



Behaviour Management Policy
2022- 2024

DOCUMENT HISTORY

Author(s)	A Taylor
Date of Issue	Autumn 2016
Date Reviewed	March 2018
Review	Spring 20 (SMT reviewing)

At our school there is an expectation of good behaviour at all times. We believe that high standards of behaviour need to be in place and sustained for effective learning to take place.

Rationale

Communities are most effective when their members have high esteem and respect for each other. This encourages the development of self-discipline, enabling students to become responsible members of society. Everyone has the right to feel happy and safe whatever their age, ability, gender, race, religion or sexual orientation.

Aims

- To develop mutual respect between the members of the school community.
- To encourage good manners and increase awareness of a code of acceptable behaviour.
- To develop self awareness of how actions and words are perceived by others
- To build in children an ability to manage their feelings and to take action to avoid conflict
- To keep all students motivated through systems that reward positive behaviour.
- To develop empathy in students so they understand why people behave the way they do in certain situations
- To develop social skills which enable students to discuss with their peers difficult and challenging issues
- To encourage the development of self-discipline.
- To encourage tolerance and celebration of difference so all equality groups feel equally valued.

Guidelines

- Adults should demonstrate mutual respect as an example to the students.
- There should be a fair and consistent approach to unacceptable behaviour.
- Positive behaviour and good manners should be praised and held in high esteem.
- Students should be encouraged to reflect upon their actions.
- Student's behaviour is best tackled by motivating them with work which has the correct level of challenge and by using positive reinforcement to promote the desired behaviour.

Promoting Appropriate Behaviour

The school teaches students to use appropriate behaviours.

- ❖ *We will do as we are asked first time*
- ❖ *We will look after ourselves*
- ❖ *We will look after our friends*
- ❖ *We will try our best to learn*
- ❖ *We will keep hands, feet, wheels (in the case of wheel chair or other mobility aid users) and unkind words to ourselves.*

- Acknowledge and reward these behaviours and the general contribution made to the life of the school, as well as academic progress and achievement.
- Ensure all students and staff are aware of what behaviour is expected and what is unacceptable.
- Promote co-operation, understanding, consideration, honesty, fairness, and politeness, friendly and caring behaviours.
- Developing an understanding of individual rights and individual responsibilities.
- Develop an awareness of, and strategies for countering, discrimination in any form; celebrating differences and diversity.
- Non-acceptance of aggressive behaviours (violence, harassment, physical or verbal abuse, insolence or bullying).

Preventing Inappropriate Behaviour

The prevention of behavioural problems arising is of paramount importance.

Attention must be given to:

- Effective classroom organisation and management.
- Appropriate curriculum match.
- Establishment of effective relationships.
- Teaching of co-operative strategies.
- Students taking ownership of routines.
- Acknowledging and rewarding positive behaviour.
- Development of self-esteem.
- Emotional intelligence, teaching feelings language

More specifically students must be taught:

- To move appropriately in and out of and around the school building.
- To be polite to adults and other students.
- To support other children.
- To empathise with each other.
- To develop strategies to deal with upsetting or aggressive behaviour.
- To take responsibility for their behaviour and to understand that no one else can be blamed for their behaviour.
- To realise that they always have a choice about how they behave.
- To report incidents of bullying behaviour involving themselves or others.

Students who use appropriate behaviours must be encouraged and rewarded.

Rewarding good behaviour must be the norm.

Reward and Sanction Systems

Rewards need to be frequent, consistent and sure to happen in order to be effective. The most effective reward is the use of praise, smiling, acknowledging and thanking children for their behaviour.

Sir Charles Parsons School has an effective, consistent system in place to reward children for appropriate behaviour and impose sanctions for unacceptable behaviour.

Appendix 1

Exceptional behaviour will be rewarded with recognition from the Head Teacher. This may include a congratulatory letter home to parents or carers.

In dealing with unacceptable behaviours

- All staff to share the same understanding of the requirements of this policy.
- Fairness and consistency must be seen to apply in praising/ rewarding good behaviours and applying sanction for unacceptable behaviours.
- Where staff are concerned about the behaviour of a student, they will raise the matter with the appropriate member of the leadership group to determine how the problem should be addressed. Where a student support plan and risk assessment is provided, it will be drawn-up in consultation with the student's parents and pastoral staff.
- Student support plans and risk assessments will be inserted into the "Class Book" and copies displayed in the staffroom.
- Student support plans and risk assessments will be reviewed regularly and amended in the light of their effectiveness.

Inappropriate and unacceptable behaviours

In the case of persistent behavioural problems then the parents will be informed.

Extreme behaviour does present itself in school from time to time. It is the responsibility of all members of staff to deal appropriately and consistently with unacceptable behaviour.

Guidelines

- Remain calm (if necessary give time for child to cool off).
- Ascertain facts.
- Avoid confrontation .
- Get immediate support from the behaviour support team, the assistant head for pastoral care if it cannot be resolved.
- Follow LEA Exclusion Guidelines when required.

Racial Incidents or Homophobic Incidents

Racial and Homophobic incidents, including name calling, are to be reported using the LA systems for logging of such incidents. These will be reported to the LA.

BEHAVIOUR – GUIDELINES and PROCEDURES UNSTRUCTURED PERIODS

Most accidents and most incidents of unacceptable behaviours occur during unstructured periods.

Vigilance by supervisory staff will help reduce accidents and incidents of unacceptable behaviour.

DON'T WAIT FOR IT TO HAPPEN, LOOK FOR SIGNS OF DEVELOPING INCIDENTS OR BEHAVIOUR/PLAY LIKELY TO CAUSE AN ACCIDENT AND TAKE PREVENTATIVE MEASURES.

Staff on duty should walk about their designated areas and be vigilant

Staff on duty should be in their assigned area at the beginning of break and lunchtime.

Teachers not on duty must leave the staff room in time to meet their class in time for their lesson.

The staff on duty should report any serious incidents of misbehaviour by a student to that child's pastoral team.

Cases of Bullying – See Anti bullying Policy

- It shall be made clear to all children and staff that bullying behaviours will not be tolerated.
- Staff will act, and be seen to act, firmly and promptly.
- Support and advice will be provided for the victim.
- In addition to punishment, help will be provided for the bully encouraging empathy with the victim and the development of desirable behaviour.

Conclusion

Discipline around the school is everyone's responsibility. Student's positive behaviour should be praised and unacceptable behaviour challenged. A community where everyone feels safe and valued and takes responsibility for their actions will flourish.