

Yorkmead School (NC)

Behaviour Management Policy

Policy Statement

All of the staff at Yorkmead School are committed to working closely with pupils, governors and parents in order to ensure a high standard of behaviour and to provide a secure and effective learning environment.

The school community consists of staff, pupils, parents, governors, staff from supporting agencies and visitors. The keys to good behaviour are to be found in the relationships and interaction between all members of the school community but in particular between staff, pupils and parents.

The level of expectation must be understood and followed by all pupils, parents and staff. Implicit in the development of good practice is a consistent whole-school approach to behaviour management, which is clearly understood and supported by all concerned.

We believe that promoting and celebrating responsible behaviour and self-discipline is an achievable and essential task, and that this approach will minimise any unacceptable behaviour.

To achieve this, our aims must be:

- To create a climate within which everyone can work and play with confidence and assurance.
- To create conditions for an orderly community where all pupils will be expected to behave in a responsible manner, both to themselves and others and show consideration, courtesy and respect to other people at all times.
- To develop a pupil's sense of self-discipline and an acceptance that they must accept responsibility for their own actions.
- To develop an understanding that with rights comes responsibilities.
- To recognise and celebrate the good behaviour of all pupils.

Roles and Responsibilities

It is the role and responsibility of **ALL** members of the school community to ensure a high standard of behaviour throughout the school at all times. The Birmingham Framework for Intervention (FFI) underpins the school's aim for behaviour management.

The Behaviour Leader (BeCo) is responsible for monitoring behaviour throughout the school, in liaison with the whole staff. The BeCo supports staff towards improving unacceptable behaviour using the FFI.

Learning Mentors are responsible for running Behaviour Management groups, including Anger Management, Self Esteem and Social Skills. The work of the Learning Mentors is overseen by the BeCo.

Procedures and Practice

All staff must enforce procedures and practice in the same way to ensure consistency, fairness and understanding for the pupils. Rules should be clearly displayed in every classroom, the corridors and the dining hall stating what constitutes acceptable behaviour in each area.

Rules and Expectations

The school has rules, which have been compiled in consultation with the staff and children. All pupils are expected to follow these rules and behave in a responsible manner, both to themselves and others. Everyone in the school should show consideration, courtesy and respect for other people at all times.

Pupils must understand that school staff are in a position of parent/guardian whilst they are in school and therefore there is no excuse for rudeness, disrespect or insolence towards adults. Any reasonable request from an adult should be carried out at once without argument.

Pupils must also understand that other pupils have a right to attend school, where they feel happy, safe and are able to learn. Therefore, there is no excuse for disrespectful, aggressive, threatening or intimidating behaviour towards other pupils. Repeated poor behaviour towards another pupil is bullying and is dealt with severely. See Anti-Bullying Policy.

We strongly disapprove of the following poor behaviour choices: bullying, name calling, racist remarks, fighting, kicking, swearing, spitting, stealing graffiti, littering, interference with or damage to school property and disrespect to adults and other pupils.

Our expectations are that: **Teachers have a right to teach, children have the right to learn and that all members of the school community have a right to dignity and safety.** Therefore it is essential that everyone recognises and accepts their responsibility to follow the school rules and treat others in a fair and respectful manner.

Positive Behaviour Rewards

Good work and behaviour are rewarded in several ways:-

1. Children are given reward points, which are marked, on a class chart. At the end of the week, the top 4 children will receive a reward that they can exchange for a small prize or 'bank' in order to collect a larger prize. 1 and 2 win prizes are held in classrooms. Other prizes are kept in a cabinet outside the DHT office.
2. Children belong to a 'house' and can collect house points, which are totalled up each week, and the winning 'house' announced in assembly. A running total is kept and at the end of each half term, the winning house is awarded 'Golden Time'. Houses are Boulton, Cadbury, Chamberlain and Tolkein.
3. Positive written comments and stickers being put onto good work.
4. Visiting the Head Teacher or other member of staff for praise and/or stickers
5. Receiving a certificate in 'Achievement Assembly'
6. Individual, group or class negotiated 'Golden Time'
7. Informing parents, either through discussion or the sending of a 'Praise Postcard'

Positive procedures to support good behaviour

Each teacher has a different relationship with his or her class. However, there are set positive procedures that must be followed by all staff to support the management and promotion of good behaviour in all areas of the school.

1. Use positive praise to highlight examples of good behaviour both in class and around the school.
2. Follow the 'ticks and crosses' system for rewarding good behaviour and dealing with poor behaviour.
3. Ensure clear routines, which are age appropriate, are established and followed by all staff working with those pupils.
4. Ensure all staff act as good role models of behaviour in all areas of the school
5. Ensure classroom environments are conducive to learning, including promoting collaboration and independence.
6. At the beginning and end of play and lunchtimes, enforce the 2 whistle system.
 - First whistle, children are to stand still. Those on the apparatus are to climb down.
 - Second whistle, children are to **walk** to their lines.
7. All staff are to be out in playground on time to collect their classes and ensure that they come into school in a sensible and orderly fashion.
8. Ensure the rota for the use of playground equipment is enforced.
9. All staff should tackle unacceptable behaviour when it is seen, whether the pupil(s) is in their own class or not.

The Sanctions System

The Sanctions System deals with poor behaviour. It aims to encourage pupils to modify their behaviour so that it becomes more acceptable. The system uses a series of 'ticks', for good behaviour, and 'crosses'. These are recorded on a classroom chart which is filled in throughout the day.

1. A **verbal warning** will be given the **first time** a pupil presents unacceptable behaviour.
2. If they continue, or behave poorly again, a **first cross** will be given and recorded on the behaviour chart.
3. **If a second cross is given a pupil misses 10 minutes of a break or lunchtime**
4. A **third cross** means that the next break time is spent at the behaviour table in the hall. A member of staff supervises this.
5. A **fourth cross** means that a break and lunchtime are spent at the behaviour in the hall. **If a pupil is sent to the behaviour table 5 times or more within a month, a senior member of staff should contact the pupil's parents to discuss the child's behaviour.**
6. If a child receives **five crosses** they should be sent to see the BeCo, a senior member of staff or the Head Teacher. Parents may then be asked to come into school to discuss their child's behaviour.

If a pupil is sent to the behaviour table or to see a senior member of staff because they have received either four or five crosses their behaviour should be recorded in the class behaviour book which is kept in the DHT office.

Pupils who miss break or lunchtime due to poor behaviour are required to undertake activities, which encourage them to reflect on their behaviour choices and on how they could have dealt with situations differently, so that outcomes were more positive.

Pupils who have repeated poor behaviour will receive either a behaviour card or star chart depending on their age. Behaviour for each lesson and play/lunchtimes will be recorded and discussed with a senior member of staff and parents at the end of each day.

Persistent poor behaviour, violent, racist, bullying or inappropriate behaviour may result in exclusion from school for a fixed term. Before this stage is reached, the school will make every effort to help the child improve their behaviour. We may:

- Refer the child to one of our behaviour management courses lead by a Learning Mentor.
- Seek the support and advice of the Behaviour Support Service.

Continued poor behaviour after all of these have been tried could result in permanent exclusion from school.

Relationship to other policies

Consistent and fair management of behaviour is paramount to the success of all other policies in school. Good behaviour allows teachers to teach, children to learn and provides a safe environment conducive to education. The Behaviour Management Policy has a direct bearing on, and can be affected by the Anti-Bullying, SEN, RE, Citizenship and Equal Opportunities Policies.

Partnerships with Parents

Close co-operation with parents is important and every possible effort will be made to encourage their support and understanding. Inviting parents into school for consultation evenings, to assist in the classroom for special events, all help to break down barriers and make acceptance of combined responsibility more likely.

When problems occur, parents will be involved at the earliest opportunity, taking into account the gravity and or persistence of the problem. An open and frank discussion between parents and teacher may reveal vital factors, which will improve the assessment. Following this, parents may be able to provide rewards and encouragement at home, which will be helpful and supportive.

There may, however, be occasions when teachers should be sensitive to a situation where such a referral might cause a parental reaction, which may be detrimental to the child's well-being.

Together, the school and parents can play a positive and effective role in monitoring and addressing pupil's behaviour so that all the children have an effective, safe environment in which to learn.

This policy was compiled following discussions with staff.

Next Review Date: Spring Term 2016.