



Behaviour Policy - Primary

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AIMS:

- To create a climate where learning can flourish.
- To protect basic rights of safety, learning and respect.
- To set the boundaries in which children can feel successful and achieve.
- To teach pupils and students about socially appropriate and acceptable choices.

OBJECTIVES:

- To have agreed behaviour management procedures which are known by all staff.
- To have a defined structure for behaviour management to support staff, which incorporates rewards, sanctions, procedures, behaviour requiring special behaviour management and working with parents.

1) School Vision

At Blanche Nevile we understand that:

- All behaviour serves a function, including communication, emotional regulation and/or satisfying a sensory need.
- Children's behaviour is most influenced by the actions of adults they encounter in their lives.
- When a child is distressed or anxious, their ability to process language is impaired or lost. It is important for language to be kept at a minimum when managing behaviour.
- Our children are sometimes inconsistent in their responses. It is therefore vital that all adults working with a child are consistent in their approach and in their use of language.
- All adults working with a child must be aware of the particular strategies agreed to manage that child's behaviour and apply them consistently.
- It is the role of all adults in a child's life to work together to establish reasons behind behaviours and develop strategies to support the child at times when they may be finding situations challenging.

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Developing Bilingual and Bicultural Education for Deaf Children

1.1 At Blanche Nevile School the pupil is at the centre of our philosophy to create a safe, positive and effective learning environment in which all members of our community are respected. We have high expectations of ourselves and of pupils' social, emotional and academic development. We believe that effective communication, praise, celebration of success and quality teaching and learning will enable each individual to reach their full potential.

- 1.2 To achieve this vision we require an effective pupil management system that includes:
 - a. Clear guidelines for praise, reward and sanctions
 - b. Clear expectation of pupil behaviours
 - c. Clear and assertive recognition of unacceptable behaviours
 - d. Structure and frequent recognition of acceptable behaviours
 - e. A consistent approach from each individual adult

2) Rules

- 2.1 Watch and listen to adults, follow their instructions the first time.
- 2.2 Use words and actions that help and do not hurt. Always show respect.
- 2.3 Move around the school safely and quietly.
- 2.4 Take care of school property and other people's belongings.

3) Rewards and Praise

- 3.1 Should operate at a number of levels:
- 3.2 Informal recognition of following code of conduct through eye contact, smiles, thumbs up, sign or verbal comment on a 1:1 basis
Formal acknowledgement to others or of the group for acceptable "good" behaviour
- 3.3 This can be conveyed through verbal comment or more tangibly via stickers, notes, stars etc. It is important is that the means of access to reward is equitable across the school.

4) Behaviour

If pupils meet the expectations then a sticker is awarded at appropriate times ie during a lesson, at the end of a lesson, assembly, playtime or lunchtime

5) Work

- 5.1 Pupils who engage with the lesson, complete the given task, according to needs, receive a sticker
- 5.2 Examples of better than average work or behaviour can be shown / reported to other adults who will give a further sticker.

6) Formal Awards

- 6.1 Formal awards at alternating weekly assemblies: Shining Star Certificate for good behaviour/attitude, Wonderful Work Certificate.
- 6.2 Class reward systems: for example, 'Traffic light' system using colour coded happy, neutral and sad faces. In addition individual pupil reward systems eg points, sticker charts etc are used as appropriate within each class.

7) Consequences

- 7.1 Must be against clear visible expectations (rules) agreed by all and understanding that there will be consequences:
- a. Three warnings (re-directing look, show rules or communicate expectations using pupil's preferred mode of communication) in early stages, whilst praising others
 - b. Refer to expectations
 - c. Praise acceptable behaviours
 - d. Continuing unacceptable behaviour - name is moved down the traffic light system to amber, explaining to the pupil why, and what behaviour is expected
 - e. Continuing unacceptable behaviour moving to red – maximum 5 minutes at break
 - f. Further unacceptable behaviour within the same lesson – involvement of senior teacher after lesson
 - g. Continuing unacceptable behaviour, further action taken as appropriate depending on needs of child e.g. time out of class, comment in home school book, involvement of Deputy Head Teacher.

Organisation and delivery

Blanche Nevile aims to provide a positive climate with high expectations of all pupils in respect to personal achievement in the curriculum and behaviour.

- Staff should offer consistent communication when carrying out behaviour management, paying attention to both body language and speech. All staff need to be aware of the 'script' which is being used for individual pupils. This needs to be recorded in the behaviour plan and shared with all staff through team meetings, and school staff meetings.
- Pupils and students need to be aware of both school rules and class rules and understand acceptable standards of behaviour.
- When referring to school rules staff will use the positive rather than the negative e.g. instead of "stop running down the corridor" staff will sign/say "walk please".
- It is necessary to adopt a team approach when dealing with behaviour, class teams need to ensure that there is continuity and above all, consistency.
- Pupils should be given the opportunity to discuss behavioural issues and participate in problem solving and resolution. This includes allowing and enabling students to express themselves appropriately. Opportunities are given through activities such as role play and through the PSHE curriculum to recognise and practice positive behaviours, developing understanding, empathy, trust and support.
- Classroom management is integral to behaviour management. It is important that classrooms are calm, have well established routines and class rules. There should be sufficient resources and equipment to ensure that the learning environment is stimulating. Class groupings and the management of individuals within groups is also an important factor to consider.

In cases of serious incidents, for example, physical assaults on staff or pupils, verbal abuse towards adults, the person in charge must send for the available senior person immediately. The Senior Management Team will record the incident on an incident sheet and any further action necessary will be discussed.

10) Bullying (see anti bullying policy)

Incidents of bullying will be identified if staff follow the framework consistently. Following the identification of bullying behaviour, strategies from the school's anti-bullying policy will be used to address incidents.

Exclusions

Please refer to Exclusions Policy. Appendix 1 details the following violent behaviours which result in exclusion.

1. Intentional violence towards other pupils
2. Hurting staff
3. Damage to school property

J. A. 4/7/11