

**Peel Hall Primary School**  
(working together for success)

## Behaviour management policy

The School motto is the premise from which we start. At Peel Hall Primary School we believe that there is nothing more important than strong positive working relationships within our community. Positive relationships allow everyone to achieve their maximum potential and growth. Our belief is that School should be a happy, safe and secure place where everybody's needs are met. To this end the Head teacher in consultation with all stakeholders set out the following measures which aim to:

- Promote good behaviour, self discipline and respect
- Prevent bullying
- Ensure pupils complete assigned work

**To this end the School is committed to:**

- Creating and maintaining an atmosphere in which all children, parents, staff and governors feel safe, happy and secure and can be given the maximum opportunity to learn.
- Providing a supportive environment in which teaching and learning can occur effectively.
- Developing children's self discipline, self esteem and sense of self worth.
- Promoting an inclusive education for all children.
- Treating all children according to their individual needs through the application of equal opportunities

This behaviour management policy reflects a consistent approach to behaviour management through:

1. Strong school leadership.
2. Strong classroom management.
3. Rewards and sanctions
4. Behaviour strategies and the teaching of good behaviour.
5. Staff development and support.
6. Pupil support systems.
7. Liaising with parents and other agencies.
8. Managing pupil transition.
9. Appropriate use of resources and facilities.

Our behaviour policy reflects the overall positive approach we have in our School towards all aspects of the child's learning and development. However, the school has a statutory duty to discipline pupils. Within our school we see discipline as leading, guiding, encouraging and instructing children, within a framework of rights, responsibilities and rules in order to achieve responsible behaviour. Thoughtful discipline has an educational focus. It is preventative and educative as well as corrective.

However, some children due to their additional needs or children who abuse our behaviour management system will need a more individualised approach to be taken. Parents will have the opportunity to discuss individualised strategies so as to be in a position to show their willingness to support school.

## **Rights, rules and responsibilities**

These three strands of discipline work together to create a caring community atmosphere at Peel Hall Primary School.

**Rights:** A right can be seen as a reasonable expectation of what ought to be. When teaching about rights the school considers it important to focus on the essential rights of all pupils, parents governors and staff. These rights are:

- We all have the right to feel safe, happy and secure.
- We all have the right to be respected and treated fairly.
- We all have the right to be listened to.
- We all have a right to learn.

**Rules-** To help protect our rights and to encourage responsibility within school, our local community and wider society. Our school rules have been developed through discussion between each teacher and their class and in consultation with parents and governors so that our high expectations can be met. The purpose of these rules is to ensure that all stakeholders enjoy and achieve within school.

**Responsibilities-** To have a right to something means that we also need to show responsibility to enjoy that right. Being responsible means that we think about, and consider how our behaviour affects others around us, inside and outside of school.

The rights and responsibilities relate to all individuals within our school community - children, staff, parents and governors. At Peel Hall Primary School everybody has responsibilities and these will always need to be taught, supported and encouraged. We all need to care about ourselves, other pupils, parents, teachers, belongings, our school and equipment. Here are some examples:

- To listen
- To be honest
- To be helpful
- To look after each other
- To try our best
- To encourage others
- To respect others
- To be polite
- To make time for others
- To be on time
- To help others belong
- To try and work out problems in a fair manner.

## **Positive Discipline**

At Peel Hall Primary school our emphasis is on recognising and rewarding good behaviour in all aspects of school life. We believe that this encourages children towards higher standards and provides reinforcement and motivation that helps to raise children's self esteem. Positive behaviour is recognised and rewarded in a number of ways:

- Praise and encouragement.

- Stamps, stickers and badges.
- Head teacher's certificates.
- Weekly class teacher's certificate.
- Informing parents by phone, letter or postcard.
- Sharing good work with other classes.
- House points
- Parties
- Golden Time

Positive discipline is about creating the best environment and social climate for teaching and learning. We believe that discipline is to do with the guidance and instruction of pupils to teach and encourage a social environment where rights and responsibilities are balanced.

We aim to build a successful learning community based on a clear shared awareness and understanding of rights, responsibilities, rules and consequences. In building a learning community each class teacher will discuss with their class why we need to think about what behaviour is right, proper and fair. The discussion will involve all pupils and will cover issues such as:

- how we can learn well
- how we can support one another
- how we can feel safe
- how we show respect, fairness and co-operation

Each class teacher will regularly discuss these issues with their class in order to clarify the common rights, rules and responsibilities we share.

### **Social and Emotional Aspects of Learning (SEALs)**

Our school aims to foster the social, emotional and behavioural skills of all pupils. The SEALs materials provide a whole school curriculum framework for developing these. The five broad social and emotional aspects of learning are:

- self-awareness
- managing feelings
- motivation
- empathy
- social skills

Where children have good skills in these areas they will be motivated to, and equipped to:

- be effective and successful learners
- make and sustain friendships
- deal with and resolve conflict effectively and fairly
- solve problems with others or by themselves
- manage strong feelings such as frustration, anger and anxiety
- be able to promote calm and optimistic states that promote the achievement of goals
- recover from setbacks and persist in the face of difficulties
- work and play cooperatively
- compete fairly and win and lose with dignity as well as respect competitors
- recognise and stand up for their rights and the rights of others

- understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.

### **Classroom meetings - Circle Time**

Circle Time provides children with a time to be listened to which enhances children's self-esteem, promotes social values, builds a team spirit and develops social skills. It involves all children, giving them equal rights, responsibilities and opportunities. In our school we use Circle Time to promote better relationships, to discuss concerns, consider and debate moral values, practise positive behaviours and work out solutions and action plans in an enjoyable and motivating context.

### **Golden Time**

Golden Time provides an incentive and acts as a reward for all pupils demonstrating good behaviour. It is a way of celebrating the pupils' ability to make the correct choice. During Golden Time the pupils are able to participate in a number of activities which they have previously discussed and agreed with the class teacher and that the pupils consider to be a reward.

### **Conflict Resolution Strategies - known to pupils as a LEAF**

Whilst we work hard to encourage and promote the very best from the children we also recognise that unacceptable behaviour can occur. When such incidents arise the school employs a very clear system of sanctions. In our school we use conflict resolution strategies to resolve situations so that pupils, parents and staff maintain their self esteem.

We all make choices about our behaviour, consequences follow our choices. To help pupils become responsible for their actions and behaviour there are consequences which follow when our rules are broken. The emphasis with consequences is not punishment but accountability and responsibility for our behaviour. Our school policy is to help understand that actions have consequences. As an example if two children fall out at play time, an adult will listen to each child and discuss the emotions aroused, this will lead to the children agreeing a common way forward which will then be followed up as to the success of their agreed actions.

### **Behaviour Management Systems**

#### **Expectations**

In order that everybody feels safe, teachers are able to teach and pupils are able to learn we expect the children to follow these whole school expectations.

- We work hard and try our best
- We are gentle and kind to each other
- We listen to others
- We are polite and helpful
- We are honest
- We look after property.

The children have the choice to follow these expectations or not. With the choices the children make with their behaviour come consequences.

#### **Positive Consequences**

If the children are seen to be making the right choice with their behaviour and are choosing to follow the Expectations they will receive one of these consequences.

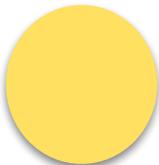
- verbal praise and encouragement
- House Points
- stickers or stamps
- share good work with another class
- share good work with Mr Hallam
- post card home
- certificate from the class teacher
- Golden Time

### **Traffic Light System**

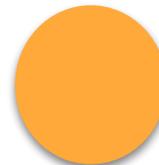
To help support the children to make the right choices with their behaviour we have implemented a Traffic Light system. This allows the children, who may be having difficulties, make the right choices with their behaviour.



**Do** - all children begin the day at this stage and will continue to stay at this stage because they have shown they are meeting agreed expectations.



**Outstanding** - any child who goes above and beyond in terms of making the right choices with their behaviour will be moved on to Outstanding as a recognition of their effort and will receive at least one of our positive consequences.



**Think** - if a child makes a wrong choice with their behaviour their name is moved on to this stage and they are reminded about making the right choice. If the child then makes the right choice with their behaviour their name is moved back to Do.



**Stop** - if a child continues to make the wrong choice with their behaviour their name is moved on to this stage and again the child is reminded about making the right choice. If the child then chooses to make the right choice their name is moved to **Think**.

If they continue to make the wrong choice they move on to the **Negative Consequences**.

### **Negative Consequences**

If the children are seen to be making the wrong choice with their behaviour and are choosing not to follow the Expectations they will receive one of these consequences. These consequences follow in a step by step order.

1. 5 minutes off playtime or lunchtime (if given in the morning) 5 minutes behind at the end of the day (if given in the afternoon).
2. Work away from others within the classroom.
3. Work in another class for 30 minutes with work set by their class teacher.
4. Sent to Mr Hallam with work.
5. Parents are contacted and informed of their child's poor choices. Any work missed is completed in the child's own time.

At the beginning of the afternoon session all the children will have their names moved back to **Do** and have the opportunity to make the right choices with their behaviour. However, children who are at Outstanding will continue to remain at this stage unless they make a wrong choice with their behaviour.

There will be zero tolerance against any kind of deliberate, physical hurting and this will result in children being automatically sent to Mr Hallam and missing their playtimes. Repeated offences will be regarded as Bullying and will be dealt with following our Anti-Bullying Policy.

### **Significantly disruptive behaviour**

If a pupil has had time-out on several occasions, a behaviour plan will be implemented to bring about positive change. The class teacher will take the time to meet with the pupil to discuss the pupil's problematic behaviour, the focus of this meeting is to come to an agreement about the responsible and desired behaviour required from the pupil. Many pupils benefit from a structured approach within which their behaviour can be addressed. The agreement of a behaviour plan should be a supportive process not a punishment and should focus on the behaviour not the individual. Parents will be contacted at this point to discuss the agreed behaviour plan and ways in which they can support this. Persistent disruptive behaviour will be addressed with the Deputy Head or Head teacher.

Extreme forms of unacceptable behaviour will be dealt with accordingly. Pupils will be referred directly to the Head teacher or Deputy Head if they are involved in bullying of any kind.

Parents will be contacted to devise a joint plan of action. In some cases it may be necessary to:

- \* Contact outside agencies for advice and support.
- \* Place the pupil on an agreed Individual Behaviour Plan.
- \* Place the child in seclusion for a set period of time.

As an inclusive school, exclusion is only implemented as a last resort when all other avenues have been explored. It is our aim to support all children and their families to succeed.

### **Lunchtime Behaviour Management Practices**

Lunchtime Organisers follow the agreed procedures for managing pupils' behaviour using the traffic light system.

### **The Role of the Head teacher**

The Head Teacher's role is to support all pupils, parents and staff in line with the structure of the Behaviour Policy. The Head Teacher monitors behaviour and provides a contact and reference point for parents. The role encompasses all of the following elements as and when necessary:

- Leading assemblies on the school rules, SEALs and other issues of behaviour management.
- Rewarding children for good work and behaviour.
- Dealing with extreme forms of unacceptable behaviour which has bypassed the normal system of sanctions.
- Contacting and consulting with parents by phone, letter, meetings or home visits in the events of extreme forms of unacceptable behaviour or persistently disruptive behaviour. Class teachers to be involved in discussions with the Head teacher and the parents.
- Maintaining an overview of behaviour at all times.

### **Relationship to other school policies**

This policy is only one part of our safeguarding system, but it is an an integral part of the school's overall responsibility and statutory duty to ensure the well being of all involved in the life of the school.

### **Monitoring, assessing and reviewing the policy**

The Governing Body and the Head teacher are responsible for ensuring that the policy and its related procedures and strategies, are implemented and assessed. The policy is to be monitored by the Leadership Team to ensure its effectiveness through the school's self review processes. Evidence will be sought to confirm that the policy is promoted effectively to all, ensuring that staff, pupils and parents understand and meet their responsibilities.

The effectiveness of the policy will be confirmed by its impact upon the raising of all pupils' levels of attainment, together with an increased inclusive atmosphere for all and towards particular goals such as reducing the number of incidents of extreme forms of unacceptable behaviour which occur.

The policy statement will continue to be discussed with parents, staff and Governors.

This policy has been up dated October 2015 and distributed to all parents

To be reviewed formally December 2017 but any stakeholders wishing to discuss this policy are welcome to do so at any time.

Signed (Headteacher) - *M.D.Hallam*

Signed (Chair of Governors) - *Cllr H.Barrett*