

## ROSEMARY WORKS BEHAVIOUR POLICY

<b>POLICY DOCUMENT</b>	<b>Policy 2016</b>
<b>STATUTORY</b>	<b>Statutory</b>
<b>Legislation: Education/Other</b>	Behaviour Management
<b>Lead Member of Staff</b>	Rob Dell
<b>Lead Board Member</b>	Jacqueline Logue
<b>Publication /Revision Date</b>	26 <sup>th</sup> May 2016
<b>Approved by</b>	Monthly Management Meeting
<b>Approval Date</b>	8 <sup>th</sup> June 2016
<b>Full Board Ratification Date</b>	
<b>Review Frequency</b>	1 years
<b>Date of next review</b>	May 2017
<b>Publication date: School Website Staff Information folder</b>	9 <sup>th</sup> June 2016
<b>Chair of Board signature</b>	
<b>Purpose</b>	To ensure that the Head teacher and The Board of Directors act in accordance with the law on Data protection
<b>Supporting documents</b>	Data Protection Act 1998 Fair Processing Notices (Appendix 2 and 3)

## **Rosemary Works School Behaviour Management Policy**

Rosemary Works School will always ensure that adults caring for children are able to manage a wide range of children's behaviour in a way which promotes their welfare and development. It is a primary aim of our school that every child in our care feels valued and respected and that each person is treated fairly and well. We aim to promote an environment where everyone feels happy, safe and secure. This policy relates to all children within our care from EYFS to the Upper School.

Sanctions applied in the case of unacceptable behaviour must take account of the age and stage of development of the child and be relevant to the action or actions and be fair.

### **Our Aims:**

Rosemary Works Primary School believes in promoting positive behaviour. By adopting a consistent behaviour policy we aim to:

- ensure that all adults and children in our school are respected and respect others, their cultures, their differences and their opinions, including those with special educational needs/disabilities.
- encourage in our children a sense of care and tolerance and the courage to take responsibility for their own actions
- secure a commitment to excellent behaviour
- encourage self-discipline, consideration for each other and our environment
- encourage the development of children's social skills and help them learn what acceptable behaviour is
- develop the confidence and self-esteem of children
- encourage and foster positive attitudes
- develop a co-operative approach between children themselves and children and staff
- develop an effective range of strategies for dealing with problems

Our expectations are:

- that children will learn to treat each other as they would like to be treated themselves
- that children must not hurt others in any way, not verbally, by saying unkind things, including swearing or talking inappropriately about violence or sex, or in any way using force to make another do something against their will; nor physically, by pushing, kicking, hitting, biting or snatching
- that children should seek adult help if another child forgets the rules of behaviour

We promote “good” behaviour by ensuring:

- Security
- Freedom to explore
- Staff who will encourage the development of a positive self-image
- Staff who will act as appropriate role models
- Consistency in treatment
- Boundaries or limits to behaviour
- Opportunities for self-expression
- Opportunities for learning
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- Opportunities for self-expression
- Opportunities for learning

### **Rules**

Children adhere to the following ‘Golden Rules’ that are adapted according to the appropriateness of each Year group.

**Do listen:** do not interrupt or ignore

**Do work hard:** do not waste your time and other people's time

**Do be honest:** do not cover up the truth

**Do be kind and gentle:** do not hurt people's feelings

**Do look after property:** do not waste or damage things

School Codes are communicated clearly to parents to ensure their support. Reasonable adjustment (according to the individuals' needs) is met in agreement with the school, the individual and the parents.

### **Good practice for supporting children's behaviour**

- Teachers make use of SMSC materials in assemblies/circle time etc.
- All adults are expected to provide a positive model for the children with regard to friendliness, care, courtesy and consistency in the way they carry out their practice
- Adults will not shout or raise their voice to children
- If it is necessary to restrain a child who is becoming a danger to themselves or others the correct procedure should be followed.
- Staff will give children constant positive encouragement, re-enforcing appropriate behaviour with praise and explaining to them why certain behaviours are unacceptable

- We reject the use of corporal punishment.

### **Good practice for dealing with children presenting unacceptable behaviour**

If a child demonstrates unacceptable behaviour, their age, stage of development and individual abilities will be taken into account. Also external factors which may be influencing their development, for example changes in family circumstances, child abuse, staffing issues in the pre-school, relationships between staff and parent/carers, and the child's individual needs not being met.

The frequency and intensity of the behaviour will be considered before staff take any action.

Where a child is behaving in an unacceptable way staff should take the following steps:

1. Intervene straight away using the 'three strike' rule.
2. Explain to the child why their behaviour is not acceptable, making it clear that it is the behaviour you dislike rather than the child themselves.
3. Try to find out what has caused the disruption and listen to explanation of all those involved.
4. Give the necessary reassurance and support to the child/children involved.
5. Ensure that a member of staff continues to observe the situation.
6. Encourage the child to reflect on better choices they could have made and how they can put the situation right.

### **Celebration Assembly**

Celebration assembly is every Friday and consists of class certificates and birthdays (who receive a small gift, sticker and we all sing 'Happy Birthday' to them) and prizes. Prizes are offered to children that teachers select who have worked hard with the focus for the week. Certificates are for a miscellany of reasons. Prizes, certificates and artist of the week are then photographed and displayed on the [website](#).

### **In cases where behaviour is particularly concerning:**

Following discussion with the management it may be appropriate to inform parents/carers about the incident.

If the child persists with the unacceptable behaviour

1. Explain what the outcomes will be if they continue e.g. they will need to be sitting separately from the rest of the class and /or may need to go to the Head Teacher's Office.

2. If the behaviour continues to disrupt the class or is dangerous, remove the child from the situation to enable them to calm down in a quieter, more private setting. This will give staff the opportunity to talk to the child and to comfort them as appropriate. If the child is removed from the class they should be accompanied by a member of staff at all times. When the child returns and starts to behave in more desirable way, reward them for the behaviour.
3. Discuss with senior member of staff team and implement monitoring procedure if appropriate. (see monitoring guidelines below)
4. Take the assessment to the staff team meeting for discussion. If appropriate consider external factors surrounding the behaviour using information from the monitoring sheet, for example; is play provision adequate; are the child's individual needs not being attended to; does the child have communication difficulties; is the child trying to express certain feelings; are there issues relating to staffing; could there be changes, or difficulties in the child's family.
5. If problems continue the parents will be informed and an action plan determined with parents and staff.

### **Partnership with Parents**

1. Discuss with parents what has been observed and explain the monitoring procedure. Enquiries can be made about child's behaviour at home. A way forward should be jointly agreed and preferably a plan made for a consistent approach at home and in the School. Agree a date with the parents to review the situation to take place within 2 weeks.
2. Discuss with parents that we may request additional advice and support from other professionals such as educational psychologist or area SENCO
3. Keep the parents/carers continually informed of developments, particularly any positive changes.
4. Assess any changes at the review meeting.

It is the responsibility of the Head Teacher to ensure the guidelines governing the conduct and the behaviour of the children are discussed and explained to all staff, parents and children.

### **Dealing with Allegations of Abuse Against Teachers and other Staff - See policy**

#### **Framework of Behaviour Management**

In order for staff to gauge the seriousness of the response to inappropriate behaviour that should be made, the following examples indicate the sorts of problems that might be dealt with. It is important to recognise that the list provides a guide but that every incident must be investigated and sensible judgments made so that sanctions match the severity of the problem.

#### **Level 1 - Containable**

*These issues are dealt with by the class teacher or childcare staff*

Issues	Sanctions
<ul style="list-style-type: none"> <li>• Not giving full attention in class</li> <li>• Minor disruption of other students (talking when inappropriate)</li> <li>• Calling out</li> <li>• Using inappropriate language</li> <li>• Isolated occurrence of rudeness or showing lack of consideration to other students</li> <li>• Isolated occurrences of rudeness or showing lack of consideration to staff (e.g. answering back to staff)</li> <li>• Failing to share resources and to co-operate effectively in lessons</li> <li>• One-off failure to meet reasonable requests made by a teacher or other staff</li> <li>• Working unsafely unintentionally - with lack of thought</li> <li>• Lack of drive/unacceptable work rate on an isolated occasion</li> <li>• Lack of care to school property on an isolated occasion e.g. rough treatment of ICT equipment through thoughtlessness or over-enthusiasm</li> <li>• Failure to hand in homework</li> <li>• Taking equipment or other student's property without permission but not intending to keep.</li> <li>• One-off physical violence such as fighting, hair pulling, drawing blood (up to Year 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal reprimand</li> <li>• Moving to another seat in class</li> <li>• Informal contact parents to discuss behaviour e.g. phone call or chat after school.</li> </ul>

**Level 2 - Intervention Plan - teacher to devise ongoing strategy for finite period**

Issues	Sanctions
<ul style="list-style-type: none"> <li>• Persistent name calling (after being warned by the teacher on at least three occasions in a short space of time)</li> <li>• Persistent use of inappropriate language (after being warned by the teacher on at least three occasions in a short space of time)</li> <li>• Isolated but important breach of safety regulations (e.g. tripping pupils on the stairs)</li> <li>• Failing to meet reasonable requests from teachers frequently</li> <li>• Frequent lack of cooperation with other students in group situations</li> <li>• Persistent lack of drive or failure to meet acceptable levels of performance in relation to their ability/potential</li> <li>• Persisting with minor problems having received a level one warning</li> <li>• Intentional bullying or foul language</li> <li>• Serious disobedience, not following instructions thus destroying teaching situations for others in class</li> </ul>	<ul style="list-style-type: none"> <li>• Setting the student a target or goal which will be monitored by the class teacher</li> <li>• Long break/lunch detention</li> <li>• Withdrawal of privilege</li> <li>• Behaviour chart monitored for appropriate length of time</li> <li>• Formal meeting between parents and teacher.</li> <li>• Referral to Head Teacher</li> </ul>

<ul style="list-style-type: none"> <li>• Minor physical violence such as pushing or pulling with the intent to hurt up to Year 2</li> <li>• Persistent physical violence such as sustained fighting, hair pulling, drawing blood or where teacher intervention has been ignored.</li> <li>• Persistent lack of co-operation, negative behaviour following sanctions by teacher, that has negative impact on the rest of the class ('sulking' type behaviour)</li> </ul>	
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### Level 3 - Head Teacher

Issues	Sanctions
<ul style="list-style-type: none"> <li>• Persistent physical violence such as sustained fighting, hair pulling, drawing blood, biting</li> <li>• Swearing or being abusive towards a member of staff</li> <li>• Theft of items from the school or students, or assisting in attempts at theft</li> <li>• Refusal to cooperate with staff</li> <li>• Racist, sexist, homophobic abuse</li> <li>• Physical abuse to staff.</li> <li>• Damage to school property or other students' property through deliberate lack of care</li> <li>• Using any object as a weapon</li> <li>• Any intentional physical violence whatsoever from Year 3 and above</li> <li>• Persistent physical violence such as sustained fighting, hair pulling, drawing blood or where teacher intervention has been ignored for a child of any age</li> </ul>	<ul style="list-style-type: none"> <li>• Work or behaviour contract agreed</li> <li>• Parents invited for interview with Head Teacher and or other appropriate members of staff e.g. Student and Family Services</li> <li>• Internal exclusion - temporary removal from part or all timetabled lessons this involves being removed from class for either a session, ½ a day or a full day. During this time, the child completes a range of work, set by the teacher, in the Head's office.</li> <li>• Exclusion from the school - <b>Only SLT</b> may exclude a student.</li> </ul>

The head teacher (Rob) is the nominated practitioner for behaviour management from EYFS to the Upper School. Use the school number (02077393950) or his direct number (07889363918) to contact him.