

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 are welcoming and positive at each session and model a positive, caring attitude and appropriate behaviour in the class and around the school (*Article 36);
- ensuring that mutual respect is fostered in all lessons by using appropriate forms of assertive communication and by valuing everyone's contributions (*Article 12);
- taking positive steps to develop good relationships with pupils by listening to and taking a personal interest in pupils (*Article 12);
- setting appropriate learning challenges for pupils in classrooms that are bright and attractive and where children enjoy their learning (*Articles 28 & 29);
- sharing and celebrating personal achievement (*Article 29);
- working actively to develop self-esteem and self-concept (*Article 29).

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 (underpinned by the articles from the UN Convention on the Rights of the Child);
- teaching children to accept and appreciate differences (* Articles 14, 17, 22, 23 & 30);
- teaching children to recognise what is acceptable and unacceptable behaviour (*Articles 12, 13, 16, 19, 28, 31 & 36);
- systematically teaching social and life skills that enable children to develop independence and self-discipline (*Articles 12, 13, 15, 19, 28 & 31);
- teaching children appropriate learning behaviours (*Articles 16, 19, 28 & 31);
- teaching children to appropriately express their feelings and emotions (*Article 12).

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 (*Articles 28 & 29);
- providing clear boundaries by having a clear set of agreed rules and consequences understood by all (*Articles 16, 28 & 29);
- explaining the rules, routines, rewards and sanctions with pupils, parents, all staff and governors (*Article 12);
- providing support from the senior leadership 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, i.e. certificates, informal notes home, school/ family/ pupil discussions;
- keeping parents informed of our behaviour expectations;
- working with parents and their child at an early stage to constructively address inappropriate behaviour (*Articles 19, 28 & 29);
- welcoming parents who wish to discuss their own child's behaviour with school.

- acknowledging positive behaviours through the use of MarvellousMe.

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 (*Articles 18, 28 & 36).

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 (*Articles 13, 19, 28 & 29);
- ensuring that all staff are aware of pupils' strengths and difficulties;
- liaising with parents and appropriate outside agencies (Articles as appropriate depending upon the rationale behind working in partnership with outside agencies).

Overview of Rules, Rewards and Consequences:

Rules	School Charter displayed in classroom and around school. Class Charters displayed in classroom.
Rewards	Praise / Stickers / MarvellousMe messages / Team points Class rewards Award Certificates (linked to Secrets of Success) Headteacher Awards
Consequences	1. Yellow Card - Informal contact with parents (yellow slips are sent home outlining the inappropriate behaviours and should be signed by parents/ carers and returned to the class teacher). 2. Red Card - Miss playtime (the person giving the red card should contact the parents/ carers to explain). 3. Go to the Key Stage Leader, Team Leader, Deputy Head or Headteacher 4. Formal contact with parents - (discussion/ agreement of strategies and where appropriate further consequences). 5. Behaviour journal/ chart as appropriate.

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. Also, underpinning our approach, are the 'Rights of the Child' from the UN Convention which promotes respectful behaviour through understanding others. 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 and responsibilities 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 develops and agrees its own Class Charter which outlines an expected code of conduct/ behaviour. Rules are related to clearly observable behaviours and will be taught to pupils systematically (with reference to the Rights of the Child). Clear routines underpin the rules.

When pupils break any rules from the agreed Charters, they receive consequences after being given the opportunity to take responsibility for their actions and make the right choice (*Article 12). 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, awarding MarvellousMe badges, giving team points, awarding merit certificates, rewarding children with responsibility, and communicating with parents either face to face or through MarvellousMe messages.

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 which will be written on a yellow slip and sent home to be signed by parents/carers so that they are aware. All yellow slips should be returned to class teachers who should keep as a record. When a yellow card is given by someone other than the class teacher, whoever gives it must inform the class teacher.
- If the inappropriate behaviour continues or the behaviour is more severe, then a red card is given parents/carers are contacted. The child will then lose their next breaktime during which they should reflect upon their behaviour. Again, the class teacher should be informed (if the red card is given by someone else).
- 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/carers will be invited into school by the class teacher to discuss how to develop strategies to resolve the issue.

Severe behaviour:

In cases of severe behaviour (disruptive or harmful behaviour), children will be sent straight to the Headteacher or a 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 two members 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.

Push Yourself



Understand Others



Try New Things



Improve



Secrets of Success

We all follow three simple rules

We have the right to be treated with respect

We have the right to learn

We have the right to be safe

Work Hard



Imagine



Concentrate



Don't Give Up



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*** UN Convention Article References:**

Article 12: Your right to say what you think should happen and be listened to.

Article 13: Your right to have information.

Article 14: Your right to follow your religion.

Article 15: Your right to meet with friends and join groups and clubs.

Article 16: Your right to have privacy.

Article 17: Your right to honest information from newspapers and television that you can understand.

Article 19: You should not be harmed and should be looked after and kept safe.

Article 22: Refugees have the same rights as children born in the U.K.

Article 23: Your right to special care and support if you are disabled.

Article 28: Your right to learn and to go to school.

Article 29: Your right to be the best that you can be.

Article 30: Your right to use your own language.

Article 31: Your right to relax and play.

Article 36: You should be protected from doing things that could harm you.