RIPLEY ENDOWED CE PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

INTRODUCTION

At Ripley Endowed Primary School we have high expectations of all children in terms of behaviour. Excellent behaviour underpins, and is a consequence of, outstanding teaching and learning. We foster and value an ethos of mutual respect in the school and that supports a positive and safe learning environment for all. Any community requires basic rules in order for it to function effectively and a school community is no different. We model and reinforce clear, unambiguous rules and procedures for our children which are understood by all and are focused on supporting effective teaching and learning. The vast majority of our children will follow the rules and behave responsibly but there will be a minority who choose not to. There will also be some who usually behave well, but as part of growing up, at times push the limit. We always start off from the overriding premise that we expect, insist upon and recognise good behaviour, but we have clear and staged systems in place to deal with transgressions.

RATIONALE
Our whole school approach to behaviour management seeks to establish a haven of good behaviour in this school, using restorative practice strategies (see appendix) whenever possible, so that:
- all members of the school community feel respected and valued for the contribution that they make;
- incidences of poor/inappropriate behaviour are dealt with and resolved in a non-confrontational way whenever possible;
- each party in a situation is part of the discussion and resolution of that situation;
- each child has equal access to a learning environment in which they feel safe and secure and where they can learn, make progress and flourish;
- teachers can successfully implement a relevant, broad and engaging curriculum.

AIMS
The school will:
- share its vision with all members of the school community;

- create an environment in which an ethos of sharing and caring can flourish;

- develop positive behaviour patterns which will underpin personal conduct;

- emphasise the importance of building high quality relationships and promoting high expectations of behaviour;

- plan for the development of good behaviour, working within an established framework of equal opportunities, rights responsibilities, rules and routines;

- elicit the support of parents/carers in pursuit of high standards of behaviour.

GUIDELINES

Clear Rules/Clear Limits:
It is important that all children know what is expected of them and what the limits are. Rules must be unambiguous and universally enforced. We will enforce clear rules that are about supporting

teaching and learning, rewarding students for their successes but having clear and consistent sanctions for when things go wrong.

Consistency not Confrontation:
How we all implement the system is crucially important to the success of it and the school. A confrontational approach with students is not necessary to ensure rules are adhered to and standards upheld. A positive approach, a sense of humour and willingness to listen are very important. However we must be consistent in applying the rules and procedures that will require all staff to challenge unacceptable behaviour wherever and whenever it occurs.

Look for the Positive:
The positive part of behaviour management is the most important and we seek to reward students for their achievements in lessons and around school. We show our appreciation of children's good and considerate with positive comments, team points and, in some cases, rewards. We believe that rewarding children for good, considerate behaviour is every bit as important as the use of sanctions.

All staff will:

- balance correction with praise and encouragement , using personal and specific praise to reinforce the positive aspects of behaviour and/or build self esteem;

- establish consistent rewards and consequences and teach them to children (School systems of reward with House Points will be promoted in each class across school. Each class may also have its own reward/sanction system in place. Sanctions will be matched to the child and/or misdemeanour);

- use the language of choice and thus encourage children to take responsibility for their own behaviour;

- plan their own language to be positive and motivational;

- give effective, clear instructions to children communicating the expectation that instructions will be followed;

- respond calmly to challenging behaviour and avoid confrontation;

- separate the inappropriate behaviour from the child and therefore allow for the change to better behaviour;

- focus on primary behaviour to emphasis the children's choice and responsibility and use discretion when dealing with secondary behaviour, choosing to ignore it if appropriate;

- modify unacceptable behaviour with achievable steps that are rewarded;

- actively build trust and rapport with ALL pupils;

- model appropriate behaviour for children e.g. resolving conflict calmly, being a good listener, giving a right of reply;

- follow up on children's behaviour choices promptly, in line with this policy, endeavouring to respond positively;

- communicate with colleagues, SENCO and the Headteacher about whole school behaviour management strategies and liaison with parents/carers and out side agencies;

- share concerns with senior members of staff;

- report significant behaviour incidents to a senior member of staff (usually the Headteacher) and record appropriately;

- involve children in establishing rules and routines to give them a sense of ownership and enhance growing self discipline;

- foster a classroom atmosphere in which independent working habits can develop successfully;

- use PSHCE lessons, SEAL and Collective Worship to raise children's awareness of responsibility for their own actions at school, home and in the wider community;

- ensure that children move around the school site, the village and the wider community in an orderly and safe manner;

- support the work of the School Council and value its views and suggestions;

- follow school sanctions and procedures for inappropriate behaviour; (see appendix)

- restore relationships as quickly as possible to provide an opportunity to move on and achieve;

- respond to special needs when children have a clinical condition, by making reasonable adjustments to rules and routines.

Attitudes and Behaviour
The attitudes and behaviours of children in school are assessed by the extent to which they:

- are keen and eager to come to school
- show interest in school life and are involved in a range of activities
- behave well in lessons and around school are courteous, trustworthy and show respect for property
- form constructive relationships with one another, with teachers and other adults
- work and play in an atmosphere free from oppressive behaviour such as bullying, sexism and racism
- reflect on what they do and say and its impact on others
- respect other peoples' feelings, values, beliefs and opinions
- show initiative and are willing to take responsibility
- have high levels of attendance and low levels of authorised absence

Whole school strategies
- House Groups (Castle, Ingilby, Brimham, Nidd) and house points for good behaviour, achievement etc
- Negotiate targets for improving behaviour and where appropriate involve parents, SENCO and Headteacher
- Behaviour Book – colour coded incidents – top drawer staff room desk
- Behaviour Log – office shelf
- Watchdog rota at morning playtime (Y6)
- Reward stickers
- Annual award for positive citizenship (Lady Ingilby Cup)

- Home/School agreements
- Class agreed behaviour contracts, codes of conduct, reward systems and consequences
- School Council
- Buddy Seats/Friendship Bench
- Regular behaviour reviews in staff meetings to share concerns and identify behaviour management strategies

Escalation of sanctions

1. Verbal warning
2. Name on board (KS2) or on red spot (KS1)
3. Cross next to name
4. Removal of privileges (eg playtime/golden time/time out)
5. Child and Headteacher meeting
6. Inform parents
7. Meeting with parents and child
8. See below

Formal procedures

The Governing Body will be formally involved in situations where behaviour problems might lead to exclusion, suspension or expulsion.

POLICY REVIEW
Approved by staff and governors –
Reviewed and revised – June 2016
Next scheduled review – June 2019

Appendix

Restorative Practice

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

•Restorative Practice is a philosophy and ought to guide the way we act in all our dealings.

The Four Key Elements of Restorative Practices

1.Social Discipline Window
2.Fair Process
3.Restorative Questions
4.Free Expression of Emotions

Fair Process - The Central Idea:

'….individuals are most likely to trust and co-operate freely with systems - whether they themselves win or lose by those systems - when fair process is observed.'

Fair Process - The Three Principles:

•Engagement - involving all participants in the process
•Explanation - shared understanding
•Expectation Clarity - clear vision for the future

Restorative Questions for the perpetrator of challenging behaviour:

•What happened?
•What were you thinking about at the time?
•What have your thoughts been since?
•Who has been affected by what you did?
•In what way have they been affected?
•What do you think needs to happen next?

Restorative Questions for affected by others' actions:

•What happened?
•What were your thoughts at the time?
•What have your thoughts been since?
•How has this affected you and others?
•What has been the hardest thing for you?
•What do you think needs to happen next?

Restorative Questions:

•seek to build an understanding rather than to blame.
•the person asking is likely to be seen as objective and respectful.
•actually allow each person to tell their story.
•are more likely to promote responsibility.
•can be applied in every situation.
•are thinking questions, yet are likely to get 'feeling' responses

(A more detailed explanation of Restorative Practice techniques can be found on a powerpoint on the staff network – details from Headteacher or SENCo)