



# HEYBROOK PRIMARY SCHOOL BEHAVIOUR MANAGEMENT POLICY



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## **HEYBROOK PRIMARY AND NURSERY SCHOOL BEHAVIOUR MANAGEMENT POLICY**



It is the responsibility of both staff and children to make sure behaviour is at its best in school. Having clarity and consistency in our approach to managing behaviour positively promotes good behaviour, while at the same time supporting staff who have to deal with misbehaviour.

We all have rights and responsibilities and it is the respecting of these rights and the promoting of individual responsibilities which is the key to good behaviour.

### **To help promote good behaviour the school will:**

- Have a consistent approach to behaviour both good and bad.
- Reward good attendance and monitor poor attendance or lateness.
- Provide good adult models – do as I do not as I say.
- Use assemblies to draw attention to achievement including good behaviour.
- Reward improvements in behaviour, acknowledging that a child is making an effort even if his/her behaviour is still not yet fully acceptable.
- Take behaviour issues into account for class groupings.
- **Ensure school rules are clearly displayed around school**
- Ensure that parents understand what the school expects regarding behaviour using the school prospectus and home/school agreement.

### **To help promote good behaviour teachers will:**

- Set clear rules and explain consequences so that children know what the teacher expects and know what to expect of each other.
- Have well established routines make sure the curriculum is differentiated and that each child is working to his/her own ability.
- Teach good behaviour
- Be positive
- Reward good behaviour and effort.
- Explain rights and responsibilities regarding behaviour and emphasise the choice which we each exercise in choosing how we should behave.
- Have open and frank discussions with the children when problems do arise – asking for their ideas and support to improve the situation
- Make good use of P4C to promote understanding of behaviour
- **Ensure that the Heybrook Golden Rules are clearly displayed**

### **To help promote good behaviour children will:**

- Come to school every day on time
- Follow the Golden Rules



## How do we reward pupils?

The school sees the reward system as being essential to good behaviour. The school rewards academic achievement, attendance, effort and good behaviour.

Classroom	Smiles, encouragement, stickers and sticker charts, certificates
Assemblies	Bronze, silver and gold sticker awards, achievement prizes

## DEALING WITH POOR BEHAVIOUR

***Remember to make it clear that you like the child but not their behaviour***

Where poor behaviour is low-level teachers should try strategies such as:

- Tactically ignoring
- Intervening non verbally
- Distracting
- Stating the rule and praising as soon as it is complied with
- Using simple direction but not engaging in argument or discussion
- Using humour

If there is no improvement the teacher must then use the red card system.

### **The red card system**

Each class (Y1-6) must understand the system at the beginning of the year. A display is useful. If poor behaviour continues after a warning the teacher issues a yellow card – either verbally or by holding the card up or pointing to the yellow card on the display. This indicates a serious warning. Should the poor behaviour continue the child is given the red card and a punishment must follow which most appropriately should be the loss of golden time minutes. ***Remember, the strength of this system is that it is quick, requires minimum discussion and does not reward the pupil with attention.***

### **Golden Time**

Golden time is given automatically to each child for their effort and good behaviour. Children who misbehave should lose minutes from this privilege. In most cases it is our policy to allow children to win some of the minutes back through good behaviour before the Golden Time session so that it continues to work as an incentive. Occasionally the behaviour will be too serious or too persistent to allow this to happen; it is up to the individual teacher's discretion.

**If a child has persistently poor behaviour then it should eventually be referred to the team leader and the stages listed in the appendix will be followed as appropriate and until there is an improvement in the behaviour.**

Asking for support from colleagues is not a weakness; it is a strength that we **work as a team**. No one should have to cope alone with consistently poor behaviour.

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## Bullying

Use the procedures set out in our Anti-Bullying Policy

In the Appendix are:

- Stages for Dealing with Poor Behaviour – Reception and Y1-6
- Golden Rules
- Behaviour books -Children with persistently poor behaviour will be given their own behaviour books for the teacher to complete daily or as frequently as they feel in necessary. Parents must be informed by the KS Co-ordinator when a child has been put on a behaviour book. All colleagues who work with that child will also be informed by the KS Co-ordinator. The purpose of the book is for a child to gain an overall picture of their own behaviour in order to help them to improve. The KS Co-ordinator or deputy will monitor the book as agreed and set the child's behaviour target.

<b>Foundation Stage</b>			
<p>To bring about good behaviour – be very positive PRAISE as much as possible. Model good behaviour; give instructions in a positive way e.g. “Give him back the car”, “wait for your turn” (<b>not</b> “don’t snatch”, “don’t push” etc).</p> <p>Support children with language delay who may become frustrated by not understanding or by not being able to express themselves in play situations.</p> <p>Refer to class rules :</p> <p>We always try our best We listen We are kind to each other We are helpful</p>			
<b>STAGES FOR DEALING WITH POOR BEHAVIOUR</b> <i>It is hoped that at each stage the strategies prescribed will bring about the improvement needed.</i>  <i>If behaviour does not improve over a period then move on to the next stage.</i>		<b>RESPONSE to the child</b>	<b>WHO NEEDS TO KNOW?</b>
1	Deal with the incident.	Make sure the child knows what they have done wrong. Get them to say sorry	Adult supervising
2	Deal with the incident. Give a warning – if incident is repeated the child will have to sit where the teacher puts them.	As above plus warning. (NB some children will only understand a warning by experiencing it.)	Adult supervising
3	Time out Deal with the incident a third time – remind child of the warning. Make sure the child knows what they have done wrong both at the beginning and the end of the time out	Child is reminded of previous warnings and then has to have time away from other children sitting with the adult for 4 – 5 mins	Adult supervising
4	Continue as above	As above	Inform parents at home time
5	Consider a sticker book and small achievable targets	Talk to child with parents make sure child knows how to achieve the targets	teacher, parents

<b>STAGES FOR DEALING WITH POOR BEHAVIOUR Y1-6</b> <i>It is hoped that at each stage the strategies prescribed will bring about the improvement needed.</i>  <i>If behaviour does not improve over a period then move on to the next stage.</i>		<b>RESPONSE to the child</b>	<b>WHO NEEDS TO KNOW?</b>
1	Teacher tries own strategies including ignoring/ humour etc to stop poor behaviour	Oral warning	Teaching adults

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2	Teacher/teaching assistants try own strategies including the yellow card	<b>Yellow card</b> – this will be your last warning	Class Teacher
3	<p>If poor behaviour is persistent class teacher to:</p> <p>Child should be separated <b>in the classroom</b> for the rest of the lesson                  Lose Golden Time minutes (5)                  Praise good behaviour as much as possible and look for opportunities to give this child positive attention.                  Ensure the child is clear what they were doing wrong and know how to modify their behaviour to fit your expectations.</p>	<b>Red card</b> – you will be moved to a different place in the classroom and lose Golden Time	Class teacher
4	<p>Teacher seeks support from colleagues/team. Child removed from class to pre-arranged class Room for a lesson (teacher to make sure this is Pre-arranged so that the child is not made to Feel part of the new classroom during their Visit).                  Team leader and parents informed</p>	You will work in another classroom and lose Golden Time minutes	<p>Adults working with this child</p> <p>Team leader &amp; assistant head teacher</p>
5	<p>Seek support from the Assistant head teacher who may begin a behaviour management programme with a <b>behaviour passport</b> (see appendix) and a <b>mentor</b> if this is deemed appropriate.</p> <p>(The purpose of the mentor is to act as an adult ‘buddy’ and if possible should be someone not too involved in teaching the child. It is the job of the mentor to see the child daily and discuss progress from the previous day and project forward to the day to come. The purpose of this role is to help the child recognise where their poor behaviour is occurring and how they can avoid any pitfalls in order to break their own poor behaviour cycle.)</p> <p>Assistant head/ Deputy /teacher to make a record of mentoring staff and child involved – progress etc.</p> <p>Assistant head teacher/ Deputy Head will contact parents asking for an interview between parent/teacher/assistant head. Discuss problem together and agree personal strategies both at home and at school which all agree should bring about an improvement in behaviour.</p> <p>Gradually introduce the child back into the normal classroom arrangements.</p>	<p>You will be given a behaviour book with targets which you will have to follow.</p> <p>You will see the Assistant Head/Deputy Head with your Parents</p>	<p>Class teacher</p> <p>Parents</p> <p>Assistant Head teacher/ Deputy Head teacher</p> <p>All Colleagues working with the child</p>

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6	<p>If a child has been violent or abusive, staff in charge must use additional adults or reliable children to summon help if they need it from (senior) colleagues if possible. Use phones and stress urgency.</p> <p>The child should be moved to a quiet space</p> <p>Allow the child to remove themselves and <b>avoid handling them if possible.</b></p> <p>Parents to be contacted immediately. Child not allowed to re-join class. Parents should be asked to take child home.</p> <p>Consequences for this level of poor behaviour will be negotiated individually by the staff involved, depending on individual circumstances.</p>	<p>You will see the Head Teacher with your parents and you will be sent home</p>	<p>Class teacher</p> <p>Parents</p> <p>Teacher</p> <p>Pastoral Manager</p> <p>Assistant head teacher/Deputy</p> <p>Head teacher</p> <p>All Colleagues working with the child</p>
	<p style="text-align: center;"><b><u>Exclusion</u></b></p> <p><b>NB this is an extreme and very rare response. This stage will only be used as a very last measure.</b></p> <p>Parents to meet with Head teacher and Governing Body representative</p> <p>The Governing body can decide to exclude a child for serious and persistent unacceptable behaviour. The school would follow the LA exclusion procedures in these cases.</p>	<p>You will not be allowed to attend school for a few days.</p>	<p>Head- teacher</p> <p>Governors</p>

NB see posters below



# Heybrook School Behaviour Tracker

If you misbehave in school make sure you improve or you will move to the next step.

1. You will get a warning and receive a **yellow card** to remind you to behave.
2. You will be moved from your place. You will get a red card and you will lose Golden Time minutes.
3. You will have to work in another class and you will lose Golden Time minutes.
4. Your parents will be called into school and you will be put on a Behaviour Passport with targets you will have to follow.
5. Your parents will be called and you may have to go home.
6. The school governors will be told. You will be given work to do at home and you wont be allowed back into school for a few days



# Lunchtime Behaviour Tracker

If you misbehave at lunchtime .....

1. You will be told off and asked to stop misbehaving
2. You will get a final warning to remind you to behave.
3. You will be moved from the playground. And you will have to stay with a supervisor.
4. You will have to see the Principal Lunch-Time Supervisor and you may have to stay inside for the next day also.
5. You will have to see Mr Stanley. He will decide which punishment will help you to remember to behave in future.





## Golden Rules



I am kind and respectful to others

I always tell the truth

I always try my best

I listen carefully to other people

I take care of all the things I use in the classroom and in the playground

I treat all other people as I would like to be treated myself

I am tidy and always wear my school uniform

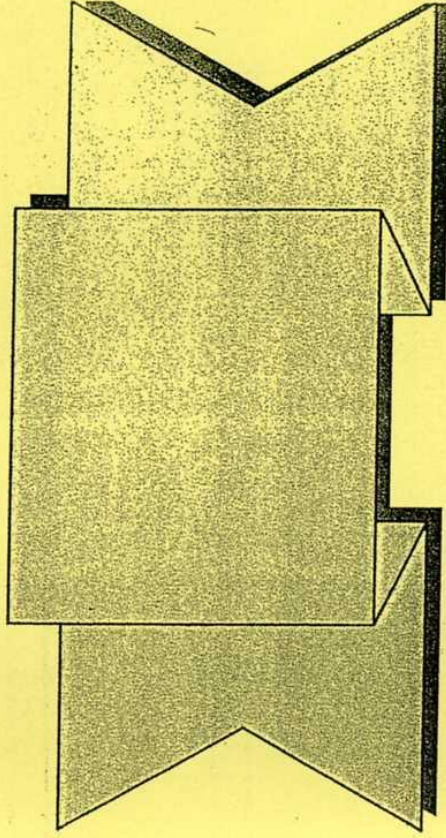
I always wear my kit for PE

I do my homework and bring it back on time

I make sure I deliver letters to my home and dinner money to school



# Behaviour Passport



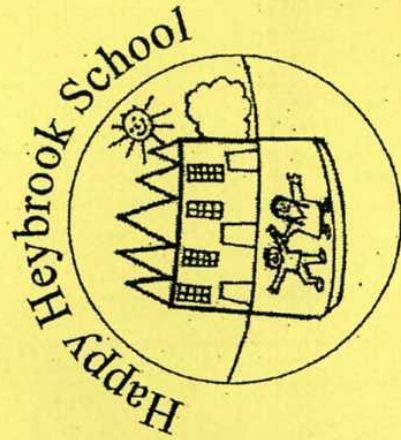
Name: \_\_\_\_\_

Class: \_\_\_\_\_

Year: \_\_\_\_\_

Targets 1:

Targets 2:



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**Have you earned your Golden Time Minutes?**

<p><i>Monday a.m</i> Teachers Comments:</p>	<p><i>p.m</i> Teachers Comments:</p>	<p>Yes</p>	<p>No</p>
<p><i>Tuesday a.m</i> Teachers Comments:</p>	<p><i>p.m</i> Teachers Comments:</p>	<p>Yes</p>	<p>No</p>
<p><i>Wednesday a.m</i> Teachers Comments:</p>	<p><i>p.m</i> Teachers Comments:</p>	<p>Yes</p>	<p>No</p>
<p><i>Thursday a.m</i> Teachers Comments:</p>	<p><i>p.m</i> Teachers Comments:</p>	<p>Yes</p>	<p>No</p>
<p><i>Friday a.m</i> Teachers Comments:</p>	<p><i>p.m</i> Teachers Comments:</p>	<p>Yes</p>	<p>No</p>

Parents Signature: \_\_\_\_\_

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