

A4/E11: BEHAVIOUR MANAGEMENT

This Policy includes the Early Years Foundation Stage and Breakfast, Tea Time and Holiday Clubs and should be read in conjunction with the School's Anti-Bullying, Safeguarding, Transitions and Settling In Policies.

Designated Behaviour Management Officers

Mrs Anita Barclay, Headmistress

Mrs Wendy Masters, SENCo

Aims of the Policy

All pupils in a school benefit when behaviour is good. High standards of behaviour are important in helping children to feel safe and learn well, and parents and carers play a key part in this. The school focuses on promoting positive behaviour, helping to build self-discipline and encouraging respect for others. Staff will never use or threaten corporal punishment. The school has a Behaviour Management policy which clearly states sanctions imposed and aims to deter pupils from misbehaving. The school follows non-statutory advice from the Department for Education publication "Behaviour and Discipline in schools" (2014).

Stretton School aims to:

- Promote and recognise good behaviour, promote self-discipline and respect

- Show the place of rewards and sanctions
- Prevent bullying
- Ensure that pupils complete assigned work
- Work in partnership with parents/carers to support the social and academic development of all pupils.
- Regulate the conduct of pupils

The school also acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN). Equal opportunities are a fundamental right for all children regardless, for example, of gender, race, cultural and social backgrounds, religious beliefs, physical characteristics or educational needs. To reinforce these rights the Rewards policy will actively promote the whole school policy for equal opportunities

All children are encouraged to flourish in a happy, caring environment and are free to develop their play and learning without fear of being hurt by anyone else. We believe children should be guided by a positive and professional approach to behaviour. This is fairly and consistently applied by everyone in the school. Staff have a complete understanding about the expected standard of behaviour. The policy is also available to all staff, parents and pupils.

In order to achieve this:

- Staff have a consistent and professional approach at all times.
- The school has strong leadership and all staff will provide a model for all children with regard to friendliness, care and courtesy.
- Staff display school rules clearly in classrooms and around the school. Staff and pupils should know what they are.
- Staff display the tariff of sanctions and rewards in each classroom.
- There is a system in place to ensure that children never miss out on sanctions or rewards.
- All new children and adults will understand the way the school conducts the behaviour of the children.
- Use behaviour strategies and teach good behaviour.
- Intervene early so inappropriate behaviour does not escalate.
- In order to ensure children develop security of knowing what to expect all members of staff will ensure that the rules are applied consistently.
- Have high but realistic expectations of work and behaviour.

- Show duties under the Equality Act 2010, including issues relating to pupils with special educational needs or disabilities and how reasonable adjustments are made for those pupils.
- Staff will praise and endorse desirable behaviour ie kindness and sharing and celebrate successes.
- Staff will be polite at all times to children and adults to increase respect and trust.
- Staff will encourage good behaviour and respect for others, and in particular, prevent all forms of bullying among pupils.
- Staff development and support will be in place.
- Ensure support systems are in place for pupils. These may include the involvement of the Key Person, Class Teacher, SENCo and Headmistress if not already involved and a discussion with the parent/carer or liaison with other agencies as appropriate.
- Any serious incidences of unsatisfactory behaviour will be recorded by the member of staff who witnessed it and brought to the attention of both the Headmistress and the parents.
- The school will liaise with parents and when necessary, other agencies.

- The school will manage pupil transition (see the School's Transitions and Settling In Policies).
- Staff will refer to the Behaviour Checklist outlined as follows:

Classroom

Know the names and roles of any adults in class.

Meet and greet pupils when they come into the classroom.

Display rules in the class - and ensure that the pupils and staff know what they are.

Display the tariff of sanctions in class.

Have a system in place to follow through with all sanctions.

Display the tariff of rewards in class.

Have a system in place to follow through with all rewards.

Have a visual timetable on the wall.

Follow the school behaviour policy.

Pupils

Know the names of children.

Have a plan for children who are likely to misbehave.

Ensure other adults in the class know the plan.

Understand pupils' special needs.

Teaching

Ensure that all resources are prepared in advance.

Praise the behaviour you want to see more of.

Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).

Differentiate.

Stay calm.

Have clear routines for transitions and for stopping the class.

Teach children the class routines.

Parents

Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

- If any pupils are found to have made malicious accusations against staff, the parents of that pupil will meet immediately (within 5 working days) with the Headmistress and Deputy Head Teacher. The pupil is likely to have breached school behaviour policies. The school may consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence occurred).

- If any parent is concerned about a specific incident of unsatisfactory behaviour, a written record of the incident will be taken by a member of staff from the child/children concerned as quickly and as accurately as possible in order to establish what action needs to be taken.
- If unsatisfactory behaviour continues, the parents are invited to discuss this with the child's teacher and the Headmistress.

Using rewards and sanctions to manage behaviour

Rewards

Stretton School promotes good behaviour throughout the school from Nippers through to Prep 3. Discipline is upheld in every classroom and all children have a calm environment in which to learn and in which teachers are able to teach. Children are aware of rewards and staff concentrate on the positive and praise or reward wherever possible. Parents are made aware of when children have received awards.

Rewards include:

- All staff verbally congratulate children.
- House stars and Reward stickers are given in all classes for a variety of reasons including showing care and consideration to other children and adults, being kind, polite and friendly, helpful to each other, quiet and hardworking, aware of other's feelings, needs and emotions, being sensible inside and outside of the classroom. Staff develop and amend their own systems of reward and praise.
- Staff may award a weekly certificate for the best behaved in each class.
- Staff may award termly awards for the most stars received.
- Work being displayed and praised.
- Mentions in weekly Assembly.
- Written comments in Talking Books and on homework.

Sanctions

Staff have an agreed scale of sanctions to use for the managing of unwanted behaviour. Children need to be aware of these sanctions so they can take responsibility for their own behaviour and understand the results of their actions. Staff need to recognise when to intervene especially if there is danger to the child or others around them.

Sanctions may include the following:

- Verbal warning – child is told that behaviour is unacceptable/inappropriate and that if it happens again, they will be given time out.
- Time out – child is removed from the situation under supervision and given an agreed length of time away from the rest of the class.
- Miss part of playtime – child is kept in and/or asked to write a letter of apology.
- Sent to Headmistress, with possible meeting with parents if behaviour continues. A record of sanctions for serious disciplinary offences is kept including the nature of the offence, the date and the punishment.
- Exclusion – this may be necessary in cases of severe disciplinary offences or severe and persistent bullying. This is at the discretion and judgement of the Headmistress.

The school keeps a record of the sanctions imposed upon pupils for serious disciplinary offences including temporary and permanent exclusions. The record will include the date the sanction was imposed, the name and class of the pupil concerned, the reason for the sanction and the name of the staff member administering it. This record will be routinely monitored by the Behaviour Management Officers both in the interests of fairness, consistency and identifying trends in poor behaviour.

Pastoral Advice

When supporting pupils, most counselling will be of an informal nature aimed at building up an understanding and a relationship with the child and at providing an awareness of any underlying problems the child may have. The responsibility for most pastoral work lies with the child's Key Person or class teacher, who should be kept informed by other staff of any problems that arise.

Managing Pupils' Transition

See the School's Transitions Policy and Settling In Policy.

Exclusions

The Exclusions policy at Stretton School is to make parents/carers, pupils, staff, the School Advisory Board and potential parents aware of the circumstances in which a pupil might be excluded, temporarily or permanently, from the school.

A child can be excluded for a fixed period of time if:

- They have seriously broken the school rules

- Allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils or staff.

The Headmistress is responsible for making the decision on whether to exclude a child. Any non-permanent exclusion cannot total more than 45 school days in any one school year.

Procedure for excluding a pupil

If a child is to be excluded, this will be communicated to the parents immediately, by telephone or in a meeting, always followed up by a letter, which will include:

- The period and reason for exclusion
- Explanation that it is the duty of the parents to ensure that during the initial period of up to five school days of any exclusion, whether fixed period or permanent, the excluded pupil is not present in a public place during normal school hours without reasonable justification. This requirement applies whether or not the pupil is in the company of the parent.

Permanent Exclusion

A decision to exclude a pupil permanently is a serious one, and will only be taken where facts and evidence have been established. The final decision to exclude a pupil permanently will be taken only by the Headmistress.

Stretton School will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. This may be as a result of grave or sustained breaches of the school's behaviour policy, affecting the well-being of themselves or others, or seriously affecting the education of others.

There will, however, be exceptional circumstances where, in the Headmistress's judgment, it is appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- carrying an offensive weapon.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

The Headmistress will report any permanent exclusions to the School Advisory Board. Parents may appeal to the Chairperson of the School Advisory Board within 2 weeks of the permanent exclusion by writing to them at the School address.

Agreed and approved by the School Advisory Board

Date: September 2013

Reviewed: September 2014, September 2015, December 2015 & December 2016

Review Date: December 2017 or sooner if regulations change