

Weston All Saints C of E Primary School

POLICY FOR POSITIVE BEHAVIOUR MANAGEMENT

1 This document is a statement of the aims, principles and strategies for the provision of Positive Behaviour Management at Weston All Saints C of E Primary School (WASPS). It was developed during the spring term of 1997. This policy was last reviewed during the autumn term of 2014 through a process of consultation with teaching staff and approved by the Governing Body.

This policy will be reviewed as and when necessary.

In addition to this policy please refer to the following policies:

- Equality and Diversity
- Race Relations
- SEND
- Citizenship
- Anti-Bullying

2 What is Positive Behaviour Management?

Positive Behaviour Management is the process by which a school sets out to create an orderly and coherent environment in which children are encouraged to behave well, work hard and learn to be caring and responsible members of the community.

3 Aims

Our aim at WASPS is to establish an orderly and caring environment in which pupils feel secure and confident, and are able to work towards achieving their full potential.

The expectations for acceptable behaviour are to be understood by all.

Children should understand that working hard and behaving in an acceptable manner will result in positive recognition of their efforts.

We aim to develop a positive partnership between school, parents, and pupils to help the children feel secure.

The children should understand why rules are necessary and to feel some ownership of the rules.

The children should develop personal responsibility, respect for others, and a caring attitude that will remain with them in later life.

Above all, we aim for the school to be a place where the management of behaviour is unobtrusive and effective and where learning is the focus for all.

4 Principles

We have high expectations of pupils at WASPS and believe that teacher expectations play an important part in improving pupil behaviour.

As a Church of England V.C. School, our behaviour principles are consistent with our Christian foundation. Christian principles, such as the worth of the individual, are encouraged.

5 We believe:

- that it is the school's responsibility to create a positive and orderly environment within which good behaviour is actively encouraged.
- that the school should offer clear guidelines for what constitutes acceptable and unacceptable behaviour.
- that children can learn by observation and example, and that by demonstrating caring and considerate behaviour, adults within school can have an important role in helping children to understand the standards expected of them.
- that by offering clear and consistent rewards and punishments, the children will see that all actions have consequences and that it is preferable to behave well and work hard.

6 Teachers who are concerned about a pattern of behaviour in a child or about a serious incident must communicate their concerns to the Headteacher through the 'Behaviour Incident Procedure.' This enables the Headteacher and senior management to monitor children's behaviour in a structured way. As well as completing the incident form, a discussion between the teacher and Headteacher, or senior teacher, may be appropriate. If the child's behaviour is due to a special educational need, please see the 'Policy for Special Educational Needs and Disability'.

7 Communication between home and school is important when dealing with behaviour problems. Generally, teachers will meet informally with parents, or telephone them, if there is a problem at school. This is often sufficient to sort out minor, isolated problems. Where there are persistent problems, the parents will be contacted formally through the school 'Staged Discipline Procedure'.

8 If a child's behaviour is due to a special educational need, a discussion with parents will take place and pupils will be given appropriate support to help manage their behaviour.

9 The termly Parent Teacher Interviews offer another opportunity to discuss behaviour issues and agree strategies. It is often helpful to share different perspectives on a child's behaviour.

10 Strategies for Ensuring Consistency in Positive Behaviour Management

The WASPS Golden Rules, which have been agreed with the children, are displayed prominently around the school.

11 Staff are trained to use the stepped procedure as follows:

- Child is spoken to once, drawing their attention to the unacceptable behaviour and why it is unhelpful.
- If the behaviour continues, the child is spoken to again and is warned of the consequences.
- If the behaviour still continues the child is given the punishment as warned and is reminded why the action was wrong.

- If the child persists with the unacceptable behaviour, then an incident form should be completed and further action will be decided upon after discussion with the Headteacher.

12 Staff are given in-service training on Behaviour Management for use in the classroom.

Staff are aware of, and are in agreement with, the list of acceptable and unacceptable behaviour.

13 Our strategies are:-

- ☒ To focus on good behaviour whenever possible, offering praise and reward.
- ☒ To set clear guidelines for acceptable and unacceptable behaviour, which are consistently enforced. In addition to whole school rules, teachers, after discussion with their pupils, develop age appropriate class rules.
- ☒ To distinguish between the child and the action, making clear that it is the specific behaviour, and not the child, that we do not like.
- ☒ For all staff to follow agreed procedures when dealing with incidents. Please refer to pack: 'Procedures for Dealing with Incidents.'
- ☒ To use assemblies to tell the story of positive role-models eg, Bible characters, saints, inspirational people (such as Dr Barnardo) and 'moral' fictional characters.
- ☒ To use 'Circle Time' to provide classes with opportunities to discuss behaviour issues as and when they arise. These regular sessions encourage children to think about the effect their behaviour has on others.

14 Rewards and Positive Sanctions

1. A quiet word of praise and congratulations.
2. A written comment on a piece of work.
3. A sticker or stamp for an individual or as a collective class reward/merit.
4. A visit to another teacher, senior teacher, or to the Headteacher.
5. A word of praise in front of the child's class or year group.

6. In class presentation of class certificates by teachers
7. Presentation of 'Worker of the Week Award' by the Headteacher during a whole school assembly.
8. Presentation of 'Class Awards' and various awards to Year Six pupils, for their positive contribution to school life, at the end of year Leaver's Service.

15 Dealing with Unacceptable Behaviour and Negative Sanctions

1. Clarification of the unacceptable behaviour must be elicited from the children involved.
2. A minor, isolated incident will only warrant a minor sanction, such as collecting litter or standing by the wall for an offence at play time.
3. It may be appropriate to ask a child to write a letter of apology in some instances.
4. In the classroom, a teacher may wish to move a child to another place if they have not responded to the teacher's requests.
5. If the child continues to disregard the teacher's requests, then it may be necessary to withdraw the child to another class or consult a senior member of staff.
6. An 'Incident Form' must be completed where a more serious incident occurs or where a child is continually misbehaving, even if the incidents seem relatively minor. It is vital that patterns of unacceptable behaviour are identified and dealt with swiftly. This form must be handed to the Headteacher at the earliest opportunity.

16 Role of the Headteacher in Positive Behaviour Management is to:

- promote self-discipline and regard for authority.
- encourage good behaviour and respect for others.
- support staff in the appropriate method of managing pupil behaviour by acting in an advisory/consultative manner.

- act as ultimate sanction.
- liaise with parents and, where necessary, governors where there are more serious behavioural problems.
- ensure that the standard of behaviour of pupils is acceptable.
- make rules and sanctions, and ensure that these are applied consistently throughout the school.
- decide if behaviour warrants the need to exclude a pupil either temporarily or permanently.

17 Health and Safety

This is an important factor in behaviour management. Discipline enables children to function in a safe and pleasant environment. Children are expected to move around the school quietly and sensibly showing regard for others as they do so. Routines for entering and leaving the classroom and the school building are consistently applied by all teachers and staff.

18 Resources

Class teachers have access to stickers, stamps, and certificates. They will also award 'Worker of the Week Awards,' in conjunction with the Headteacher.

Staff have access to a range of documents, books, and videos which offer guidance on managing children's behaviour- generally to be found in the staffroom. Staff should also refer to Jenny Mosley's 'Circle Time' training manual for guidance in strategies for Behaviour Management.

Staff training is provided through INSET, staff meetings for teaching staff and regular whole school staff-meetings.