


<u>Responsible Body</u>	<u>Title of Policy</u>	
<u>Governing Body of Flyford Flavell First School</u>	<u>Behaviour Management Policy</u>	

Last reviewed on Date: 30th January 2024

Next Review Date: 30th January 2027

Signature..... (Chair of Governors)

Print Name.....

Introduction

Flyford Flavell School promotes good behaviour by creating a happy caring school environment where pupils, parents/carers, and school personnel feel valued and respected and where anti-social behaviour is not accepted. Our management of behaviour in school is based on the philosophy of Assertive Discipline.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote a shared responsibility for the management of behaviour in all areas of the school.
- To promote positive behaviour for learning.

Role of the Governing Body

The Governing Body has:

- Appointed a member of staff to be responsible for promoting positive pupil behaviour; (the Headteacher)
- Nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body;
- Responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- Work with all school personnel to create and maintain a working environment that is happy, caring and stimulating and where pupils can realise their full potential
- Promote positive behaviour for learning for all pupils
- Review, monitor and evaluate this policy
- Monitor and evaluate records of behavioural incidents
- Work with all school personnel to promote good standards of behaviour throughout the school
- Provide guidance and support to all staff on behavioural matters
- Keep up to date with new developments and resources
- Organise courses for all school personnel on behaviour management and restraint
- Annually report to the Governing Body on the success of this policy

Role of Teacher

Teachers must:

- be consistent and apply a positive approach towards discipline at all times;
- create a welcoming class environment with good displays of pupils' work which develop pupil self-esteem by showing the value of every individual's contribution;
- organise their classroom to develop independence and personal initiative;
- arrange furniture to provide an environment that is conducive to on-task behaviour;
- arrange materials and resources to help accessibility and reduce uncertainty and disruption
- promote good learning behaviour by maintaining positive attitudes at all times;
- establish high quality relationships with the children;
- promote high expectations for all school activities;

- use a variety of teaching approaches that will help to encourage positive learning behaviour patterns;
- plan interesting lessons that are well organised with clear objectives and with the work differentiated to cater for all abilities;
- promote and celebrate pupil effort and achievement, with good behaviour celebrated at the weekly achievements assembly
- be trained to deal with challenging behaviour and the techniques of restraint
- demonstrate that regular praise and encouragement is part of the school ethos
- promote the fact that all adults in school may award house-points for positive behaviour
- ensure that whole class incentives are individually defined by class teacher, eg table points

Role of Pupil Pupils must:

- be aware of and comply with the school rules and sanctions;
- be aware that they have an important role to play in determining and promoting this policy through their own behaviour and in consultation with representatives on the school council

1. Philosophy

Behaviour is managed most successfully when staff use positive strategies to reinforce appropriate behaviour and marginalise the behaviour that is inappropriate. Our school believes that encouragement works better than punishment. Good behaviour in school is based on showing care and consideration for others.

We aim to teach our children tolerance towards others and community responsibility. We believe that good discipline is essential for the school to maintain a happy and purposeful working atmosphere and is a positive preparation for life. Unacceptable behaviour will not be tolerated, especially when it impacts on other members of the school community. Depending on its severity, unacceptable behaviour may result in:

- Meeting between parents / pupil / teacher / Headteacher to agree support strategies and agree a behaviour management plan.
- Fixed term or permanent exclusion

We cannot assume that all children will have a common understanding of what is acceptable behaviour. The school will teach a clear set of ground rules for each type of school activity.

For example:

- Ground rules will be agreed with each class at the beginning of each academic year
- Understanding of the ground rules and how to maintain them will be taught
- Ground rules and strategies will be revisited / developed as appropriate.
- Ground rules and strategies will also be taught for other areas of school activity.

2. Positive Behaviour Policy

Guidance for staff;

- Be absolutely clear about what you want
- Notice and respond appropriately to pupils around you – be sensitive to the needs of others
- Use your full repertoire of responses – soft, gentle, humorous etc.
- Assertively acknowledge pupils who meet your expectations
- Stick to the point, don't be side-tracked, don't give up
- Keep calm
- Let pupils know in a respectful manner when you are not happy with their actions

3. Supportive Feedback – Motivation

Non-verbal: smiles, nods of encouragement, thumbs up etc.

Verbal: Positive repetition

Give clear instruction

Look for those who follow straight away

Recognize them and describe positive behaviour, repeating the instruction so that others can hear it, e.g.

OK everyone, stop writing now; put down your pens and look this way. Well done this table. They've stopped writing, they've put their pens down, and they're looking this way. Thank you!

4. Corrective Actions Steps

If the framework above has not resulted in acceptable behaviour, corrective actions will need to be taken. Corrective actions are to be presented as a choice, e.g. the instruction is to read your book. If you choose not to follow that instruction you will have to move to our reflective area.

Step 1: Verbal warning of consequence of continuing to make a poor choice.

Step 2: Move to an area of reflection in class.

Step 3: Move to another class.

Step 4: Visit to Headteacher. Class teacher to have informal chat with parent/carer after school.

Step 5: It is reasonable to expect pupils whose choices have impacted on quantity or quality of their learning to miss some or all of their playtime to address. Staff must make judgement call, dependent on their knowledge of child/situation.

Step 6: Should a child make consistent inappropriate behaviour choices, parents and pupil will be invited to contribute to a behaviour management plan. A behaviour management plan will have clear and manageable targets for pupils and will be reported against daily.

Serious incidents may see steps escalated non hierarchal to step 3 or 4. The aim of reflection time is to allow time for the pupil to think about their choices and make better ones. Pupils must be given frequent opportunity and encouraged to demonstrate expected behaviour.

5. Lunchtime/Playtime Corrective Actions Steps

Step 1: Verbal warning of consequence of continuing to make a poor choice.

Step 2: Stand next to a lunchtime-supervisor to reflect and watch positive behaviours of others. If the child can acknowledge a poor choice and is confident that it will not be repeated, then a decision can be made for the child to be integrated back into play.

Step 3: Should poor choices continue to be made, child sent inside. Class teacher or Headteacher to be called to attend and child will miss some playtime.

Step 4: Visit to Headteacher. Class teacher to have informal chat with parent/carer after school.

Step 5: Should a child make consistent inappropriate behaviour choices, parents and pupil will be invited to contribute to a behaviour management plan. A behaviour management plan will have clear and manageable targets for pupils and will be reported against daily.

Serious incidents may see steps escalated non hierarchal to step 3 or 4. The aim of reflection time is to allow time for the pupil to think about their choices and make better ones. Pupils must be given frequent opportunity and encouraged to demonstrate expected behaviour.

6. Other Corrective Actions

During the school day Teachers act "in loco parentis," a legal term which means "in place of a parent." This responsibility means that other reasonable steps may be taken by staff to support children to manage their behaviour. For example, playtime activities that do not promote positive behaviour may be withdrawn, or resources that are causing a distraction may be removed.

7. Outside Agencies

We will establish close relationships with external support services, Learning, Behaviour Support Services (LBSS), Education Welfare Officers (EWO), Child Educational psychologist (CEP), Police, and the Health Authority, so that this background understanding of the needs of the pupils and provision of the right support can be achieved.

8. Exclusions

On rare occasions, temporary external, internal or permanent exclusions may be applied when the safety and well being of pupils is compromised. Restorative conversations with both pupil and parents/carers will be held prior to a pupil returning to join their class after an exclusion.

The Head teacher will decide whether to exclude a pupil, either for a fixed term, or permanently, taking into account all of the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

If the Head teacher excludes a pupil, the parents will be informed immediately, giving clear reasons for the exclusion. The Governing Body will be informed that a pupil has been excluded. Depending on the type of exclusion, parents have the right to make representations to the Governing Body. In the case of permanent exclusion parents have the additional right to appeal to an independent appeal panel.