

A POLICY FOR THE POSITIVE MANAGEMENT OF PUPIL BEHAVIOUR

This policy is the statement of principles, aims and strategies for the positive management of behaviour at Cherry Lane Primary School.

It was developed in the Summer Term 2012 through a process of consultation with staff and governors.

Principles

Good behaviour is an essential condition for effective teaching and learning to take place. At Cherry Lane, we believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to share with the school in helping their children to behave well.

We believe good behaviour means that every one in school is

- careful and kind
- polite and friendly
- helpful to each other
- quiet and hardworking
- respectful and tolerant.

Our Aims For Good Behaviour

Our aims are:

- to work consistently and fairly in the positive management of behaviour
- to help our children develop into caring and thoughtful beings who respect and value the feelings, opinions, beliefs, property and differences of others
- to encourage staff, children and parents to value good behaviour

- to develop our children's self discipline
- to help our children to feel good about themselves and others
- to encourage our children to co-operate with one another and with adults in the school
- to create a positive and stimulating learning environment, having high expectations of children's' work
- to work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

Our Objectives

We support positive behaviour and a positive environment through:

- a consistent approach by the whole school community
- constructive whole school planning for P.S.H.E.
- appreciating and following agreed codes of behaviour
- encouraging our children to see themselves as a member of the school team and recognise their responsibility within this
- developing the skills of co-operation and discussion
- encouraging everyone to take care of and have respect for their own and each other's belongings
- encouraging everyone to take pride in our environment
- having a positive and consistent approach to playtimes and Lunchtimes
- creating a stimulating classroom environment
- providing clear and positive learning experiences fairly and consistently
- offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child
- ensuring that curriculum issues concerning organisation, methods of teaching and learning, content, differentiation are addressed.

As adults we have a vital part to play as role models.

We do this through:

- demonstrating good manners
- practising good behaviour to each other as well as to the children
- teaching appropriate behaviour and giving feed back when pupils are behaving well
- showing respect for every child as an individual
- making every child feel valued

- not accepting bullying, anti-social behaviour in school, on any level, at any time
- being aware of vulnerable children
- being seen to be fair and consistent
- responding quietly, calmly, consistently and positively
- criticising the behaviour not the child
- avoiding labelling
- listening with empathy and tact
- handling confidential information with sensitivity
- having regular liaison and update meetings internally and with relevant outside agencies to make our policy effective
- an awareness of our appearance and demeanour and the messages it gives

We have school wide general expectations that all children will

- do their best in all areas of school life
- think before they act
- take responsibility for their own actions
- treat others as they would like to be treated themselves
- consider the feelings of other people

We expect all children to follow the class and playground rules.

Procedures

We encourage good patterns of behaviour by using

- non-verbal signals
- positive verbal comments and praise
- positive comments written in books
- giving children responsibility
- sharing positive aspects with others
- awarding certificates and stickers
- informing parents
- awarding team points
- recognition at celebration assembly
- class privileges

When a child forgets a classroom or whole school rule, or breaks it on purpose, sanctions will be used fairly and consistently. It is important to

continue to reward and encourage the child for their good behaviour. The child will be given the choice after each sanction to follow the rules. This encourages the child to take responsibility for his/her own behaviour.

The range of sanctions include

- planned ignoring
- non-verbal signals
- verbal warning, reminding the child of our aims/rules
- private discussion about why the behaviour is unacceptable and giving the consequences of further poor behaviour
- change of position within the learning environment
- separating the child from a group or the class
- loss of privilege
- time out procedures
- contacting parents to discuss ways of helping the child to improve his/her behaviour
- referring the child to the SENCO with a view to devising an "individual behaviour programme" to help the child learn appropriate social behaviour in school
- referring the child to the Behaviour Manager/Deputy Head
- referring the child to the Headteacher (severe misbehaviour)

It is possible for the sanctions to start at any level depending on the nature of the unacceptable behaviour. Please refer to the Behaviour Matrix.

When the procedures don't work

In cases of repeated misbehaviour or if the procedures appear to be failing to help a child control his or her behaviour, a meeting may be called. This involves the class teacher, Headteacher, child and parents. It may also involve others such as the Special Needs Co-ordinator, EWO or Educational Psychologist and HIPs.

The aim of this meeting would be to devise a plan of action to help the child improve his/her behaviour.

Internal Seclusion

In some cases it may be necessary to seclude a child away from their class for a period of time. This is only ever considered after all other

avenues have been explored or in the case of a serious incident. At all times, the correct protocol is followed. Any child returning to class following seclusion is helped to behave appropriately.

External Seclusion

In rare cases it may be necessary to remove a child from the school setting for a period of time. This is only ever considered after all other avenues have been explored or in the case of a serious incident. At all times, the correct protocol is followed. Any child returning to class following External Seclusion is helped to behave appropriately and parents must attend a reintegration meeting.

Physical Restraint

When a pupils behaviour presents a serious danger of causing significant harm to themselves, to others or property or there is a major threat to good order, approved staff may need to take physical control until such time as the pupil is able to take back control for themselves. Any restraint should be in line with Hillingdon's procedures.

Monitoring and Evaluation

This policy will be monitored by the Senior Managers of the school. Its success will be evaluated termly through staff meetings and reported to Governors through the Headteacher's written report.

Communication

At all stages, it is important to remind the child of the school rules and why what they are doing is unacceptable. You must also inform the child what the consequences of repeated unacceptable behaviour will be.

Children must also be informed about the relationship between the severity of the behaviour and the likely consequences of this behaviour.

Sanctions must be fair and commensurate with the seriousness of the misbehaviour. They must take into account individual and mitigating circumstances e.g. a one off, provocation.

Parents must be informed in all cases of serious misbehaviour and involved in the improvement of the child's behaviour.

Paul Sainthouse (Behaviour Manager)

To be reviewed June 2016

Appendices

Behaviour Matrix

School Rules

Vision Statement

Other Policies which relate:

PSHE Policy

Physical Restraint Policy and Guidelines

Anti Bullying Policy