



Bournmoor Primary School

Policy for Behaviour Management

Introduction

Our school believes that in order to function as an institution with a safe and caring environment for all who work or learn in it, there must be a charter of rights to support everyone and an understanding of our responsibilities based on mutual respect which governs behaviour. As a Rights and Respecting school, the UN Convention on the Rights of the child are fundamental in our school practice. As such we ensure that:

- ✚ The best interests of the children are a priority (Article 3),
- ✚ Children have the right to say what they think matters concerning them (Article 12),
- ✚ Children have the right to be protected from being hurt or mistreated, in body or mind (Article 19),
- ✚ Children have the right to be safe (Article 37).

Definition

Our school believes that “behaviour” includes physical, emotional and personal attitudes which affect each person around them. The behaviour should be protective towards, and supportive of others within the school.

Scope

This policy applies to all pupils, the nursery and to all adults who work in the school and all visitors to the school.

Aims

It is the aim of the school to:

1. Promote respect for other people
2. Promote self-discipline and a respect for authority within its pupils.
3. Teach good behaviour amongst its pupils.
4. Ensure that the standards of behaviour are acceptable.
5. Regulate the conduct of pupils
6. Develop within the pupil’s behaviour patterns which serve to improve their lives and produce a sound basis for adulthood.

Objectives

By planning for the management of behaviour it is intended to have the following outcomes:

1. Adults including parents will lead by demonstrating respectful behaviour
2. Children and adults will treat each other with respect, kindness and consideration.
3. Children will develop self-discipline and self-respect.
4. Children will develop a sense of fairness, together with respect for the school charter of rights and responsibilities.
5. Children will develop an awareness of, and tolerance towards ways of life, culture, opinions and ideas different from their own.
6. Respect for the school environment.
7. Co-operative links between the home and school will be strengthened.
8. Children’s and adult’s attitudes to school and work will be positive and the learning environments will be conducive to the raising of educational standards.

Requirements

Our school will produce a policy for the management of behaviour which will be reviewed annually. The school will publish unambiguous charters for classroom and playground behaviour. The teachers and other staff will be given training in behaviour management and supportive skills.

The pupils will be taught correct behaviour attitudes and will be rewarded for achieving these. A clear statement of the school charter of Rights and Responsibilities, identified acceptable and unacceptable behaviours, the rewards and sanctions as well as the exclusion process will be produced and presented to all pupils and staff.

Conclusion

This policy is designed to enable the school to develop a clear strategy for the management of pupil's behaviour. Through this strategy and guidance, it is intended that the classroom environment will be supportive of good educational practice, and that the ethos of the school supports a caring, protective and happy working environment.

Guidelines for Behaviour Management

Introduction

- The school system of behaviour management is based on respect for all.
- Children are rewarded for good behaviour.
- All children are expected to follow the School Charter of Rights and Responsibilities, their classroom charter and the lunch-time charter.
- Parents agree to support the School Charter of Rights and Responsibilities when they sign the home school agreement.
- Consequences for behaving inappropriately should be applied consistently by all members of staff.

Our School Charter

 Rights	 Respectful Actions
To be listened to.	To listen to others.
To get the help we need to understand our work.	To listen and follow instructions.
To have a clean and tidy school.	To help to keep the school tidy.
To be spoken to politely.	To speak politely to everyone.
To feel safe in school.	To keep our hands, feet and objects to ourselves.
To be treated with respect.	To never hurt other people's feelings by what we say.

Classroom charters

- Each class agrees a class charter of rights and responsibilities

Rewards

- Praise
- Pegs moved up towards 'Super Star Status' using the whole class system.
- Stars, stickers, stamps on work or on sweatshirts for good work or behaviour.
- Stars on chart (awarded individually, to a group or to a class) for special work or behavior which add up to prizes (as suggested by School Council) for example:
- Headteacher Awards for excellent work or behavior are given out regularly and this allows pupils to build up to their awards e.g. 'Gold Award' or 'Platinum Award'.

Consequences

- Warning
- Peg moved down on visual display chart to 'fallen star' status
- Moved away from the group
- Lose five minutes of playtime
- Lose whole play-time
- Sent to Headteacher
- Headteacher phones parents to engage home/school support.
- Severe Clause: Headteacher sends letter home.

Our Lunchtime Charter (inside)

 Rights	 Respectful Actions
To be able to talk and to be listened to.	To talk using inside voices and to listen to others and follow instructions.
To have a choice of healthy food.	To try the food we have chosen.
To have a clean and pleasant environment.	To clear away our cups and trays.
To be spoken to politely.	To speak politely to everyone.
To feel safe in the hall.	To keep our hands and feet to ourselves and push our chairs in when we get up.
To enjoy our meal without being disturbed.	To be considerate of others while they are eating.

Our Lunchtime Charter (outside)

 <p>Rights</p>	 <p>Respectful Actions</p>
To be respected by other people.	To play together, share equipment and use kind words.
To have a choice of a variety of equipment.	To look after equipment and put it away when we are finished playing with it.
To play safely.	To be aware of other people and our surroundings.
To have a choice of activities.	To agree to follow the Active Lunch Rota.
To have fresh air and exercise.	To bring coats and sensible shoes/wellies.

Rewards

- Individual stickers awarded.
- Moving up our peg system to achieve 'Super Star' status.
- Being noted as a role model for other children.
- Behaviour Certificate/prize awarded when you get achieve Headteacher awards.
- Praise to child and shared with parents.
- Good news shared in assembly with the school.

Consequences

- 1st time rule is broken: warning.
- 2nd time rule is broken: time out for 5 minutes.
- 3rd time rule broken: ten minutes time out and teacher informed.
- 4th time rule broken: Send to Mrs Snowdon and parents may be informed.

Repeated Unacceptable Behaviour

The school will work with parents and the Behaviour Support Services to implement a range of programmes and support to children exhibiting repeated unacceptable behaviours.

Exclusion

- In the event of behaviour which breaks the code of conduct severely children may be given a temporary exclusion following the County guidelines.

Behaviour Outside School

- When incidents of unacceptable behaviour occur on the way to or from school and are reported to the school the class teacher, deputy headteacher or headteacher will investigate and speak to the children concerned and, if appropriate, liaise with parents and the Community Police officers.
- If other incidents occur in the community and are reported to school, staff will use their discretion in talking to children. If appropriate, the deputy headteacher or headteacher will liaise with parents and the Community Police officers.

Date for Review	November 2022
<i>Mrs L A Snowden</i>	Headteacher
<i>Mrs T Bell</i>	Chair of Governors