

ROSEMARY WORKS BEHAVIOUR POLICY

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Lead Board Member	Jacqueline Logue
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Purpose	To ensure that the Head teacher and The Board of Directors act in accordance with the law on Data protection
Supporting documents	Data Protection Act 1998 Fair Processing Notices (Appendix 2 and 3)

Rosemary Works School

Behaviour Management Policy

Aims of the Policy:

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

At Rosemary Works School we believe every child has a right to learn, teachers have the right to teach and this will only happen if there is an ethos of mutual respect and understanding.

Children are expected to show a caring attitude towards other people and a respect for their surroundings. We believe that good behaviour is based on mutual respect between children and adults and between peers. Therefore, all staff, parent helpers, pupils etc. must adopt this philosophy. Relationships between everyone and at every level are vital. Our expectations are that people treat others the way they would like to be treated themselves.

We have high expectations of children's behaviour.

We believe that every child can make the right choice about their own behaviour and learn to take responsibility for their own actions.

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.

Children work toward following the **Aims of the School** in relation to their behaviour:

- Best effort, striving for high standards
- Being kind to everyone and everything
- Having fun; being positive; loving life
- Sharing learning; sharing success
- Learning from mistakes
- Respect and manners
- Self-control and responsibility
- Celebrating diversity and change

Children's responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Staff Responsibilities Are:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual, and
- To be aware of their (special) needs.
- To offer a framework for social education (including PSHEE, SMSC, Meditation, Peer Massage, etc.)

Parents' Responsibilities Are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.

Encouraging outstanding behaviour for learning in school:

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set through example standards of behaviour.
- We praise good behaviour both privately and publicly.

Good practice for supporting children's behaviour

- Know pupils as individuals - know their names, their personalities and interests and who their friends are.
- Plan and organise the classroom and lessons so keep all pupils interested and minimise the opportunities for disruption.
- This may require attention to such basics as furniture layout, grouping of pupils, seating of pupils, matching work to pupils' abilities, pacing lessons well, being enthusiastic and

using humour to create a positive classroom atmosphere.

- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them e.g. visitor at the door in the middle of a lesson or fire drill.
- Continually observe the behaviour of the class.
- Be aware of, and control staff's own behaviour, including stance and tone of voice.
- Model the standards of courtesy that they expect from pupils.
- Emphasise the positive, including praise for good behaviour as well as good work - report to parents at the earliest convenience this behaviour
- Make the rules for classroom behaviour clear to pupils from the first lesson and explain why they are necessary.
- Make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats. Adults will not shout or raise their voice to children.
- Make sparing and consistent use of punishments. This includes whole group punishments which children will see as unfair. It also means avoiding punishments which humiliate pupils.
- Analyse teacher's own classroom management performance and learn from it. This is probably the most important message of all.
- Teachers make use of PSHEE materials in assemblies/directed PSHEE lesson times, 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
- If it is necessary to restrain a child who is becoming a danger to themselves or others the correct procedure should be followed.
- Do not use stickers or food 'treats' to promote good behaviour.
- Do not write children's names on the board in a punitive way as a means of behaviour management.
- We reject the use of corporal punishment.

Creating the right climate practical strategies:

- Children should be greeted each morning outside by their class teacher who then escorts them into school and wishes them all a good morning.
- This process should be carried out at all play times and dinner times.
- Movement from the yard to the school should be done in an orderly manner and at all times should be done quietly. Walking should be encouraged to avoid accidents and to

bring a sense of calm to the start of the day, lessons should begin promptly

- As children leave the classroom to enter assemblies, to change rooms, to go out to play, they should line up quietly and leave the classroom with a sense of respect for others around them. The teacher and teaching assistants should position themselves at the most suitable vantage point
- Play times and dinner times should be calm. Children should be encouraged to play and not to fight or bully others. This includes rough play which they are encouraged not to participate in.
- School council members also support in the promotion of positive behaviour on the playground.
- At the end of the school day all children should be escorted safely and in a calm manner off the premises or to After School Club, ending the day with the right tone.
- Teachers and Senior Leaders are on a rota to ensure all the pupils leave school safely, especially our most vulnerable pupils.
- The Head teacher and Senior Management at all times should be highly visible around the building to ensure that all these procedures are operative.

Practical strategies to support and reinforce outstanding behaviour

- Look for things to praise. So often a child with overt behavioural problems only gains attention by being disruptive. There is a tendency to feel relief when the child is behaving appropriately and to leave well alone.
- By making a positive effort to find something to reinforce, we can develop the child's repertoire of acceptable behaviour.
- It is often the case that the child who is disruptive demands a disproportionate amount of adult time. By making the adult time positive, the child can feel better about themselves and so too can the adult. Time previously used for managing disruptive behaviour can then be redistributed amongst all the children.
- Using regular short periods of time before the child misbehaves gives opportunity for the adult to listen to the child. Listening and understanding avoids the pressure of jumping to wrong conclusions. This does not mean that the child is always right either but that increased opportunities for understanding each other are valuable.
- Try to reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours, e.g. rather than saying "Don't walk on the grass" say "Look how Peter and Martha are walking on the path"
- Exchange an unacceptable behaviour for a more acceptable activity, e.g. by turning out of seat behaviour into the child purposefully going to get something for someone else, e.g. instead of telling a child off for wandering around, praise them for going to get something for another child.

- Deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it quietly without the child being shown up; there is then no need for the child to confront the adult to save face with friends.
- Establish a number of favourite activities that can be used as reinforcers when work is finished as well as to calm someone down after an outburst. These could be books, an activity or the security of tightly structured work, and should always be particular to the child. It is sometimes better - both for the child and for other children - if the child with problems is given permission to get on quietly with something else and then brought back into the group rather than being confronted when they are not ready.

Celebration assembly is every Friday and consists of class certificates and birthdays (who receive a birthday card, and we all sing 'Happy Birthday' to them. In addition to giving Star of the Week certificates to each class from Nursery Class to Year 6, children will be given recognition of notable achievements outside of school (e.g. winning a gymnastics award, swimming gala, etc.) and if they have created an outstanding piece of work to share in assembly. Children will receive a token to place in one of the three charity boxes as a reward for their achievement. At the end of each half term, the tokens are converted into pounds and given to the assigned charities.

Stars of the Week are then photographed and displayed on the school website and on the achievement tree in the hall.

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.

*Strike 1 - Staff member tells child that they have two choices: 1) to stop their inappropriate behaviour immediately or 2) to see the class teacher later so that the lesson can continue for others.

Strike 2 - Staff member reminds the child that they need to stop the behaviour and that it is becoming persistent. Warn that they will move to Strike 3 should this continue and explain the consequences of this.

Strike 3 - Staff member removes child from the class into another class for a fixed time to reflect on their behaviour. At this stage, if the behaviour continues either in the new setting or when they return to class, the

Assistant Head or Head will be informed and will intervene.

Reporting Behaviour and Monitoring Impact

It is the all the staff's responsibility to report incidents that warrant a record on the behaviour incident logs in school.

It is the role of the Head Teacher to collect and report all incidents and give the Board of Directors both of actions taken and subsequent impact. All behaviour should be logged and reported to the Head Teacher using the appropriate behaviour records, all matters are discussed during Monthly Management Meetings.

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.
6. All incidents of serious misbehaviour and bullying are recorded and kept in the Head Teacher's office.

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

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

Issues	Sanctions
<ul style="list-style-type: none"> • Persistent name calling (after being warned by the teacher on at least three occasions in a short space of time) • Persistent use of inappropriate language (after being warned by the teacher on at least three occasions in a short space of time) • Isolated but important breach of safety regulations (e.g. tripping pupils on the stairs) • Failing to meet reasonable requests from teachers frequently • Frequent lack of cooperation with other pupils in group situations • Persistent lack of drive or failure to meet acceptable levels of performance in relation to their ability/potential • Persisting with minor problems having received a level one warning • Intentional bullying or foul language • Serious disobedience, not following instructions thus destroying teaching situations for others in class • Minor physical violence such as pushing or pulling with the intent to hurt up to Year 2 • Persistent physical violence such as sustained fighting, hair pulling, drawing blood or where teacher intervention has been ignored. • Persistent lack of co-operation, negative behaviour following sanctions by teacher, that has negative impact on the rest of the class ('sulking' type behaviour) 	<ul style="list-style-type: none"> • Setting the pupil a target or goal which will be monitored by the class teacher • Behaviour chart monitored for appropriate length of time • Formal meeting between parents and teacher. • Referral to Head Teacher

Level 3 - Head Teacher

Issues	Sanctions
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<ul style="list-style-type: none"> • Persistent physical violence such as sustained fighting, hair pulling, drawing blood, biting • Swearing or being abusive towards a member of staff • Theft of items from the school or pupils, or assisting in attempts at theft • Refusal to cooperate with staff • Racist, sexist, homophobic abuse • Physical abuse to staff. • Damage to school property or other pupils' property through deliberate lack of care • Using any object as a weapon • Any intentional physical violence whatsoever from Year 3 and above • Persistent physical violence such as sustained fighting, hair pulling, drawing blood or where teacher intervention has been ignored for a child of any age 	<ul style="list-style-type: none"> • Work or behaviour contract agreed • Parents invited for interview with Head Teacher and or other appropriate members of staff e.g. The Learning Trust • 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. • Exclusion from the school - Only SLT may exclude a pupil.
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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.