

## **MANAGING BEHAVIOUR**

### **RATIONALE**

The Elton Report - Discipline in Schools - states "the most effective schools seem to be those that have created a positive atmosphere based on a sense of community and shared values." St Margaret's Academy takes account of this report. We believe that the promotion of positive behaviour should be the underlying principle behind our behaviour management and a consistent approach used to manage the behaviour of pupils.

At St Margaret's Academy we aim to:

- provide a safe, secure, stimulating and supportive environment where every child is valued
- nurture children towards positive self worth, self-confidence as learners and to help each child mature socially and emotionally
- encourage children to reflect on their behaviour and empower them to understand that it is within their control to make good choices

### **PURPOSES**

Our policy and ethos for managing behaviour encourages pupils to:

- develop responsibility for their behaviour
- develop an understanding of the need for responsible behaviour (safety, thoughtfulness)
- develop respect for others
- develop positive attitudes to difference
- develop collaborative working skills
- develop their own strategies for managing problems

### **GUIDELINES**

We believe the best way to encourage good standards of behaviour in school is through a clear assertive discipline policy, where an agreed code of conduct is backed up by a combination of rewards and sanctions within a positive community atmosphere.

All staff are collectively responsible for ensuring that pupils learn to be considerate to others and behave appropriately. St. Margaret's Academy supports a partnership of staff, governors, parents and pupils based on the following principles:

#### **Children are entitled to:**

- a safe and secure school environment conducive to effective and stimulating learning;
- the freedom from physical and verbal abuse in school;
- a fair, consistent, clear and calm approach to discipline from the school;
- a clear set of guidelines and expectations about their behaviour in school;

#### **Parents are entitled to:**

- expect the school to maintain a safe and secure environment conducive to effective and stimulating learning;
- regular information from and consultation with the school about their child's progress and behaviour;
- a clear set of guidelines and expectations about children's behaviour in school;
- early notification from the school of any problems with their child's behaviour;
- opportunities to help the school address their child's behaviour problems.

#### **Staff are entitled to:**

- expect a safe and secure school environment conducive to effective and stimulating education;

- work and teach throughout the day without undue disruption caused by children's unacceptable behaviour;
- seek support in identifying the causes of a child's unacceptable behaviour and help to modify and improve behaviour;
- expect parents to help prepare their children to meet the school's expectations and behave in ways acceptable to the school community;
- implement agreed sanctions when children behave in unacceptable ways, including exclusion from school in extreme circumstances.

### **Atmosphere / Ethos**

The way that adults speak to pupils (and about pupils) and the way adults allow pupils to speak to each other directly impacts on their self-esteem, confidence and motivation. This in turn impacts on pupil behaviour.

We therefore strive to ensure that:

- all staff have high expectations of pupil behaviour and pupils' ability to make progress
- all adults act as good role models for pupils the way they speak, dress, behave etc.
- any negative comments only refer to the behaviour that the pupil has displayed, and not the pupil personally
- all pupils leave the class at the end of the day feeling good about what has been achieved and secure about their place in the class
- adults never use sarcasm to embarrass a pupil and never ridicule a pupil
- adults avoid shouting except in extreme situations

### **Teaching Positive Behaviour**

At St Margaret's Academy we teach positive behaviour through our own behaviour as role models, by praising pupils who display positive behaviour, by developing agreed class rules and through PSHE lessons where pupils learn how to empathise with others, manage their emotions, problem solve and deal with conflict.

Throughout our teaching we reinforce the school values of respect, creativity and independence and school assemblies enhance a sense of community.

A class Charter is developed in conjunction with children at the beginning of the new academic year. This is based on the UNCRC (United Nations Convention on the Rights of the Child) and is appropriate to the age of the child. Along with Rights, children understand they have responsibilities that go with those rights. This is frequently revisited throughout the year and links with our core value of Respect.

### **Rewarding and Celebrating Good Behaviour**

At St Margaret's Academy we reward pupils for positive learning attitudes and good behaviour at every opportunity. Rewards may include:

- verbal praise
- stickers
- certificates
- dojo points
- 'smiley' home to parents
- 'star of the week' award
- school values cups
- sending pupils to other classes / Assistant Headteachers / Deputy or Head
- informally speaking to parents at the end of the day
- being chosen for responsibility
- being chosen as a peer mediator
- a whole class reward e.g. class points / golden time

### **Behaviour Consequences and Sanctions**

Alongside positive reinforcement for appropriate behaviour, all staff use our 'traffic light system' to manage behaviour. This is a whole school approach to classroom behaviour management.

- all children begin the day or session with their name on the green circle
- if they break a class rule a reminder is given
- if they continue to break the class rule their name is moved to the amber circle
- if the child makes amends / chooses to behave appropriately they can be moved back to the green circle
- however, if they continue to behave inappropriately they are moved to the red circle and a sanction follows
- a child may be moved immediately to the red circle for extreme behaviour

The following consequences may be used:

- short period sitting alone, away from peers for an age-appropriate length of time
- pupil sent to the parallel class for 'time out'
- loss of playtime

Clear and consistent explanations about why certain behaviours are inappropriate are given to the pupil and each session represents a fresh start.

**Serious Misbehaviour** - e.g. violence, damage to property, refusal, persistent rudeness, bullying etc.

This could involve any of the following

- letter / phone call home
- meeting with parents / carers
- written record of the incident
- possible internal exclusion
- consideration for THRIVE
- consideration of an individual behaviour / rewards plan
- support for playtimes (limited areas to play; access to the Forest Room at lunchtime)
- consideration of referral to outside agencies (Chestnut Outreach support / CAMHS in Schools / Educational Psychology)

**Very Serious Misbehaviour** (creating a health and safety risk; intentional physical harm to other children or staff, serious theft; persistent bullying, deliberate and persistent disruption to own and other's education)

- internal exclusion
- possible fixed term exclusion
- potential for permanent exclusion
- involvement of other agencies (CAMHS, Chestnut, Educational Psychologist etc.)

Exclusion is the ultimate sanction. Fixed period exclusions are used first; permanent exclusion is a possibility when all else fails. On their return to school following a fixed period exclusion, the pupil and parents will have a meeting with the Head.

### **Record Keeping and Monitoring**

Reports of behaviour incidents should be logged in the Pupil Diary on SPTO; weekly behaviour summary sheets must be completed and handed to the Deputy Head who monitors behaviour. Any instances of racist or homophobic language should also be reported to the Deputy Head or Head Teacher. A package of support or referral to outside agencies will be considered for children causing repeated concerns.

### **Emergency Procedures / Child running from classroom or site**

If an adult needs additional support and no other adults are available, they will usually send a child to the next classroom or school office. On the rare occasion that a child runs from the classroom or school site, an adult will follow at a safe distance. Other adults will be notified and assistance will be provided. If possible, the adult will persuade the child to return to a quiet area and talk about why they ran. If the child will not return, staff stay as close as possible and wait for assistance.

**Physical intervention**

If a member of staff needs to restrain a child (to prevent injury to the child or others) the correct paperwork must be completed and parents informed. If a child needs to be restrained, there should be minimal use of force in order to avoid injury.

See positive handling policy.

# ST MARGARET'S ACADEMY

## MANAGING BEHAVIOUR FLOW CHART

All children begin the day or session with their name on the green circle	
If a pupil breaks a class rule, a reminder is given	<ul style="list-style-type: none"> <li>If they continue to break the class rule their name is moved to the amber circle</li> <li>If the child makes amends / chooses to behave appropriately they can be moved back to the green circle at the end of the session</li> </ul>
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If the child continues to behave inappropriately they are moved to the red circle	<ul style="list-style-type: none"> <li><b>Time apart</b> - short period of withdrawal from activity within class</li> <li>Child returns to class activity after apologising and their name goes back to the green circle</li> </ul>
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If the behaviour continues	<ul style="list-style-type: none"> <li>Their name is moved to the amber circle</li> <li>If the child makes amends / chooses to behave appropriately they can be moved back to the green circle at the end of the session</li> </ul>
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If the child continues to behave inappropriately they are moved to the red circle	<ul style="list-style-type: none"> <li><b>Time out</b> - short period working in a parallel class</li> <li>Child returns to class after apologising and their name goes back to the green circle</li> <li>Inform parents via 'grumpy' slip home</li> <li>Child added to class weekly summary which is monitored by the Head / Deputy</li> </ul>
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If the child continues to behave inappropriately they are moved to the red circle	<b>Loss of privilege</b> <ul style="list-style-type: none"> <li>Miss break(s)</li> <li>Inform parents via 'grumpy' slip home</li> <li>Child added to class weekly summary which is monitored by the Head / Deputy</li> <li>Restricted choice of play areas</li> </ul>
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Persistent inappropriate behaviour Senior Leadership involved	<ul style="list-style-type: none"> <li>Meetings with parents</li> <li>Possible pastoral support or referral to outside agency</li> <li>Possible internal exclusion</li> <li>Possible fixed term exclusion</li> <li>Possible permanent exclusion</li> </ul>

NB Pupils are expected to offer sincere apologies at every stage and, in very serious cases, exclusions can be used without going through this procedure.

**This policy needs to be read in conjunction with the following policies:**

Anti bullying policy

E-safety

Child Protection

Reviewed:

April 2015

April 2016

September 2016