



# **Behaviour Management Policy**

**Ratified: September 2013, October 2016, September 2018**

**Reviewed by Teaching & Learning Committee: September 2020**

School should be a safe, secure environment where children feel accepted and are able to achieve their full potential. We believe that discipline and good behaviour stems from a positive self-image, which helps to promote self-discipline, independence and consideration for others. Positive social behaviour needs to be consciously and consistently taught by all members of staff, making expectations clear and ensuring children have a clear understanding of what is expected of them.

### **Aims of Behaviour Policy**

1. To create a positive learning environment for all children where they feel secure and fulfilled.
2. To develop respect, empathy and consideration for others.
3. To promote and encourage confidence and self-esteem.
4. To provide good role models and to have high expectation of behaviour.
5. To set high standards of acceptable behaviour which are consistent and fair.
6. To celebrate and reinforce positive behaviour.
7. To encourage a sense of ownership and responsibility for the school as a whole and especially for their own behaviour
8. To encouraging good behaviour by providing differentiated and appropriate learning so that all children can achieve

### **Implementation.**

Children respond well to positive comments and rewards for good work and appropriate behaviour. We believe that satisfactory school behaviour needs to be taught and supported and that praise can structure and reinforce this. At Park Road Sale the following strategies/sanctions are used by teaching staff to encourage the development of greater self-esteem, and to develop children's willingness to assume socially acceptable behaviour.

- Golden Rules – whole school rules (highlighted and discussed at the start of each year and regularly referred to in assemblies and across school).
  - Treat Everyone and Everything as you would like to be treated:
    - Be kind and helpful
    - Work hard
    - Listen to people
    - Be honest
    - Be gentle
    - Look after property
- Classroom Rules – rules constructed by each class at the start of each year, in which children

are fully involved.

- Park Road Premiership - termly behaviour rewards earned by children who have remained in the highest division of our whole school behaviour system.
- House points – points given for good work or behaviour and trophy given for the house with most points. Average scores are tallied each half term and the team with most points receive additional playtime.
- Praise Assemblies – Headteacher award certificates
- Circle time – half termly circle time discussions in each class when positive behaviour is reinforced and children are taught how to manage their behaviour or deal with playground incidents appropriately.
- Individual teacher's awards – such as raffle tickets, stickers and certificates.

Some children misbehave to gain attention. Therefore, whenever possible the emphasis should be on the celebration of positive behaviour.

However, if a child is being disruptive in class the following sequence of sanctions should be used:

- Verbal warning – child clearly told what is unacceptable about their behaviour and reminded of the next step if this behaviour continues (ball will be moved down and out of the Premiership)
- Division 1 - Loss of playtime - child moves their named ball down 1 division on class behaviour board and into division 1 (or name recorded in notebook in lessons away from classroom)
- Division 2 - Short time out – away from the other children but still within the teacher's eye view. This should be followed by permission to begin working again if appropriate
- Send to another classroom
- Relegation – If a child has to move their ball into this zone on the behaviour board, they are sent to the Deputy Headteachers / Headteacher.

For serious breach of school rules or grossly unacceptable behaviour, pupils may be sent straight to the Deputy Headteachers / Headteacher.

In the playground, a good level of supervision is provided to ensure that any misbehaviour is tackled quickly. Disagreements can often be resolved by the peer mediators but sanctions for bad behaviour are:

- Verbal warning
- Time out – away from others but still within the teacher's eye view. Teacher informed and child moves ball down on Premiership behaviour chart
- Send to Headteacher or Deputy Headteachers who will record incident so that patterns can be identified.

If poor behaviour persists, then the following sanctions may be used:

- Withdrawal of privileges – for example school clubs, trips etc
- Call in parents to discuss the problem
- Home school behaviour book, recording level of behaviour for each period of the school day and which parent signs each night.

### **Completion of assigned work**

Staff will make every effort to match assigned work to the abilities of each child. If a child fails to complete work without good reason, either in class or for homework, he or she will be asked to complete it at playtime. The matter will be discussed with parents if the behaviour persists.

### **Bullying**

Bullying is any behaviour which makes someone feel upset, uncomfortable and / or unsafe. This is ***deliberate and repetitive*** and can take many forms.

Bullying can be physical, verbal, indirect or emotional, by a single person or a gang. It is the wilful, conscious desire to make someone feel upset, or repeatedly hurt, threaten or frighten someone.

Bullying can take many forms:

- Physical – hitting, kicking, hurting someone intentionally, unwanted body contact
- Verbal – name calling, insulting, offensive remarks, discriminatory language, racially offensive remarks, swearing
- Indirect – can take a less obvious form that you wouldn't directly see or hear e.g. spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, damaging or taking someone's property, physical intimidation by a group or someone bigger than you
- "Cyberbullying" via email, texting or using social media – children are instructed to save any malicious messages as part of our e-safety work. If cyberbullying occurs on social networks, children are taught to save the evidence, report, delete and block.

### **Procedures to follow**

- Listen carefully to pupils and provide them with opportunities to express views and opinions – both verbal and written.
- Staff to record and monitor incidents in an incident file (kept in Headteacher's office)– who, when and why. This will help to identify patterns developing.
- Report incident of bullying to the Senior Management Team who will keep a record. Adopt a problem solving approach which moves pupils on from justifying themselves.
- Racial harassment is reported to the Headteacher and is recorded separately.
- Withdrawal of privileges and removal from the playground. Sanctions will be adopted by the Senior Leadership Team depending upon the severity of each individual case.
- If bullying exists, parents are contacted.
- In extreme cases when bullying persists and other solutions have failed, exclusion may be considered.

## **Intervention techniques**

- Teaching assertiveness (through body language and facial expressions) and promote resilience, growth mindset and social skills - encouraging children to have a sense of self worth
- Teaching victims to say 'no' or get help - urging children not to retaliate both verbally or physically but remove themselves from the situation, find an adult and report it
- E-Safety work to instil strategies for dealing with cyberbullying
- Peer mentoring / Anti bullying ambassadors
- Role - playing in dealing with taunts / how to deal with situations and how to seek help
- Discuss the difference between bullying and unkindness

## **Malicious accusations against staff**

Malicious comments about staff, including those made on line, will be discussed with parents and appropriate action agreed. In serious cases this may include exclusion.

## **Misbehaviour outside school**

A child's behaviour outside school premises, especially when wearing school uniform, reflects upon the reputation of the school in the community. Where staff witness poor behaviour by our pupils outside school, the matter will be followed up during the next school day and the sanctions outlined already in the school behaviour policy will be applied appropriately.

## **Monitoring**

- General levels of behaviour in school will be regularly discussed at staff meetings.
- The Headteacher will monitor written reports of poor behaviour regularly and take appropriate action.
- Behaviour procedures and policies will be reviewed as necessary.