

CASTLESIDE PRIMARY SCHOOL



MANAGEMENT OF BEHAVIOUR

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Agreed by Chair of Governors	Mrs J Robson
Head Teacher	Mrs A Spence

Behaviour in school has usually only been considered in the context of punishment. It needs to be seen in a much broader framework of how a school encourages and develops social skills, appropriate and general good behaviour. As such it includes the positive approach of a wide range of praise, encouragement, incentives or general regards as well as the more negative area of sanctions.

DEFINITION OF DISCIPLINE

‘Discipline’ is the system and ethos which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions and for their consequences.

Discipline is a system of rules for good behaviour. Any such system should aim:

- to develop self-discipline in pupils;
- to create the conditions for an orderly community, in which effective learning can take place and in which there is mutual respect between all members.

Any such system of rules must be accepted by the pupil and will be influenced both by the home and by society in general. Both pupils and those responsible for promoting good behaviour are often faced with the problem of conflicting views about standards of good behaviour. Such ambiguity makes the formulation of rules and the maintenance of such rules in school increasingly difficult in practice.

In the context of the school, good behaviour is conduct, which assists the school to fulfil its functions, namely the full development of the potential of all pupils. Bad behaviour is conduct, which prevents this,

either when an individual prevents his/her own developments by behaving badly or when unacceptable conduct disrupts the development process for other members of the school community.

It therefore follows that 'good behaviour' is that which conforms to the reasonable expectations and requirements of the school and is based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment.

AIMS

This Policy Document on Management of Behaviour is made within the context of the following aims:

1. To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions;
2. To create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.

Such aims are best achieved in the framework of a relaxed pleasant atmosphere, in which pupils are able to give of their best, both in the classroom and in extra-curricular activities and are encouraged and stimulated to fulfil their potential. This, in turn, demands a positive policy of encouraging good attitudes, rewards and praise (where possible) and setting a good example.

BEHAVIOUR MANAGEMENT PRINCIPLES

As a whole school, Governors and staff seek and expect the following:

- We want to encourage a calm, purposeful and happy atmosphere
- We want the children in our care to be happy, confident and secure
- We want the adults working in our school to be calm, caring and considerate, providing excellent role models for the children to follow
- We want to foster the attitude where each individual is appreciated and where achievement at all levels is acknowledged and valued
- We want to encourage increasing independence and self discipline so that each child learns to accept responsibility for his/her own behaviour
- We want everyone to care about the school, to look after the buildings and equipment inside
- We want everyone to respect the property of others, while developing the ability to involve and share
- We want parents to appreciate our aims and support us in our work

Our day to day approach will be positive and consistent, knowing that children are individuals and respond better to praise and privilege rather than to criticism, fear and humiliation.

- **Our behaviour programme** is based on praise, recognition rewards and sanctions.
- **Class rules** are suggested and agreed by children themselves, under the direction of the teacher. They are displayed prominently on the classroom wall.
- **The School Rules** are proposed by the teaching staff and following discussions accepted by the whole of the school population (including pupils and non-teaching staff).

- **The list of consequences** that will follow from breaking the rules is taught to the children.
- **Consistency** – The procedure is implemented in an entirely uniform manner throughout the whole school. For the children this means that regardless of the teacher or class, they know quite clearly what is expected of them and how bad behaviour will be consistently treated. Consistency of approach is a major benefit to the whole school.

SCHOOL BEHAVIOUR OBJECTIVES

- Encouragement to understand the difference between good and bad behaviour as early as possible and to include children in the identification of rules and particularly Classroom Rules – Code of Conduct.
- Consistent encouragement and reward for good behaviour, providing substantial incentives to encourage children to make the positive decision to choose good behaviour rather than bad.
- High expectations in the classroom with emphasis upon good work habits, personal challenge and achievement for all abilities.
- Encouragement to reflect fully upon particular behaviour and develop further self-discipline. (Incidents of inappropriate behaviour are seen as *first opportunities* to advance Personal and Social Education).
- Early identification of children in our Special Educational Needs programme who show emotional and behavioural difficulties (EBD), both in the classroom and beyond, with appropriate provision made.
- Early parental involvement on all occasions.
- Provide appropriate support for *all members of staff*, making their work more satisfying and less stressful.
- To achieve these objectives this policy document should be used in conjunction with the school's Supervision and Personal and Social Development policies.

WHOLE SCHOOL STRATEGY

Our approach consists of three important parts:

Rules, Rewards and Consequences

Expectations

A limited number of expectations are in operation to enable the smooth running of the school and to encourage that our stated aims are fulfilled. They are communicated extensively to ensure that all children know exactly what behaviours are expected in school at all times. The expectations are observable in nature and most of them involve the children in their establishment.

Classroom Charters – the pupils from each class are expected to identify and agree their own Classroom Charters and Codes of Conduct. These are displayed in a prominent position in the classroom.

This enables the pupils to become more involved with the idea of good behaviour and awareness of the consequences of breaking rules.

School Rules – the whole of the school community agrees to the School Rules. They are displayed in prominent places throughout the school.

Rewards

Rewards in this school vary and emphasise the positive approach of encouragement and praise rather than the negative one of criticism and punishment. They range from simple verbal praise to special awards and certificates.

- Rewarding good performance. This provides the incentive for children to make the positive decision to choose good behaviour rather than bad.

Consequences

The school's approach does not ignore negative behaviour. A range of structured, consistent, consequences are available which can involve pupils, staff and parents in appropriate support, identification and assessment of behaviour. The pupils are encouraged to reflect upon their behaviour and to take an active and responsible role in any further action. It is essential that pupils understand that it is the behaviour, which is not acceptable and not the child as a person.

- This allows the school and individual teachers to retain consistent full control of discipline in the classroom without any time wasting at aggravation taking place.

Rules, Rewards and Consequences operate as part of a whole process – the main emphasis is placed on the positive reinforcement of good attitudes and performance rather than forceful discipline.

House

Classroom

Whole School

All of these initiatives will be more affected and meaningful with the early positive involvement and support of parents.

STAFF ROLE

Attitude

The attitude of all staff is of great importance. It is they who in the end determine the environment in which good staff/pupil relationships can develop, they are expected to set the right example to pupils in matters of dress, punctuality and commitment. They should consider themselves responsible at all times for the behaviour of pupils within sight or sound of them. Discipline is indivisible and those who ignore bad behaviour in their own class or around the school cannot expect to have the respect of pupils, or to be able to establish the right relationship in class. These relationships call for more sensitivity and tact than ever before. A teacher's influence depends on attitude, character, example, teaching skills and rapport established with pupils and parents.

- Teachers need to be skilled in the assertive way of speaking in class. This focuses the children's attention on what the teacher wants them to do rather than what she doesn't want them to do.
- Teachers are required to have a very positive attitude in recognising good performance in every lesson. This may be good behaviour, good work, attention, politeness, speech etc. It requires extensive verbal praise and recognition in the form of stickers, certificates and whole class rewards. All the praise/recognition is public and ongoing.

It is given at every lesson, playtime, assemblies and lunch-break – at any time in the school environment.

Classroom Management

It is this continual positive reinforcement of good performance all day and every day that gives the children the extra self-esteem that motivates them to choose good rather than bad behaviour. Boredom, lack of understanding and lack of progress are major reasons why some pupils misbehave. It follows that the provision of a relevant and appropriate curriculum, the use of inspiring and motivating teaching methods in a well organised and attractive classroom, which allows the full involvement of all pupils are important ingredients of a successful policy on school discipline. Any enquiry into weakness of discipline should include a review of classroom management, use of the curriculum and teaching methods.

Pupil Commitment

A caring school where pupils feel appreciated, involved and secure eases its own disciplinary problems. In addition to a well-balanced curriculum the provision of extra-curricular activities or the opportunity to take part in some organised activity are positive steps to good discipline and can increase the child's loyalty and commitment to the school.

Pupils are more likely to accept a school's code of behaviour if they have some ownership of it, it is clearly understood, consistently and fairly applied, and shown to be reasonable, sensitive and effective.

Consistency

Younger pupils, especially, are confused by too much variety of attitude and expectation. Accordingly, acceptance and standardised implementation of the school's policies by all staff are important. Pupils need to see that rewards and punishments are used consistently and fairly, in which case they will normally accept them.

When the Management of Behaviour process is used consistently throughout the school it means that regardless of the teacher or class, the children know quite clearly what is expected of them and how staff will react to good and bad behaviour.

Prevention

Prevention is always better than cure. Therefore, it is important for pupils to know the School Expectations, Rewards and Consequences; and that they are under supervision and that checks are made. The presence of staff on duty, or of a teacher in the classroom before the lesson is timed to begin, is a more effective way of obtaining good behaviour than punishment of those caught misbehaving when left to their own devices.

Zones of Regulation

To help children learn to self-regulate and be in a good place for learning, the school uses Zones of Regulation. This is a recognised programme which assists children to identify how they are feeling, label their emotions and learn ways to help themselves get into a good place, ready to learn. Staff recognise when either individuals/groups or the whole class of children are less likely to focus and concentrate in lessons and use a variety of strategies to help children readjust.

Responsibility

Immediate checking by all staff of minor offences, requiring only a look or a quiet word, often prevents more major problems developing. Many pupils will want to test the system to see what is acceptable or what they can get away with. A line has to be drawn somewhere but, wherever it is drawn it is likely to be challenged. It follows that it is better drawn where the school wishes, rather than where the more extreme pupils hope.

Stability

Poor behaviour often stems from personal problems or difficulties. To punish the bad behaviour and ignore the reasons for it, will have only a short-term effect and will not provide a lasting solution. **It is important, therefore, to look for the reasons of bad behaviour.**

A child centred approach to teaching can help maintain discipline. Encouragement will be given if a difficult child has a more stable relationship with one particular member of staff (who may not necessarily be the child's class teacher) who has a genuine interest in the child's progress and future. **It is of importance that the Special Needs Co-ordinator is made aware of any changes in patterns of work, behaviour and progress, so that any indication of external problems can be identified quickly.** Close relationships are required with external support services such as Psychologist, School Nurse and Community Health, Social and Community Services and Police, so that this background understanding of the needs of the pupil and the provision of the right support can be achieved.

Home and School

External influences on pupils (their parents, the peer group, the community, the mass media and the environment) have to be taken into account and related to the standards and expectations of the school. In particular, close co-operation with parents is crucial. This school has an open policy to encourage parental participation in the life of the school. Organised events such as termly Parents' Evenings, Friends of the School activities, a wide range of school events (Sports events, pantomimes, Open Assemblies etc.) encourage parental help, individual invitations and particularly availability of staff showing friendliness with a view to breaking down barriers can help to make combined responsibility more likely. As part of this Home and School rapport parents are made fully aware of the Management of Behaviour policy and its implications in the education of their children. They are continuously made aware of their children's good (and bad) behaviour by way of the Class Dojo system.

REWARDS – THE POSITIVE SIDE OF DISCIPLINE

In any disciplinary system the emphasis should be always on the positive approach of encouragement and praise, rather than on the more negative one of criticism and punishment.

A little praise can work wonders for motivation. A conscious effort is required to identify those children who do what they are asked i.e. 'the norm' and single them out as role models.

Praise should be given for all good attitudes or performance – not just good behaviour. This enables the teacher to find something positive to say about every child in the class and as result the vast majority, if not all, of the pupils should be praised at some time during the day.

System of Rewards for Pupils

The system of rewards are:

Verbal praise & encouragement
Dojos, Certificates and Gold Stars

30 Dojos – House sticker for hall display
100 Dojos – White Certificate
200 Dojos – Amber Certificate
300 Dojos – Gold Certificate + Gold Star
500 Dojos – Diamond Certificate + Diamond Star

Whole Class Rewards

Whole class rewards can/should be used on a regular basis. (e.g. Bottles of Marbles, Spots on Dog, Achievement Trees etc.) Rewards will be given at identified times for agreed achievements; when the whole class initiative is completed (i.e. marble jar full) the agreed whole class reward will be given.

Outside the Classroom (Playground – Lunch Breaks etc.)

Members of staff follow system of rewards and sanctions.

Praise

In addition to our System of Rewards praise can be given in many other ways and can have a marked effect upon children and their general response to the individual and school generally.

- a quiet word or encouraging smile
- written praise on pupil's work, either in general terms 'well done', or in a more detailed way, picking out specific points or ideas that give pleasure;
- compliments to parents in the child's Homework Diary;
- a visit to a more senior class or the Head Teacher for commendation on work, behaviour or achievement;
- a public word of praise in front of a group, a class, a year or the school (for individuals or groups of children);
- public acknowledgement of particular achievement at an assembly or by giving some special responsibility

School Charters

The Classroom Charters allow the pupils to reflect on their behaviour, suggest their own rules and then to evaluate their behaviour against the rules. It clearly establishes expectations regarding work, behaviour and rewards and gives children greater ownership of the fundamental aspects of the day-to-day management of their learning environment.

Classroom Charters and School Rules should not be negative (i.e. Don't run); they are specific and positive (i.e. 'Walk sensibly and quietly in school')

Rules -

- There should be no more than 5 rules
- All class rules should be shared between classes

Agreed Classroom Charters, School Rules should be displayed on an attractive poster in a prominent position and referred to as necessary. Class Meetings can help to solve problems and evaluate routines and happenings, Circle Time techniques are particularly useful here to foster confidence to speak out against unfair behaviour. Here the teacher's role is more of mediator rather than judge.

- organise the classroom effectively with effective circulation space
- deal with children's problems
- conclude the lesson successfully
- keep thorough records of behavioural concerns and the actions taken by the teacher and or school

Classroom Establishment and Organisation

At the start of the school year, class teachers should build into the first programmes of study and teach the following:

their *attention getting signal* to be used to begin lessons.

that everyone must listen when someone is speaking.

to raise your hand *and wait* if you want to speak.

to not interrupt a speaker, either adult or child in discussion.

to be courteous, saying *excuse me, please* and *thank you*.

to share materials and take turns.

to sensibly enter and exit from class.

that we all tidy as we go.

Time should also be set aside to explain and reinforce the practical organisation of the classroom, furniture and equipment. Emphasis should be placed upon maximum safe access to resources and the expectation that materials should be left exactly as they were found.

If effective classroom organisation is to be developed it is necessary to introduce strategies to achieve and maintain acceptable levels of classroom noise.

SANCTIONS – THE CONSEQUENCES OF BREAKING THE RULES

If Management of Behaviour is to be effective it is essential that children are involved in the process and are given the opportunity to understand that it is the behaviour, which is not acceptable and not the pupil as a person.

Class and School Rules

With their involvement in the formation of Class and School Rules it allows pupils to reflect on their behaviour, suggest their own rules and them to evaluate their behaviour against the agreed code of conduct. It clearly establishes expectations regarding behaviour, work and rewards and gives children

greater ownership of the fundamental aspects of the day-to-day management of their learning environment.

Sanctions

With their involvement in the formation of Class and School Rules most children accept that their rules should be followed. The school’s programme provides 5 progressive sanctions or consequences to be used for bad behaviour or inappropriate responses. The sanctions should be implemented immediately without the teacher needing to become involved in any arguments or frustrating situations.

Children should have the opportunity to overturn sanctions by admirable behaviour.

Consequences – Breaking the Rules

Bad Behaviour	Consequences
1 st Time	Verbal Warning
2 nd Time	2 Minute detention during playtime - Dojo Chart marked
3 rd Time Chart	KS1 5 Minutes detention during playtime – Dojo marked KS2 Loss of playtime - Dojo Chart marked
I will review with the child what has happened and the future consequences and choices if unacceptable behaviour continues.	
4 th Time Chart marked	KS1 5 Minutes detention during playtime – Dojo KS2 Loss of playtime – Dojo Chart marked Sent to Head Teacher Child calls parents & informs them of 4 th Warning Card Detention Voucher Informative letter by Class Teacher to Parent
5 th Time Chart marked	KS1 5 Minutes detention during playtime - Dojo Chart marked KS2 Loss of playtime - Dojo Chart marked Sent to Head Teacher Child calls parents & informs them of 5 th Warning Card Letter sent to Parents asking them to see Head Teacher
Severe Disruption - Totally unacceptable behaviour - School Detention Behaviour	Sent to Head Teacher 5 th Warning Card Automatic Out of Letter (45 Minutes 3.30p.m.-4.15p.m.) or more serious action.

Three Detention Vouchers = Out of School Detention (45 minutes 3.30 – 4.15)

It is crucial if the programme is to be effective that all teachers must be consistent in their interpretation and use of the consequence found in the procedure.

Serious Offences

Certain misbehaviour e.g. bullying, wanton destruction of school property, aggressive behaviour to staff, theft, etc. are regarded as unacceptable and would warrant immediate involvement by the Head Teacher. Depending upon the seriousness of the offence, they would result in at least one or more of the following actions being taken immediately:-

- a letter being sent home asking to see the parents
- a call by the child to their parents telling them what they had done and asking them to come and see the Head
- issue of detention vouchers/immediate out of school detention
- a request that the child be removed from the school for 3 days
- expulsion

*** Initial investigation must be completed by the child's/children's class teacher/teachers**

*** For all Serious Offences it must be standard practice that the offending child/children will be escorted to the Head by the investigating member of staff (i.e. teacher).**

*** It is crucial that the Head/Deputy Head (designated member of staff is available) in the case of a Serious Occurrence. Action must be taken swiftly, decisions made and parents contacted as necessary.**

Informing Parents of Bad Behaviour

It is important that parents are kept aware of bad behaviour and letters are sent in keeping with the agreed procedures.

The 2 types of letters, which are sent by the Head Teacher (or delegated senior member of staff) are

After 4 th Consequence	Advisory Letter
5 th Consequence	Request to see parents

Activities Outside the Classroom

Discipline outside the classroom is controlled in keeping with the whole school policy and the 'School Rules'.

DETENTION

- On no account are children of this school to be detained after the end of the school day unless parents are informed personally and appropriate arrangements are made and confirmed
- Little or no benefit is gained by detention during school breaks unless the child/children is supervised by the person imposing the punishment – often greater problems are caused if the child/children are left unsupervised;

- If children are detained in class during playtimes to complete work the teacher on duty must be informed and appropriate supervision given. Any subsequent problems are the responsibility of the class teacher, as the teachers on duty must accept that they are accountable for the safety of all the children in the school;
- As part of this policy on occasions pupils can spend a lunch-break under the supervision of the Head Teacher.
- Children should not be sent out of class and excluded from lessons – if they will not behave/work in a controlled structured situation, what can be expected if they are left unsupervised.

DETENTION - AFTER SCHOOL

Detention after school is part of the school's Management of Behaviour Policy. Children will be detained as a result of repeated warnings through our Discipline Plan or as result of more serious one off incident (following a thorough investigation in keeping with the school's Management of Behaviour Policy) or following 3 Detention Vouchers.

Parents will be informed of the Detention arrangements by letter – normally a minimum of five days notice will be given prior to detention.

PASTORAL ADVICE

In a small Primary School such as Castleside County a pastoral system is impractical, however it would be very naïve to suggest that pastoral advice is of any less importance as results. Pastoral advice forms an important part of the disciplinary framework and should involve every teacher. Most counselling will be of an informal nature and involve each class teacher working with individual children or as part of the P.S.H.C.E. policy. Any teacher who fails to accept this area of discipline is reneging over an important area of their responsibility as an educator. A prompt word of praise or the immediate checking of misbehaviour are important first steps in counselling, but it should also extend to the deliberate attempt to build up an understanding of, and relationship with, the pupil. This will make discussion concerning attitudes, achievement or behaviour acceptable. It should also provide an awareness of any underlying problems the pupil may have.

In particular difficult cases the SENDCO will be responsible for supporting colleagues and helping them with their understanding of the pupils.

All teachers, need to be aware that they have the support of senior staff in the school and access, at least indirectly, to the LEA's professional support service, where needed.

PARENTAL INVOLVEMENT

Our policy is to involve parents as soon as possible and work closely with them as problems are addressed. Parental involvement can greatly enhance assessments and one of the most effective ways of addressing a pupil's needs is for the approach to be applied consistently and coherently both at home and school.

SERIOUS MISDEMEANOURS

Senior management will support staff dealing with any serious misdemeanours occurring in the school. Incidents will be investigated calmly and thoroughly.

The class teacher will be informed/or will inform senior staff of the incident and the misdemeanour will be recorded on CPOMS. Parents in turn will be notified either by telephone or letter. Records will be maintained by Class Teacher, with detention vouchers logged on appropriate form.

Senior staff will follow up matters, engaging the child in a thorough investigation of the event and a review of attitudes, values and behaviour. Parents will be asked to attend the school to discuss the matter.

Action will be taken in keeping with the school's Behaviour Guidelines and Staged Procedures.

EXCLUSION PROCEDURES

As a last resort exclusion procedures will be enforced by the Head Teacher. LA guidelines will be followed closely.

MONITORING AND EVALUATION

Behaviour Management will be monitored regularly with a view to changing needs and a whole school commitment to *continuous improvement of our procedures*.

The Senior Management Team and the SEND Governor will be primarily responsible for monitoring the effectiveness of this policy and practice.

The policy will be formally reviewed before the start of each school year, usually after end of year reports are prepared for parents.

When necessary, a formal written evaluation of Behaviour Management will be prepared for Governor information.

The Governing Body will be invited to nominate a link-governor to participate in all of these procedures.

CONCLUSION

Our approach to Behaviour Management is positive and realistic. We fully appreciate that children come to our school from a wide range of background equipped with varying attitudes, values and social skills.