



Behaviour Management Policy

Varna Community Primary School

Rationale

At Varna Community Primary School we believe that promoting and maintaining good behaviour is the responsibility of the whole school community. We encourage self-discipline in all children and provide an effective environment for all children to learn and for teachers to teach. All staff in the school, teaching non-teaching including lunchtime staff have a role in effective behaviour management.

Our whole school approach to behaviour management promotes school success and improvement by:

- Creating a safe and caring environment where children can reach their full potential
- Creating an environment that encourages and promotes respect
- Teaching children how to make good choices and develop self discipline
- Giving children chance to make decisions so that they can learn about responsibility and independence
- Recognising, rewarding and emphasising positive behaviours
- Promoting a consistent framework for children's behaviour through the involvement of all staff
- Gaining the support of parents and ensuring their involvement
- Having a clear and progressive behaviour management structure

Use of consequence in combination with powerful positive reinforcement to change negative behaviour. Negative consequences are always followed through.

- Setting of clear expectations which are shared with all stakeholders. Parent and pupil opinions are sought and used to monitor and evaluate the effectiveness of the behaviour management policy
- All adults consistently implement the behaviour policy and model the behaviours which we want to see including resolution of conflict.
- Using the language of choice which places responsibility about behaviour with the pupil. - Sharing a common understanding of behaviour and are consistent in the way behaviour is dealt with. Rules and systems are displayed in every classroom and around the school and are fully explained to the children each half term.
- Focus on positive behaviour which leads to attitudinal change allowing the child to discriminate between right and wrong.
- Bullying, in any form, is actively discouraged and effectively dealt with.

The principles of this policy enable the class teacher to manage children's behaviour in class effectively rather than referring matters on at the early stages. The policy is designed to enhance the authority of the teacher. It is intended that staff use their professional judgement at all times when using the behaviour policy and that teachers exercise a degree of flexibility when using it.

School Rules

As a framework for the procedures and systems in this policy, we have basic rules for our behaviour in the school

Our School wide rules are:-

1. We respect ourselves and each other.
2. We look after our school and everything in it.
3. We work, talk and walk around quietly.
4. We call everyone by their own name.
5. We do as we are asked the first time.
6. We listen to others quietly and politely.
7. We put our hands up if we want to say something.
8. We finish our work carefully and always do our best.

A Clear and Progressive Structure

Throughout the school there is a clear behaviour management structure that moves from.....

Green Zone - All children start on green each day Supporting and encouraging positive behaviour

The warning zone – Verbal or visual reminders to support the child in making good choices about their behaviour. These reminders will warn the child of any possible consequences that will result if they do not comply with expected levels of behaviour. Nothing is recorded.

Amber Zone For low level behaviours.

Child move name onto amber. Age appropriate consequence in own class.

Red Zone - Tackling negative behaviour including: Immediate and short term consequences, escalating and persistent misbehaviour, major or severe incidents

Child moves name onto red. Child completes red age appropriate consequence (loss of 2/5 minutes from social time). Record name and reason on CPOMS.

Supporting and Encouraging Positive Behaviour-Green Zone

We aim to create a climate that encourages responsibility and good choice making. We do this by actively promoting, teaching and supporting positive behaviour in the following ways:

- YEI points linked to who school certificate systems
- Making explicit the desired behaviours at class times, as well as with individual pupils
- Supporting positive behaviours through the curriculum and organisation of the learning environment Recognising and praising when pupils are behaving appropriately through public acknowledgements such as Verbal/non-verbal praise
- Stickers and certificates and other 'special' responsibilities e.g. class monitor etc
- Verbal and written feedback to parents
- Positive visits to other adults/classes
- Class rewards, Superstars, Dojo's etc

- Personalised strategies with individual pupils to support and encourage positive behaviour

The Amber Zone-There are two parts to the Amber zone

1. Children are given a verbal warning before entering the amber zone. The verbal warning provides a bridge between positive comment/reward and actual consequences for negative behaviours.
2. If a pupil continues to display negative behaviour they will be put onto amber and reminded that any further inappropriate behaviour will result in them moving to red and losing some of their own free time.

Its purpose is to alert the children to the fact that they need to make better choices and change aspects of their behaviour.

Tackling Negative Behaviour-Red Zone

If the pupil continues to misbehave, the following strategies are used to tackle the negative behaviours:

- Time out in a different learning area or class followed by supported return to the class/activity with verbal, and modelled, support
- Removal of, or from, social time (minutes) – children are given minutes in increments of 2/5 minutes that are supervised at breaktimes and lunchtimes

Incidents in this category are logged on CPOMS and shared within the same day. Where this is not possible contact will be made as soon as the class teacher is able to do so.

If the child is repeatedly reaching the 'red zone', over a period of time, more formal discussions between the class teacher/Phase Leader and the parent/carers take place so that a more focused, personalised strategy can be put into place. It is the class teachers' responsibility to inform parents that their child has been on red at the end of the school day. Incidents in this category are logged on CPOMS.

Serious Incidents

Such incidences include:

- Fighting
- Hurting other children either physically or verbally
- Absconding from the classroom or learning area
- Extreme disrespect to an adult for example, refusing to comply with requests, providing inappropriate responses etc

These incidents circumnavigate the normal behaviour system and are reported directly to a member of the SLT who will deal with the incident and take relevant action.

Exceptional Cases

The SLT may, in the event of an exceptional incident, may have to remove a child from their class in to another classroom or another part of the school for a period of time. These decisions will be taken based on the severity of the incident/a pupil's previous patterns of behaviour/impact on the education of other pupils.

Fixed Term exclusion - (see Local Authority Guidelines)

Where possible if a child is at risk of a fixed term exclusion then parents/carers will be informed.

Removal from peers

This is a last step alternative to exclusion. The pupil is still in provision organized by the school, but it has been arranged for them to be working outside of their school, supported by a member of staff, for a period of no more than 3 days. The Head / Deputy Head teacher must complete the paperwork detailing the reason and arrangements for this step being taken and ensure the commitment of the parent/carer.

Pupils dislike the isolation from their friends and during the 'time out' in a partner school, community building (children's centre etc) or at home, there is a clear expectation that work will be produced, they will not play or dine with the other pupils in the school and further exclusions prevented.

The support of the parent/carer is crucial as they act as co-deliverer. The school delivers 3.5 hours and the parent/carer delivers the remainder of the pupil day hours. The school have the responsibility of preparing and explaining the work which needs to be completed by the pupil. The parent/carer has the responsibility for returning the work the following day for marking.

On return to their own school, a reintegration meeting must be held between the pupil, parent/carer, class teacher and head teacher

Permanent exclusion - (see LEA Guidelines)

All such cases are logged on CPOMS

Children with Particular Needs

Some children with very specific difficulties find it hard to behave positively and they will be given additional support by the school. Personalised individual behaviour plans will be written and monitored regularly (Appendix 1)

Additional support in school may include;

- Pastoral Support Programmes for children who have Behavioural, Emotional and/or Social needs
- Analysis of need
- Targeted 1 to 1 support from a learning mentor

- Allocated time from a trained member of staff to work through focused, individualised intervention programmes Access to Social/Emotional Inclusion Groups working in small groups
- Reward times with a named person
- Supportive behaviour charts and visual timetables
- Personalised curriculum

Playtimes

Whole school rules operate during playtimes. Children are encouraged through verbal reminders, praise and through the zoning of the playground, to play co-operatively.

Pupils who display negative behaviours are given a verbal warning to encourage them to adjust their behaviour and make better choices.

This may be supported by the pupil staying close to the adult or taking part in an alternative activity that the adult has chosen, i.e. giving the pupil a focus to support them in making better choices.

If the pupil continues to display unwanted behaviours, the child is given 'time-out' to be carried out during the lunchtime break before they have their lunch. All 'time-outs' are recorded on CPOMS by the adult who is supervising the session.

Lunchtimes

The rules for lunchtime are the same as for playtimes. There is an expectation that all children will engage in the activities on offer during the lunchtime period.

Weekly certificates handed out at the Wednesday assembly Verbal public praise/recognition, these are nominated by lunchtime/breaktime staff.

Monitoring and Evaluation

All incidents logged on CPOMS are analysed and evaluated each week by the DHT/Learning mentors who will identify children who have a significant number of 'reds', 'Time-out's and/or serious incident logs, behaviour is discussed at weekly SLT meetings and appropriate action discussed and acted upon. Appropriate actions could include...

- Talking to the child to bring to their attention the fact that they are having a significant number of consequences
- A meeting with parents/carers to reinforce the expectations of the school surrounding the area of behaviour and how they could support those expectations with their child.
- A supportive behaviour chart to encourage children to think in a more focused way about the choices they are making in regards to their behaviour
- A formal behaviour chart for the child with clear expectations, rewards and consequences

Stakeholder Perceptions and Opinions

The school is committed to understanding the perceptions and opinions of all its stakeholders and will regularly carry out Pupil, Parent and Staff surveys about a range of issues. Where issues have been raised, there will be clear, targeted actions to address the issues and the stakeholders will be informed about them. Actions will then be evaluating by

seeking stakeholder perceptions and opinions when there has been time for the actions to have an impact.

Presented to governors: March 2018

Policy to be reviewed March 2019

Name:

Date:

My targets this week

- 1.
- 2.
- 3.

If you do have a **red** your consequence will be minutes.

If you have **greens** all morning you will receive a YEI.

If you have **greens** all afternoon you will receive a YEI.

If you receive a **yellow** it means you have been spoken and received warnings.

I will be given a **red** if:

- 1.
- 2.
- 3.

	Assembly	First lesson	Break	Second lesson	Third lesson	Lunch time	Fourth lesson	Fifth lesson	Sixth lesson
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Parent comment

Child comment

Teacher comment

Personal Support Plans – Guidance for staff

Incidents of inappropriate behaviour should be monitored and reported to Phase Leader/SLT/SENDCo. Details should be recorded on CPOMS.
Following a determined period of time (by negotiation with Inco/SLT) identified children will need to be included on a Personal Support Plan (PSP). Behaviour targets must appear on the Individual Education Plan (IEP) or Individual Behaviour Plan (IBP), and where appropriate they should be developed from advice from a range of professionals.
The PSP may include a range of strategies such as the introduction of a behaviour chart. You may also need to involve the Learning Mentor, Senior Lunchtime Organiser and other staff in order to monitor behaviour throughout the day.
All new behaviour modification records charts etc to be discussed with SENDCo before being introduced.
All behaviour charts should include identified targets which are agreed with the child, their parent/carer, class teacher, SENDCo.
Success should be clear (traffic lights, numbers etc) and also consequences i.e getting an amber will result in... getting a red will result in... there also needs to be clear guidance on what behaviour will result in either amber or red.
Weekly Behaviour charts should be kept in a folder/book once they have been discussed with the child and their parent.
All charts must be dated each week and there must be no missed sessions without explanation i.e absent through sickness/school closed etc.
Where it has been necessary to remove a pupil from class to another part of the school etc. it must be stated where and for how long.
PSPs/behaviour charts are the responsibility of all staff who work with pupils and as such any specific targets must be shared with all teachers/TAs/Pupil Premium tutors who work with identified pupils.
There needs to be a section at the bottom of each chart for the child and their parent/carer to sign and make comments on any progress made that week and areas for improvement in the coming week. If parents do not regularly attend school you should make efforts to contact them and involve them in the review of weekly charts. Record on the sheet any conversation you have with the parent/carer if it has been over the telephone.