



Behaviour Management Policy 2016-17

Behaviour management is the term given to describe the approach our school takes to encourage acceptable behaviour of all our pupils. The aim of behaviour management is to promote an ethos of mutual respect and a positive learning environment as stated in the school's vision.

We combine high expectations and a positive approach to all spheres of school life. We strive to give each child a positive self-image. When unacceptable behaviour arises we deal with it consistently and fairly. We discuss inappropriate behaviour with the child and we re-visit our expectations of them. We do not label children who are involved in unacceptable behaviour; when speaking to children about inappropriate behaviour we label the behaviour, not the child.

Our aim is to avoid the need for punishment and sanctions by giving the pupils the opportunities to choose appropriate behaviour above inappropriate behaviour. However, for those children making inappropriate choices about how to behave, there may be consequences.

How we promote self-discipline and whole school ethos

Involving the children.

1. Children are invited and encouraged to contribute to decision making about class rules, rewards and sanctions. They are involved in making visual aids to reinforce aspects of this policy around the school.
2. The school has a School Council to encourage community spirit, responsibility and to foster mediation between pupils.
3. Parents are kept fully informed about behaviour and expectations within school.
4. We use restorative approaches to solve conflict and teach children about responsibility.
5. Through assembly messages.
6. Opportunities to 'buddy' with children from a different class.
7. Circle Time activities.

Ways in which we promote positive behaviours.

All staff reinforce positive behaviour on a regular basis, even over small issues through:

- Verbal encouragement and small tangible rewards (stickers etc.)
- Proper supervision of pupils at all times.
- Well established classroom organisation and routines.
- Fun Friday, a reward time of fun activities for the last half hour on Friday.
- Interesting, stimulating and well matched activities.
- Provision of an environment in which all children feel welcome and safe.
- High expectations of behaviour and conduct around the school
- Regular reinforcements of expectations of behaviour through assemblies, PSHE and 'circle time'.
- The use of restorative approaches.
- Regular reference to the school's vision
- Reinforcing and celebrating good behaviour through special assemblies, sharing achievements, contact with parents.
- Displaying good work and positive comments when marking work
- Abingdon Aces given for appropriate and /or exceptional behaviour
- 3 core values: respect, responsibility and resilience.

Rewarding good behaviour.

Classroom

- Organised by class teacher on an individual or team basis - rewarding good behaviour/achievement in the classroom.
- Fun Friday
- Abingdon Aces

Whole School

- All staff will acknowledge good behaviour witnessed around school.
- Certificates can be given to the child during celebration assemblies explaining the child's achievement in class, at lunch or break times and their parents will be invited to assemblies
- Visits to other staff in school for praise, stickers etc.
- Fun Friday
- Abingdon Aces + treat at the end of term

RAG charts

All classes have a visual system for behaviour in class so that children have time to improve and modify their behaviours.

In each class there is a chart with red, yellow, green and gold, and the children's names are on pegs so that they can move between the colours, depending on their behaviour during a lesson. At the beginning of each session, there is a new start. If a child gets to 'red' they go to the Headteacher to discuss the reason, and there may be a consequence such as staying with her at playtime etc.

Challenging Behaviour

Any disruptive or challenging behaviour is dealt with by all staff in the same manner, using restorative approaches to which the school has committed to deliver good behaviour management practice.

Any behaviour that may require further action should be referred to a member of the senior leadership team, and ultimately the headteacher in severe cases. If persistent misbehaviour arises, then a log should be kept and again it should be referred to a member of the senior leadership team.

Parents/carers, should be informed as soon as possible if a child is causing concern.

School works closely with BSS for children whose behaviour is impacting on their and others' attainment.

Abingdon Primary School adheres to the Exclusion Guidance from Stockport LA in cases where there has been a serious breach of the school's behaviour policy, and if allowing the pupil to remain in school would pose a serious risk to the education or welfare of the pupil or others in the school, the child will be excluded for a fixed term. Work will be provided for the term of the exclusion, and the expectation is that the child will complete the work whilst away from school.

Restorative Approaches

We are committed to using restorative approaches in school and all staff have had RA training for their role in school. All classes use circles as part of their RA work as well as check-ins/outs through the day when appropriate. Circles are a way of developing emotional literacy and the ability to make, maintain and repair relationships

The following further the sense of connection, trust and respect:

- regular Circle Time/circle group meetings
- emotional literacy programmes (SEAL etc)
- PSHE and Citizenship curriculum
- School Council
- Buddies
- A 'Restorative' pedagogy that builds emotional and social skills through the delivery of the curriculum

Consequences

Consequences are ways in which we show the children that we will not accept a particular kind of behaviour. The consequence for misbehaviour should be appropriate to the age of the child, and reflect the seriousness of the situation.

A consequence need not be severe to be effective. Consequences should be something the child does not like; every day should be a new start.

Consequences should not:

- Physically harm a pupil.
- Embarrass a pupil.
- Lead to a pupil having a "bad name".
- Be psychologically harmful.
- Be excessive in duration.

Suggested Consequences:

- Time out from the group.
- Time out from the class.
- Loss of special privileges.
- Sent to work in another classroom for limited period of time.
- Informing the parents / guardian.
- Loss of extra-curricular privileges
- Finishing work in their own time

It is not good practice to use the following consequences e.g missing curriculum subjects such as P.E. and swimming.

In-School Exclusions

As a consequence of inappropriate behaviour in school, 'excluding' the child to another class may be the most appropriate course of action. The child would be sent to the child's partner class with work for the day(s) to follow the timetable for the day(s) of that class where appropriate, including playtime and lunchtime. This action is seen as a serious option, and parents/carers would be fully informed and included.

BIP Exclusions

If a child's behaviour regularly challenges the system for sanctions in school, we may feel that it would be appropriate for the child to be excluded to our BIP school for a day. This option would not be chosen lightly, and we would hope to have the parent/carer's support. If the child is not taken to the BIP school, a formal exclusion will be issued.

Governing Body review: Autumn 2016

This policy evaluated: Autumn 2016