

**ROMANBY PRIMARY SCHOOL**  
**BEHAVIOUR MANAGEMENT POLICY**

**Aims**

We aim to provide a calm, purposeful and happy atmosphere within school where all achievements are valued.

We will do this by:

- ensuring that all adults will be welcoming and positive at each session and model a positive, caring attitude and appropriate behaviour in the class and around the school
- ensuring that mutual respect is fostered in all lessons by using appropriate forms of assertive communication and by valuing everyone's contributions.
- taking positive steps to develop good relationships with pupils by listening to and taking a personal interest in pupils.
- setting appropriate learning challenges for pupils in classrooms that are bright and attractive and where children enjoy their learning.
- sharing and celebrating personal achievement.
- working actively to develop self-esteem and self-concept.

We aim to encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.

We will do this by:

- teaching rights and responsibilities.
- teaching children to accept and appreciate differences.
- teaching children to recognise what is acceptable and unacceptable behaviour.
- systematically teaching social and life skills that enable children to develop independence and self-discipline.
- teaching children appropriate learning behaviours.
- teaching children to appropriately express their feelings and emotions.

We aim to have a consistent approach to behaviour throughout the school by providing clear boundaries for acceptable and unacceptable behaviour.

We will do this by:

- having a systematic and positive approach to celebrating good behaviour.
- providing clear boundaries by having a clear set of agreed rules and consequences understood by all.
- explaining the rules, routines, rewards and sanctions with pupils, parents, all staff and governors.
- providing support from the senior management team to ensure rules, consequences and rewards are implemented.
- monitoring the implementation of positive and negative consequences and communication with parents.

We aim to encourage and value parental involvement and co-operation.

We will do this by:

- developing systematic contact with parents whereby we celebrate achievements and relate good news.
- keeping parents informed of our behaviour expectations.
- working with parents and their child at an early stage to constructively address inappropriate behaviour.
- welcoming parents who wish to discuss their own child's behaviour with school.

We aim to provide a school environment where everyone feels emotionally and physically safe.

We will do this by:

- being aware of and implementing child protection, equalities scheme, SEN, anti-bullying, teaching and learning and attendance policies.

We aim to provide additional and different behaviour support and guidance for pupils with specific needs, (linked to other policies)

We will do this by:

- identifying early those pupils with behavioural, emotional and social difficulties and provide support through Individual Behaviour Plans (IBP), provision mapping and Pastoral Support plans.
- ensuring that all staff are aware of pupils' strengths and difficulties.
- liaising with appropriate outside agencies.

### **Overview of Rules, Rewards and Consequences:**

Rules	School Rules displayed in classroom and around school. Class Rules displayed in classroom
Rewards	Praise / Stickers / Team points Positive notes home (via home school books) Class rewards / Playtime points Award Certificates Golden time Headteacher Awards
Consequences	1. Yellow Card - Informal contact with parents 2. Red Card - Miss playtime / Informal contact with parents 3. Go to the Key Stage, Team Leader, Deputy Head or Head teacher 4. Formal contact with parents 5. Behaviour journal

### **Rules:**

We have adopted the Secrets of Success devised by Chris Quigley (see below) as a way of helping the children to learn about their behaviour, attitudes and values. Following discussions with staff, governors and children we have incorporated these ideas into our whole school expectations of behaviour. We have based these expectations around the rights of everyone in school to be treated with respect, to have the right to learn and to have the right to stay safe.

In addition each class will develop its own specific rules at the start of the year which is agreed by all staff and children. Rules are related to clearly observable behaviours and will be taught to pupils systematically. Clear routines underpin the rules.

When pupils break the rules they receive consequences after being given the opportunity to make a choice. The consequences are sequential and accumulative over the period of one day.

### **Rewards:**

We aim to encourage positive behaviour and to actively demonstrate this to children. This may include writing positive comments on children's work and awarding stickers, giving team points, awarding merit certificates, rewarding children with responsibility, and communicating with parents.

## Consequences:

Teachers, Teaching Assistants and Midday Supervisors are expected to use their professional judgement and experience when dealing with incidents of inappropriate behaviour. The following outline is a guide to the order of dealing with incidents:

- Initially the individual member of staff would deal with the incident. Firstly it should be made clear to the child that their behaviour is inappropriate, and that if it continues they will be given a yellow card.
- If the inappropriate behaviour continues then a red card is given and a comment written in the home-school book.
- If the behaviour continues, the teacher may refer the child to the Team Leader, Key Stage Leader or Deputy Headteacher who would then pass it on to the Headteacher if required.
- The Headteacher may arrange for the parents to visit school to discuss the problem or monitor the behaviour before contacting parents.
- Where there is a pattern of consistent low level disruptive behaviour parents will be invited into school by the class teacher to discuss how to resolve the issue.

## Severe behaviour

In cases of severe behaviour; disruptive or harmful behaviour, children will be sent straight to the headteacher or senior teacher. For de-escalation purposes, the child may be removed from the class by staff members, using recognised intervention strategies in order to have chance to calm down under the supervision of a member of staff in a safe environment.

## Exclusions:

In extreme situations the exclusion process may be put into practice, following Local Authority Guidelines, and is the responsibility of the Headteacher in discussion with the Governing Body.

