

Newchurch Community Primary

Policy Behaviour Management

Mission Statement

Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society.

Persons with Responsibility

Headteacher
SENCO
All staff

Linked Policies

Equal Opportunities
Health and Safety

Next Review: September 2021



NEWCHURCH COMMUNITY PRIMARY SCHOOL

Behaviour Management Policy

MISSION STATEMENT

Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop and celebrate well-rounded citizens, who will contribute in a positive way to society.

1. Principles

At Newchurch, we believe that:

- All members of the school community have a right to feel safe;
- All members of the school community should be respectful to each other and also school property at all times;
- Our school rules reflect the high expectations we have of our pupils behaviour and attitudes to learning;
- Developing inter-personal skills and the ability to behave in an acceptable way is a shared responsibility involving parents, teachers and members of the wider community;
- Staff (and other adults) should play an important part in being good 'role models', whose demeanour can positively influence pupils' perceptions;
- Children develop best in a positive atmosphere that offers praise and encouragement in a way that they feel valued;
- In dealing with incidents of unacceptable behaviour, staff (and children) recognise the importance of being fair, valuing opinions and being consistent about procedures and sanctions / outcomes.

2. Implementation

The principles outlined are reflected in our curriculum, the learning environment, approaches to negative behaviour (including physical, verbal and emotional bullying) and the ways in which positive behaviour is celebrated or rewarded.

3. The Learning Environment

A supportive, structured classroom environment plays a vital role in developing appropriate skills and attitudes. Features include:

- Children taking responsibility for **understanding** and keeping school rules;
- Flexible groupings in class that foster better communication between pupils, and encourage team building e.g. use of the Kagan **Cooperative Learning** structures;
- Good behaviour is celebrated by verbal and written comments, text messages home, stickers or house points;
- In the weekly Celebration Assembly, good behaviour is acknowledged in public. Staff and pupils may nominate worthy recipients of rewards including certificates and have 'hands' linked to the core values displayed in the hall.

4.0 Rewards

Every child will be rewarded for positive behaviour, attainment, achievement and a positive attitude to their learning. Pupils will be rewarded for their efforts by earning house points. These will be linked to our core values: Resilience, Responsibility, Respect, Resourcefulness, Reciprocity and Reflectiveness.

4.1 House points

Each child earns house points when they demonstrate Newchurch's core values of Respect, Resilience, Resourcefulness, Responsibility, Reciprocity and Reflectiveness. They will also receive house points when they adhere to school rules and when they show outstanding behaviour. One house point is earned for demonstrating the above. Children from each class will collect house points for their 'Houses': Culcheth, Holcroft, Radcliffe and Risley (named after historic families of Culcheth) and added together during the celebration assembly. These house points once given cannot be taken away from the child.

4.2 Certificates

Children will receive certificates in the weekly assembly time for:

- TTRockstars
- Lunchtime behaviour
- Celebration Certificates awarded by the teacher and teaching assistant to give special recognition to individuals.

5.0 The Management of Negative Behaviour

Strategy for coping with first cause for concern:

Verbal disapproval followed by a reminder of the teacher's stated requirements. The language of choice is to be used with the child.

Strategy for coping with second cause for concern

Opportunity to reflect on behaviour in a quiet space (within the classroom) followed by restorative talking.

Strategy for coping with third cause for concern

Class teacher takes the child to a senior member of staff who will speak with them to find positive strategies to reduce the likelihood of further incidents of the same behaviour occurring. Reflection time will be given.

Strategy for coping with fourth cause for concern

Child is sent to senior member of staff who will speak with them about their behaviour. The member of staff will contact their parents and give an outline of their concerns. The senior member of staff gives the parent the option to come into school to discuss the matter further. The child will spend an agreed amount of time working outside of the classroom.

Further action (as required)

Ask parents to come in

IBP (individual Behaviour Plan)

Internal exclusion

Fixed term exclusion (in extreme circumstances).

Permanent exclusion (in extreme circumstances).

5.1 Behaviour requiring a change of strategy

If further action is required due to a continuation of the negative behaviour and work-related activities then the Head and SENCO should be informed and an action plan will be discussed. This will include the parents and will involve a close monitoring of work and a setting of targets for positive reinforcement (see Appendix 1). Severely disruptive behaviour, aggression towards others or challenges to a teacher's authority should be referred to the Head immediately and the following procedures will be implemented:

- Parents will be contacted for discussion with the Headteacher and class teacher. This may lead to a request for outside agency involvement.
- Following these steps the parents will be warned that further serious incidents would lead to a consideration of a fixed term exclusion.

5.2 Internal Exclusion

An internal exclusion is a strategy used that requires a pupil to be removed from class and to work in isolation until their behaviour improves and any issues resolved.

5.3 Exclusion

5.4 Fixed term exclusion

A fixed term exclusion will be given when the behaviour policy has been breached and evidence is clear that keeping the pupil in school will seriously harm the welfare of the pupil or others in the school. Only the Headteacher may exclude a pupil.

5.5 Re-integration.

Arrangements will be made for a reintegration interview with the pupil's parents/carers following the expiry of a fixed term exclusion. The purpose of this meeting is to discuss, with parental support, how to support their child to ensure their behaviour improves and so prevent further exclusions.

5.6 Permanent exclusion

A decision to exclude a pupil permanently should be taken only in response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent exclusion is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should be used as a last resort.

There will, however, be exceptional circumstances where, in the head teacher's judgment it is appropriate to permanently exclude a child for a first / 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug; or
- carrying an offensive weapon.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

6. Allegations against staff.

Any false allegation made against a member of staff will be treated as a serious offence and may result in exclusion.

Appendix A

Red, amber and green report cards used to support children in modifying their behaviours.