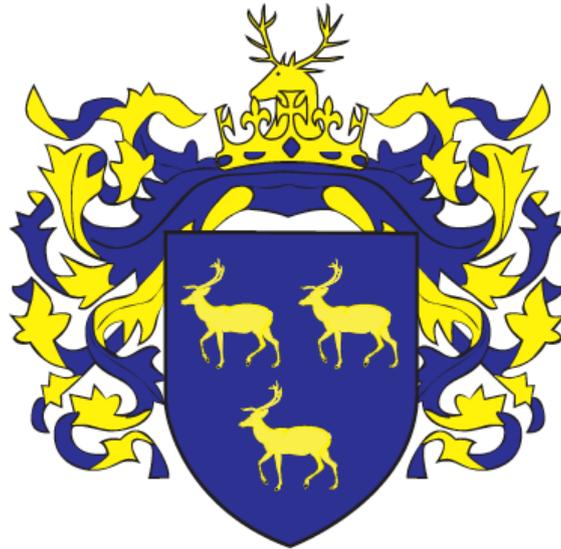


Green Meadow Independent Primary School



Behaviour Management Policy

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Green Meadow Independent Primary School

Behaviour Management Policy

At Green Meadow Independent Primary School we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of gender, disability, ethnicity, social, cultural or religious background.

By stating through our school policy, the expectations that we have, for the way in which each member of our school community should conduct themselves, a common understanding is promoted that helps to ensure our school is a safe and orderly community of learners. Our agreed principles of behaviour and discipline, brings the advantages of:

- benefits to the pupils;
- guidance to staff;
- clearly informing parents;
- consistency with the expectations of the community;

Aims

Good behaviour creates a better climate for learning.

By reinforcing good behaviour and discouraging poor behaviour we aim to foster in each child the ability to:

- determine right from wrong;
- grow in independent thought and judgment;
- take responsibility for their own actions.

We aim to:

- create a community where all its members feel valued and respected and where the building of positive relationships is paramount.
- help children grow, live and work in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- create an environment that is stimulating and enriching and in which effective learning and teaching can take place.
- to teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others, property and the world around us.
- treat all children fairly and apply this policy in a consistent way.

Code of Conduct

Rules are most effective when kept to a minimum.

We provide for our learners a set of clear 'Green Meadow Rules'

- At Green Meadow we are caring and considerate to others.
- At Green Meadow we are courteous; we do as we are asked first time and we are helpful to any staff or children.
- At Green Meadow we do not waste ours or other peoples time.
- At Green Meadow we work our hardest and listen to people who are speaking.
- The community at Green Meadow is honest and truthful.

The Green Meadow Code

Take **care** of yourself, of others, of property.

Show **courtesy**, be polite to all.

Show **consideration** to the whole Green Meadow community.

In addition to the school rules, each class has its own classroom code which is agreed by the children and displayed in the classroom. It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. Class Teachers have high expectations of the children's behaviour and they strive to ensure that all children work to the best of their ability.

The rules and code are discussed with pupils as part of the Personal, Social, Health and Citizenship Education curriculum and in assemblies. We expect all members of our community to become familiar with these rules and to apply them in their daily life.

Guidance for All Staff

One of the most powerful determinants of a child's behaviour is a positive adult role model.

Positive reinforcement of good behaviour is more effective than negative punishments.

Although there are agreed sanctions for children who misbehave, encouragement of good behaviour is far more important. Staff should praise children who behave in a polite, helpful, considerate and sensible manner. Verbal feedback on behaviour deserves a high priority around the whole school and during off-site visits. Good behaviour and positive attitudes should be discussed in P.S.H.C.E. lessons, Circle Time and assemblies. There are a variety of ways that staff can acknowledge and reinforce positive behaviour and other pupil achievements. For example:

- ✓ use verbal praise;
- ✓ stickers;
- ✓ certificates;
- ✓ reward charts;
- ✓ inform parents.

A well managed and well planned environment not only stimulates the learner but reduces the prospect of potential problems. Staff should ensure that all learning activities are well planned, organised and resourced, as this will help the child to know what is expected of her/him. Classes that have well-organised lessons that are well prepared and that take into account the full range of the learning abilities, tend to have few discipline problems. A calm, controlled, learning environment is conducive to positive learning and helps to give the child a feeling of security and confidence. The climate for learning, in or out of the classroom, can promote good behaviour.

All children should be treated with sensitivity to maintain and raise self-esteem.

Comments made to a child should focus on the positive and be made positively and constructively. Where disapproval is used, it should focus on the behaviour rather than the child.

Staff should, where practicable, take time to explain the reasons for a child being asked to do something. Every care should be taken to demonstrate respect and care for people and property. The child should be listened to and spoken to calmly. There should never be the intention to belittle or demean. Every effort should be made to diffuse potential problems before they arise. This may be done by discussion, good organisation, consultation and similar strategies.

Behaviour such as bullying, rudeness, fighting, swearing, is never acceptable and should be dealt with when encountered.

It is not normally necessary to shout.

The use of physical punishments will not be supported under any circumstances.

The school will work with the child's parents/carers to help modify poor behaviour through approaches that are applied consistently at home and school.

The Head Teacher reserves the right to inform a parent/carer of her/his child's unacceptable behaviour, which may under extreme circumstances lead to exclusion.

Staff should consult with the Management Team/Head Teacher when behaviour becomes a concern.

Any behaviour that requires an investigation will be recorded on an incident form which will be shared with relevant staff and filed with class records.

Guidance when dealing with issues during unstructured time

A child's behaviour is dealt with according to her/his age and level of understanding.

When disputes arise all children involved should be given the opportunity to explain their case without interruption. They should be encouraged to find a solution. No blame should be attached to one child more than another until all the facts have been determined.

Where appropriate, each child should be asked to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild.

All staff should maintain high expectations for good behaviour, apply the policy consistently and fairly and set a good example of calm, polite and friendly relationships.

One of the most powerful determinants of behaviour management is the example adults and older pupils set, particularly when managing conflict.

Rewarding Good Behaviour

We reinforce good behaviour and help children to feel good about themselves.

In addition to the points mentioned we reward good behaviour by:

- ✓ A quiet word, or smile of acknowledgement.
- ✓ Written comment on a child's work.
- ✓ Public praise.
- ✓ Visit to another member of staff, including the Head Teacher.
- ✓ Informing parent by letter or verbally.
- ✓ Award certificates

Dealing with Unacceptable Behaviour

Each child needs to learn the consequences of their own actions and take responsibility for the way in which he/she behaves.

If an adult is confident that a child has an understanding of the 'Green Meadow Rules' and the 'Code of Conduct' and is able to differentiate between right and wrong, yet behaves in a way that is unacceptable, it will be necessary to use sanctions as a deterrent. The pupil will be told that his/her behaviour is unsuitable, be given the opportunity to discuss the situation and will be encouraged to modify that behaviour. Where appropriate the adult will then adhere to the agreed system of sanction.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident, informs the Head Teacher and sanctions are put in place to help them understand that their behaviour is not acceptable. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Advice and assistance for the school and the pupil may be sought from other professionals e.g. Behaviour Specialist teacher. The child may be placed on the Special Educational Needs Register.

Once a child has been placed onto the Special Educational Needs Register the school will use a graduated response, which recognises there is a continuum of need with regards to behaviour. This brings increasing specialist expertise to bear on the difficulties the child may be experiencing.

Additional support will be provided within school involving the use of positive targeted strategies e.g enhanced reward systems, behaviour targets, social skills work, and nurture groups. In these cases the child concerned may have adapted / additional rewards, sanctions and guidelines for behaviour to those in the behaviour policy and these will be communicated to all staff. A Pastoral Support Plan will be drawn up for those children who persist in displaying unacceptable behaviour and where prior strategies have not been effective.

At this stage there will be increased parent/carer involvement and multi-agency support services to plan and regularly review Pastoral Support Plans. Extremely serious or persistent misconduct may result in the pupil receiving an exclusion from school.

The final sanction the school has available to deal with the most severe behaviour is permanent exclusion. This may be used as a result of all other interventions being applied and having failed and the pupil persisting in inappropriate behaviour. If the Head Teacher excludes a pupil, the parents/carers are informed immediately, giving reasons for the exclusion.

The Role of Parents / Carers

Parents/carers have a vital role to play in their children's education. The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. We expect parents/carers to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

The staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.