



MANAGING PUPIL BEHAVIOUR POLICY

Safeguarding Suite

“We are committed to everyone in our school community being treated fairly and with respect. We do not tolerate any form of harassment, discrimination or bullying.”

This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

Signed **Chair of Governors**

Signed **Headteacher**

Date: Autumn 2020

Review: Autumn 2021

INTRODUCTION

The overall purpose of behaviour management is to assist young people in displaying behaviours that are conducive to learning and to teach social behaviours that are appropriate for home/school settings. In effective adult/child relationships, the children’s behaviour is recognised, interpreted in context and responded to contingently. All behaviour is a form of communication and the best practise seeks to enable learners to develop positive strategies for managing their personal challenges.

There are at least six principles of behaviour management that professionals should follow:

- Negative consequences sometimes change behaviour, but they do not change attitude.
- Only positive reinforcement strategies produce long-term attitudinal change.
- Negative consequences do not improve behaviour of impulsive children and frequently increase the frequency and intensity of misbehaviour.
- Cognitive control of behaviour can be learned using appropriate positive reinforcement systems.
- Positive reinforcement systems must be incremental in nature such that the child can directly observe even small improvements in behaviour.
- You must always reinforce the final compliance with adult authority no matter how long it takes to get there.

STATEMENT OF PRINCIPLES

The six principles of behaviour management are the basis of our statement of principles.

At Folly Hill School we expect our children to become lifelong learners and responsible citizens. Positive behaviour is maintained by developing an internal value system which discriminates between right and

wrong behaviours. Children behave properly because they want to, not because they are forced to. Any negative consequences of inappropriate behaviours will be used in combination with powerful reinforcement strategies.

All children will learn greater behavioural control through cognitive strategies. For example, time out (reflection) works well if used for brief periods for establishing emotional control and behavioural calm and is followed by a discussion of the reasons for misbehaviour with appropriate positive alternatives. These behaviours should be practised and positively reinforced, which requires much consistency and patience on the part of the adults involved with the child. Incremental rewards should be in place, so the child can feel a sense of achievement even if progress towards desired behaviours is slow.

At Folly Hill School we believe that children and staff have the right to work and learn in an environment which is well ordered, in which they feel safe and in which all individuals are treated with respect.

To meet this aim it is important that the agreed rules of the school are clear and understood by all and are constantly reinforced.

It is also important that both sanctions and rewards are known and that these are consistently applied.

The school adopts a behaviour policy which is based upon rewarding good behaviour but also has clear strategies for dealing with unwanted behaviour.

GOOD BEHAVIOUR IS PROMOTED THROUGH:

Golden Rules

Ready Respect and Safe.

These are introduced at the beginning of the year and continuously reminded of throughout the year

They are positive.

They are used as the basis for behaviour rewards.

They are displayed in classrooms and in the hall.

The three agreed rules for behaviour throughout the school are:

Ready: we are ready to learn, do our best and have fun

Respect: We use respectful language, listen to others and do not call out, respect other points of view and feelings, and property

Safe: We move around the school site in a quiet and orderly manner, keep ourselves and each other safe
Bullying, fighting, name-calling, and swearing will not be tolerated.

Rewards

If a child is behaving well or is particularly polite and/or helpful, they may be given a good mark which is known as a 'gold point'. This is recorded against the child's name in their classroom. If they are given two gold points in any one day, they receive a stamp on their reward card at the end of any day.

When they have collected a certain number of stamps they receive a reward of a small gift which is collected from the office. All children are also presented with a certificate.

Foundation to KS1:

Every 50 points = prize from the office and a certificate

100 gold points = prize from the office and a certificate

200 gold points = prize and a Bronze award certificate (photo on the wall)

300 gold points = prize and a Silver award certificate (photo on the wall)

400 gold points = prize and a Gold award certificate (photo on the wall)

The school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of gold points. Gold points may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include: -

- Particularly good effort and attitude towards learning
- Displaying good manners
- Displaying a caring attitude towards others
- Following our values TEAM (Thoughtful, Explorers, Awesome, Motivated)
- Following the school Rules

When awarding the gold point, the member of staff should reinforce the good behaviour e.g. 'You can have a gold point for waiting so patiently'. A 'gold point' can be awarded by any staff member to any child at any time. This reinforces our philosophy that the care of all our children is the responsibility of all adults in the school.

N.B. Once awarded, a gold point can never be deducted (see Sanctions).

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

Sanctions

If a child breaks one of the school rules, then their name is put on a rain cloud in their classroom. If a child receives two warnings, then they must spend 5 minutes of their free time in the reflection area over a break or lunchtime. The time spent in the reflection area is to consider why they have been sent there and reflect on their actions. Parents are informed about the number of reflection sessions their child has attended.

See Behaviour Flowchart for reflection area procedures.

Children consistently being given warnings and losing free time should be highlighted to the Headteacher. A behaviour card may be used to improve expectations. Parents will be informed.

Double warnings may only be given by the Headteacher.

Lunchtimes

A child may receive gold points from the Mid-Day Supervisors.

A child will be brought directly to a member of SLT at lunchtimes for serious misbehaviour i.e. swearing, fighting or bullying. Other issues are recorded on CPOMS to be followed up by the class teacher then Headteacher (if necessary).

If a child is constantly in trouble at lunchtimes, a letter will be sent home warning that if the bad behaviour continues, then the child will be excluded at lunchtimes for one week. If after the lunchtime exclusion the negative behaviour continues, the child will be excluded from lunchtimes for a term.

Behaviour Management Coordinator will monitor

- Consistency
- Fairness
- Clear expectations
- Positive behaviour management
- Reflection area
- Pupil liaison book

They will then report back to SLT and Governors.

Responses to persistent behaviour management issues

- A parent and child meet a class teacher or SLT and set expectations.
- Child's needs assessed and discussed with parents.
- Behaviour Programme set up and monitored.
- Behaviour targets reviewed and assessed (this continues until behaviour improves).
- If behaviour deteriorates further or endangers themselves or others, the Surrey County Council policy on Fixed Period or Permanent Exclusion Policy is implemented.

APPENDIX ONE
Behaviour Management Script

All incidents are dealt with in a calm but assertive manner.

Low-level Incidents

Step 1

"I notice that you... *[describe behaviour]*. At Folly Hill we *[describe positive behaviour choice]*. Should you choose to *[describe behaviour]* again your name will go on the raincloud. Thank you."

Step 2

As above except..."You now have to put your name on the raincloud. Should you choose to *[describe behaviour]* you will have to consider your actions in the Reflection Area. Thank you."

Step 3

"You have chosen not to follow our rule about *[describe rule]*. At Folly Hill we *[describe behaviour]*. As a consequence, you will now have to consider your actions at playtime/lunchtime in the Reflection Area"

Foundation Stage "You have continued to choose not to follow our rule about *[describe rule]*. At Folly Hill we *[describe behaviour]*. As a consequence, you will sit with the sand timer for *[X]* minutes" Time out in class

Take a break

Persistent failure to follow consequences despite working through consequences and behaviour impacting on others' learning.

Child escorted by an appropriate adult to another class/appropriate area to calm down for **[X]** minutes (age related).

Adult does not engage in discussion with the pupil and remains calm and neutral. Adults do not discuss pupil behaviour in front of the children in the class that the pupil has been taken to.

Pupil continues with learning task if possible. Appropriate adult collects pupil after **[X]** minutes.

Extreme Incidents

Behaviour endangering others or seriously impacting on the learning of others (fighting, extreme emotional behaviour or levels of rudeness) requires the child to be escorted by an appropriate adult to the Headteacher's office or SLT member available.