil passport. (see SEN policy)

This policy will be reviewed annually.