

'Pupils' exceptional behaviour and attitudes to learning contribute very effectively to their excellent progress.'
(Ofsted 2012)



Vernon Primary School

Policy for Behaviour Management



'Nobody Else is Quite Like Me'

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Vernon Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents/carers, Governors and other members of the wider school community.

The policy is the result of consultation with pupils, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of the school's general rules and class rules. The School Governors regularly consult with groups of children regarding various aspects of school life, including behaviour in school.

Aims

- To create a calm and purposeful environment which encourages good behaviour and mutual respect
- To define acceptable standards of behaviour, making boundaries clear
- To ensure a consistent approach to behaviour throughout the school
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To encourage children to take responsibility for their own behaviour and choices
- To encourage the involvement of both home and school in the implementation of this policy

Statement of Principle

Positive behaviour is important because it:

- contributes to the physical safety of the children
- is an aid to successful learning (behaviour for learning)
- gives the children a sense of well-being and emotional security

An awareness of the need for self-discipline and a responsibility to others is an important part of moral and social development. Co-operative behaviour can result in increased happiness and efficiency within the whole community.

Practice

Staff, children and parents/carers have a joint responsibility in promoting positive behaviour in school. **These responsibilities work in line with British Values, as well as our values at Vernon Primary School:**

(1) The *staff* have a responsibility to promote good behaviour by:

- treating all children fairly and with respect
- valuing the individuality of children and recognising their differing needs
- taking every opportunity to raise children's self-esteem by encouragement and praise
- providing a relevant and interesting curriculum that includes appropriate, meaningful activities
- encouraging children to take responsibility for their own behaviour, providing support to enable children to resolve conflicts themselves
- encouraging co-operative behaviour through personal development activities
- being positive role models for the children
- being consistent in their approach
- forming positive relationships with parents/carers where regular communication is possible
- establishing a clear code of behaviour within each class.
- ensuring that all children are safe from harm (including the confiscation of items/objects that could prove harmful to individuals)
- ensuring that all children are aware of safe behaviour (both in school and outside school), through the delivery elements of the Personal Development curriculum (including online safety). See the 'Social Media' policy for further details.

Pupils with emotional/behavioural needs can access additional support, where required from the school's Pastoral Manager through bespoke intervention sessions or through one-to-one emotional literacy support. Where required, the support of external professionals such as Camhs, CEAT (Cheshire East Autism Team, Educational Psychology Services and Counselling services) can be sought. Individual SEND (Special Educational Needs/Disability) support plans are written by the class teacher in consultation with the SENDco when a child displays consistent emotional and behavioural needs and when significant additional adult support and provision are required. Through in-house consultation between the class teacher, Sendco, Pastoral Manager and/or members of the Senior Leadership Team, a decision will be made regarding provision for individuals in this area.

(2) The *children* have responsibilities:

- to treat others with respect and kindness
- to co-operate with other children and adults
- to take care of property and the environment in and out of school
- to work to the best of their abilities and allow others to do the same
- to respect all adults working in school
- to move about school calmly and quietly

(3) The *parents/carers'* responsibilities are:

- ensure that their child goes to school regularly, on time, appropriately dressed and equipped (being mindful of items children take to school, ensuring that they are safe and appropriate)
- make the school aware of any significant concerns or problems that might affect their child's work or behaviour
- Communicate with members of staff with respect in accordance with the 'Communications policy'
- support the school's policies and guidelines for behaviour
- support the school's policy for homework

A Home-School Agreement should be signed by parents/carers and child.

School Code of Conduct

The following school rules have been agreed by staff and children:

Everyone will act with care and respect for others at all times.

This means that we will:

- value everyone and their contributions to the school
- keep hands and feet to ourselves
- always speak politely to everyone
- treat each other and their property as we would like to be treated
- move carefully and quietly around the school
- show good 'listening' behaviour when someone is talking
- always try to understand other people's point of view

Class Rules

The class agree together rules/guidelines for behaviour within their group and display them within their area. Rules are to be written in a positive manner. Rewards and sanctions are displayed alongside the agreed rules.

Procedures

Every opportunity should be taken for promoting and encouraging good behaviour by positive re-enforcement and reward.

Practical suggestions for encouraging good behaviour:

Rewards

Rewards may involve:

- Verbal praise and smiling/positive body language towards children
- Verbal praise to parents/carers about their children
- House points
- Stickers, stamps and certificates
- Headteacher Awards
- Star Awards (Deputy Headteacher and Assistant Headteacher)
- Sending good work to other staff members for reward or praise
- Praise book certificate
- Special jobs and responsibilities (Year 6 children who have key roles and responsibilities have the opportunity to model positive behaviour to the rest of the school)
- Positive phone call or note home
- Whole class rewards
- Midday notes or verbal feedback to the teacher
- Golden ticket which is given out to children displaying excellent lunchtime behaviour resulting in the reward of sitting at the golden table at the end of the week to eat their lunch (Years Reception – Year Four; Years Five and Six – a reward within their class setting)
- Midday lunchtime stickers for positive behaviour

Sanctions

It should be made clear to the child concerned that it is the behaviour that is unacceptable and not the child.

The school has an agreed structure for behaviour problems:

- Pupil will be given a verbal warning by the adult
- Pupil will be moved to another space/table (where appropriate)
- Pupil will be moved to ‘Amber’ of the class traffic light system – therefore missing 5 minutes of break time
- Pupil will be moved to ‘Red’ of the traffic light system – therefore missing all of break and writing a note of apology, explaining the alternative behaviour they should have chosen
- Pupil will be sent to the Headteacher/Deputy/Assistant Headteacher or sometimes the Key Stage Leader
- Parents/carers will be informed if the behaviour persists
- Pupil’s parents/carers will be notified by a telephone call and invited in to discuss strategies for improved behaviour with the Headteacher/Deputy Headteacher/Assistant Headteacher/SENDCO
- When the behaviour involves persistent breaking of class/school rules or involves physical and/or verbally inappropriate behaviour, a behaviour letter from the Headteacher is sent home to parents/carers. This outlines the behaviour choices made and the related sanctions.
- There may be some occasions where the behaviour is so extreme that it warrants fixed term exclusion, made by the Headteacher.

(If a pupil’s behaviour has not been acceptable and they have to miss some or all of a break time, it is the teacher’s responsibility to ensure that the pupil is supervised at all times).

Good practice when carrying out sanctions:

- A sanction should be carried out firmly using a calm manner as it is important to remember that it is the certainty of the sanction, not the severity that needs to be addressed. This is in line with the school expectation that all people will be treated with respect.
- A sanction should be carried out when a child has broken an agreed rule and should not be based on the teacher’s tolerance level.
- A sanction should always follow a warning (at least one).

- For children who persistently break the rules, a decision can be taken in consultation with the Headteacher/Sendco about whether to set up an Individual Behaviour Plan with agreed behaviour targets.
- If after extensive work with parent/child/professionals the child continues to show seriously disruptive/physical behaviour and does not show improvement, exclusion will be considered.
- Where appropriate, safeguarding plans can be written to provide additional support for the individual pupils concerned.

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, the parents/carers are immediately informed, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can appeal against the decision to the Governing Body. The school informs the parents/carers how to make any such appeal. The Headteacher informs the Local Education Authority (LA) and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The Governing Body has a ‘behaviour’ committee whose role is set out in strict guidelines whenever a child is excluded from school.

Lunchtime Supervision

The Mid-day Assistants have regular meetings with their line manager to ensure that behaviour and behaviour management at lunchtimes are consistent with the behaviour policy. Lunchtime routines and behaviour management strategies have been embedded. All of the middays when inducted are given a revised ‘midday’ booklet that outlines rules, rewards, sanctions and behaviour management strategies.

Use of outside agencies:

The following outside agencies are available to support parents/carers/children who are experiencing difficulty:

- Education welfare
- Educational psychologist
- Police
- Family doctor
- CAMHS (Child and Adolescent Mental Health Service)
- CEAT (Cheshire East Autism Team)

The SENDCO, Headteacher/Deputy Headteacher/Assistant Headteacher/Pastoral Manager advise teachers and parents on which service would be most appropriate and how to contact them.

Policy Date: September 2018

Review Date: September 2019

Signed: (Headteacher)
Signed: (Chair of Governors)
Date: