**ST. NEOT COMMUNITY PRIMARY SCHOOL**

**Behaviour Management Policy**

1. Introduction

This policy reflects the schools' Mission Statement and the ethos, aims and values of the school. This policy is a working document, to be available to every member of the school community. It is used as a point of reference to ensure the consistent management of behaviour within the classroom and in the school.

Key learning and teaching aims, strategies, and priorities are outlined in the school curriculum policies.

2. Context of this Policy

St Neot School has a caring ethos and high standards of behaviour which have been recognised by successive inspection reports. Positive behaviour is a necessary part of the provision at St Neot, creating and maintaining a safe and nurturing working environment in which all members of the school community feel secure and can learn. We have high expectations for our children-both their learning and their behaviour.

3 Aims

- To apply positive policies to create a caring atmosphere in which teaching and learning can take place in a secure, safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills
- To promote, at all times, responsible behaviour, encourage self-discipline in children and enable them to develop a respect for themselves and for other people and property
- To raise and maintain the child's self esteem
- To ensure that all children benefit from this policy, including those with Special Educational Needs and Disabilities, adapting or changing the policy if necessary
- To eliminate unnecessary disruptions to every child's learning and maximise the effectiveness of our teaching
- To have clear and consistent systems in place which reward and promote good and appropriate behaviour and to deal with inappropriate behaviour as necessary
- To maintain effective discipline on a day to day basis and to ensure that our school remains a calm and orderly community
- To explain the consequences of some behaviours and offering choices
- To create an environment that minimises conflict.

4. Behaviour

At St Neot School all children are encouraged to show respect and consideration for themselves, for others and for property. We expect our school to be a happy and caring environment for all children, and believe that good behaviour is the hallmark of a good school. This policy aims to encourage positive behaviour and so lead to high standards by maximising learning time.

A clear hierarchy of incentives and sanctions is in place throughout the school to ensure consistency of behaviour management in each class. Children who observe the rules are praised and rewarded. Children who choose not to observe the rules are given an appropriate sanction. Children are expected to observe the rules at all times:

- A "Code of Behaviour at Playtimes" is agreed by the school council, setting out expectations for good behaviour during break times
- "Management of Off Site Visits" provides practical detail concerning out of school visits and pupil behaviour
- "Online Safety Policy" sets out the approach to internet safety and appropriate behaviour on-line
- Each class teacher negotiates with their class a set of rules, incentives and rewards based on the golden rules below ensuring consistency across the school
- Some children require individual behaviour plans
- Home school agreement develops a cealr and positive partnership

5. Our Golden Rules-Model

I will keep the Golden Rules:

- listen carefully and follow instructions
- walk quietly around the school
- raise my hand in class when I want to speak
- keep my hands and feet to myself
- ask for help and report any problems
- be friendly and helpful.

Class teachers negotiate and set up behaviour systems based on these principles. Class rules are displayed and discussed with the children.

- Use of personalised social stories
- Solution circles
- Incentives and rewards
- Additional interventions to help promote positive behaviour

6. Incentives and Rewards

Incentives are the good news that we give to children and their parents about children's personal, social and academic development. We use incentives sensitively and with care to create a positive ethos in the school.

Our incentive system may include the following:

- Verbal Praise
- Golden Time
- Taking part in achievement assembly
- Stickers
- Team points
- Extra playtime
- Class reward box

- A behaviour tracking chart may be used if needed to assist with the class rewards
- Most children respond to this positive approach - their efforts are seen to be valued and they make considerable efforts to maintain their own good standards of behaviour
- Children with Special Educational Needs and Disabilities may need their own personal reward and sanction system appropriate to their individual needs and with regard to the SEND Code of Practice
- At all times staff should encourage good behaviour through praise and rewards
- Appropriate steps are taken to rectify any unsuitable behaviour
- A communication book may be introduced for home/school dialogue.

7. Sanctions

Sanctions are used occasionally to offer clear boundaries and a safe framework. Each child is different so it is important that the cause of the behaviour is investigated and plans made to meet individual needs. A clear sanction allows a child the opportunity to give the problem some thought before moving on positively.
The class teacher, together with teaching assistants, manage minor breaches of discipline in a caring, supportive and fair manner, with some flexibility according to the individual child.
Parents will be involved at the earliest possible stage in consultation with the headteacher if problems are persistent. Children may be given a daily or weekly target card to monitor their behaviour with parents' support.

8. Lunchtime and Playtime

We aim to make breaktimes and lunchtimes a positive and happy time for the children in our care. Supervision is carried out by members of staff or classroom assistants, according to rotas.
Positive behaviour is the expectation in the playgrounds. Supervisors are responsible for the care of the children and any immediate problems are communicated straight away to the class teachers or headteacher as appropriate.
A range of activities are available for the children according to the weather, including use of games and climbing equipment/trim trail/outdoor gym. They play on the playgrounds or school field according to the conditions. Staff remind children of the behaviour expected as set out in the playground booklet produced by the School Council. Good behaviour is praised and low level sanctions are used, such as a loss of 3 minutes play, where necessary. Repeated minor problems, or a major problem, will result in a child being sent to their teacher and/or the Headteacher, who will explain why this behaviour is not acceptable and will sanction the child as necessary. In extreme cases parents would be informed.
The supervisors are also teaching assistants who are aware of specific information relating to individual children's needs – e.g. physical conditions, illness and changes in circumstances.

9. Staff Communication and Training

Staff communicate both informally and through team meetings-support staff, teaching staff and class meetings.
New staff are provided with induction training and external training is arranged when needed.

St Neot School has developed a sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

10. Parents

Parents can help by:

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- Attending parents evenings and by developing informal contacts with school.
- Acknowledging that teaching and learning cannot take place without positive behaviour.

The home-school agreement helps to bring together all the values expressed in this policy:

**Home-School Agreement**

**The Schools Commitment to Parents:**

- To welcome you into a partnership in educating your child
- To provide a safe and secure school environment to promote learning
- To provide a broad and balanced curriculum, following National Curriculum guidelines, which caters for all abilities.
- To keep you informed about general school matters and about your child's progress
- To provide a variety of experiences beyond the curriculum
- To work together with outside agencies, when appropriate, to support your child
- To encourage the children to give of their best and develop a sense of responsibility
- To provide clear expectations for behaviour.

**The Parents/Carers Commitment to School:**

- To see that my child goes to school, regularly, on time, in appropriate school wear
- To make the school aware of any concerns or problems that might affect my child's behaviour or learning
- To support the schools policy and guidelines for behaviour
- To support my child by helping with reading and homework, and ensuring that books are returned to school each day
- To attend parents' evenings and discussions about my child's progress
- To provide a letter, email or phone call when my child is absent
- To read and abide by the parent behaviour policy.

**The Pupils Commitment:**

I will keep the Golden Rules (see paragraph 5).

11. Community

The school works with wider partners such as the local police community support officer to ensure continued good behaviour on the way to, and from, school.

The effectiveness of communications with parents is monitored through parents' evenings and questionnaires.

The school engages with external services to support pupils and parents.

12. Training

Staff training is the responsibility of the Headteacher and is reported termly to governors.

13. Major Breaches of Discipline

Major breaches of discipline might include:

- Verbal Abuse
- Physical Assault
- Deliberate Damage to Property
- Stealing
- Defiant Refusal
- Absconding

This type of behaviour is very rare and it is the responsibility of the headteacher or the teacher in charge to ensure appropriate action is taken. Individual circumstances are taken into consideration and each case is considered on its own merits.

Procedures for dealing with major breaches of discipline:

- A verbal warning by the headteacher as to future conduct
- Withdrawal from the classroom for the rest of the session or day

- A letter or telephone call to parents informing them of the problem
- A meeting with parents and a warning given about the next stage unless there is an improvement in the child's behaviour.

If the problem is severe or recurring then temporary or permanent exclusion procedures are implemented after consultation with Governors (see exclusion policy).
A TAC (Team around the Child) meeting is held involving parent and support agencies.
A very serious problem may result in the exclusion procedure being abandoned, the parents consulted and the child being taken home straight away.

14. Incident and Discipline Record

The Incident Record is used to detail:

- Any incidents involving a child or anyone employed in school which results in personal injury or damage to property
- Loss, theft or damage to property
- Any other incidents or matters of a serious nature
- Incidents should be reported to the headteacher who will record the details.

The Discipline Record is used to record significant disciplinary measures taken by a member of staff against a child such as exclusion. These records are not for minor incidents in day to day management but for serious occurrences of challenging behaviour.

Related Policies
Online safety policy
Anti-bullying policy
Exclusion policy
Exclusion from Schools Guide
Management of Off Site Visits
Code of Behaviour at Playtimes
Positive Handling Policy

Ofsted Report St Neot School January 2014. Outcome: Behaviour and Safety of Pupils-Outstanding Grade 1

References
Don't Bully Me-Kidscape
Behaviour and Discipline in Schools-January 2016
Bullying and Cyberbullying-NSPCC
The Education Act 2011
The Equality Act 2010
Preventing and Tackling Bullying July 2017