



BEHAVIOUR MANAGEMENT POLICY

Aim

“Every child has a right to learn and every teacher has a right to teach.”

Rationale

Positive discipline is a whole school approach to the management of behaviour. It covers the whole school day including breaks and lunchtime. Rules are few in number and very clear. School rules, rewards and consequences (see Appendix 1) are in all classrooms and other teaching areas. Pupils have a clear choice as to whether they keep to the rules or not. Pupils should see the procedure as fair because it is consistent, and consequences are known to them in advance of them choosing to break a rule.

Access & Inclusion

We achieve equality of opportunity by ensuring that the behaviour policy is implemented fairly and consistently for all pupils. We monitor outcomes to ensure that it does not disadvantage any individuals or groups within our school.

However, we do recognise that some pupils may have specific difficulties following the system of rules, rewards and consequences. In these cases, teachers, together with the Head /Safeguarding & Behaviour lead / SENCo / Deputy / Assistant Heads draw up a differentiated behaviour programme as necessary.

This might include individual intervention programmes and differentiated report sheets. For example:

- ‘Catch me being good’ cards
- Music report cards
- Behaviour contracts
- Target cards
- Playground logs

This list is not exhaustive as each intervention is based on the individual child, their needs and the reason they need the individual intervention programme. Interventions are tailor-made to fit the child.

Copies of some of the interventions mentioned above can be found as appendices.

Safeguarding

Dalmain School is committed to promoting and safeguarding the welfare of children. As a school community we have a duty of care to safeguard every child, and this includes safeguarding children from the negative effects of another pupil’s misbehaviour, including misbehaviour online such as cyberbullying.

(See Safeguarding & Child Protection Policy)

PART 1: PROCEDURES

1. Procedure for Recording Incidents that break the rules during lesson / play time

Behaviour Tracking File

Before using the Behaviour Tracking File, please use the Guidelines for Positive Behaviour Management (Appendix 2).

Start a new sheet in the Behaviour Tracking File every week.

Incident book

The Class Incident Book contains details of all children who have reached number 4 in the Behaviour Tracking File. Staff also use the Incident Book to record serious incidents/disputes between children or persistent breaking of the same rule (restorative justice procedures should be followed). These books have an envelope at the back, where notes on matters or incidents are kept.

	Behaviour	Action	Consequence
1	First instance of rule-breaking that day	Write child's name on behaviour tracking sheet and circle W	Warning
2	Second instance of rule-breaking that day	Circle 2 Give child time out in class	Time out in own class (5 minutes)
3	Third instance of rule-breaking that day	Circle 3 Send child to another class for 10 minutes Ask child to reflect on his/her inappropriate behaviour before returning to class	Time out in another class (10 minutes)
4	Fourth instance of rule-breaking that day	Circle 4 Put child in Missed Play Incident written up in class incident book Pupil sent to SLT member or Safeguarding & Behaviour Lead	Missed play Involvement of SLT member / Safeguarding & Behaviour Lead
5	Fifth instance of rule-breaking that day	Circle 5 Incident written up in class incident book Pupil sent to Head / Deputy / Assistant Head / Safeguarding & Behaviour Lead.	Involvement of Head / Deputy / Assistant Head / Safeguarding & Behaviour Lead. Parents informed
6	A very serious incident	Incident can be recorded in behaviour tracking file by circling 3, 4 or 5 Incident recorded in class incident book	Involvement of Head / Deputy / Assistant Head / Safeguarding & Behaviour Lead. Parents informed

2. Procedure for Lunchtime Incidents

During lunchtime the Midday Meals Supervisors deal with incidents. Serious incidents are either written in the Lunchtime Incident Book by the MMS who deals with the incident, or referred to the Senior MMS who writes it in the Lunchtime Incident Book. The Senior MMS usually discusses the issue with the child using a 'restorative justice' approach, but on occasions when

she does not have the time to follow up these incidents, this is indicated in the notes. The Safeguarding & Behaviour Lead. will usually deal with unresolved incidents after lunch time. In the absence of the Safeguarding & Behaviour Lead, the Midday Meal Supervisor will give copies of the incidents to the Receptionist, who will take them to the class teachers of the children involved. The Head / Deputy Head / Assistant Head / Safeguarding & Behaviour Lead then follows these up, usually on the afternoon of the incident.

Medical/Accident Book

This is maintained by qualified First Aid staff and Midday Meal Supervisors. Injuries which go into this book and are caused by unacceptable behaviour are usually also written in the Lunchtime Incident Book. Any injury caused by misbehaviour is notified to parents/carers.

The Foundation Stage operates its own Accidents / Medical Book.

3. Missed Play

Children are put in Missed Play on these occasions:

- For a particularly serious incident in addition to normal consequences
- For serious playtime or lunchtime incidents that have been recorded in the Incident Book
- For talking during assembly
- For reaching Stage 4+ in the Behaviour Tracking File

If, because of misbehaviour, a child has not done enough work in lesson time, in the first instance the class teacher should keep them inside during playtime. For most children this will be enough to ensure that they get into good working habits. If their misbehaviour results in them persistently failing to complete work, they should be put in missed play. Children who fail to complete their homework are the responsibility of the class teacher.

If a child is late arriving at school, they should not be put in missed play.

4. Reports

The Head / Deputy / Assistant Head / Safeguarding & Behaviour Lead, in consultation with the class teacher, puts a child on report. A child has a report when there is a pattern of persistent rule breaking. On the report the child has a small target to help them to improve their behaviour. The Head and Safeguarding & Behaviour Lead see the report each day. The parents also see it daily, so that they work with the school to help the child to improve his/her behaviour.

5. Monitoring Behaviour

The Head and the Safeguarding & Behaviour Lead monitors behaviour tracking files on a Friday afternoon. On SLT training days the tracking files are not monitored.

Any child whose name appears in a behaviour tracking file three times or more will be seen by the Head on Friday afternoon and, with the agreement of the class teacher, the parents will be informed of the child's inappropriate behaviour by letter and/or telephone. If the child has SEN, the SENCo and The Safeguarding & Behaviour Lead will be informed.

PART 2: STATUTORY GUIDANCE

The Role of the Governing Body

The governing body is responsible for ensuring that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. It should:

- a. make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- b. notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Responsibilities of the Governing Body

The governing body must provide clear advice and guidance to the Headteacher on which he/she can base the school Behaviour Management Policy.

This is particularly important in respect of teachers' powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school. Although these powers may look straightforward in legal terms, they are not always fully understood by staff, pupils and parents, and staff can feel particularly vulnerable to challenge if they use them.

Clear advice and guidance from the governing body, which feeds directly into the Behaviour Management Policy, will help members of staff better understand the extent of their powers and how to use them. It will also help ensure that staff can be confident of the governing body's support if they follow that guidance.

While it is for each governing body to decide their own principles, we would always expect the governing body to notify the head teacher that the following should be covered in the school Behaviour Management Policy:

- a. Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- b. The power to use reasonable force or make other physical contact;
- c. The power to discipline beyond the school gate;
- d. Pastoral care for school staff accused of misconduct; and
- e. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying, including cyberbullying, which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

The governing body will need to ask the head teacher to consider what the school's response should be to:

- any bad behaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.

- or, misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

In all of these circumstances the Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its Safeguarding & Child Protection Policy.

This policy complies with Section 89 of the Education & Inspections Act 2006.

DALMAIN PRIMARY SCHOOL	
This policy was agreed by the Governing body on	
Signed (governor)	
Implemented:	
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Author:	Pat Woodhall

Appendix 1 – Rules, Rewards and Consequences

Rules

1	Follow instructions given by all school adults.
2	Keep hands, feet and objects to yourself.
3	No name calling, teasing or swearing.

Rewards

Lots of praise	
Stars, stickers and stamps	Every child has a stamp card. Children are awarded stamps on their cards for good work or behaviour.
Gold and Silver Awards	The members of staff on duty award gold and silver stars to the 2 classes who were the first to line up sensibly at the end of playtime. Every week the gold and silver charts for each key stage will be displayed and discussed in assembly. They will be rewarded by using the Key Stage 1 playground on Fridays. At the end of each term, the class who has the most stars receives a special treat.
Golden time	Children who have achieved 20 stamps are given golden time, when they choose an activity as a reward. Many children choose to go to other classes. This must be pre-arranged with the member of staff the child wishes to go to.
Show work to other teachers	
Show Head / Deputy / Assistant Head	
Showing and Sharing Assembly / classrooms	
Achievement Assembly	Each class teacher nominates one or two children each week for good work. This work is shown at an Achievement Assembly. The child and/or the teacher will talk about the work. Children are rewarded with a Headteacher's award sticker for producing work of a high standard. The first Achievement Assembly of each month is for behaviour.
Extra playtime	
Special jobs	
Special outings	
Yearly rewards	Children who have attended school every day and have been on time are rewarded with certificates. Annual prizes for 100% attendance for the year are given out at the end of year 'Leavers' assembly. An annual trip to the theatre is organised for them.
Attendance	A rosette is presented to the class with the best attendance each week.

Consequences

1	Warning
2	Time out in own class – 5 minutes
3	Time out in other class – 10 minutes
4	Missed play and involvement of SLT member of staff
5	Involvement of Deputy / Assistant Head / Headteacher. Inform parents (telephone call, letter, meeting with parent after school etc.)

Appendix 2 – Guidelines for Positive Behaviour Management

Planned ignoring

Ignore behaviour that is not disruptive to others or a safety threat.

Non-verbal signals

Use eye contact or small gestures such as a raised eyebrow

Proximity control

Either move nearer to the child or move the child nearer to you

Effective reprimand

Always refer to the school rules

Talk calmly but assertively

Do not be sarcastic – but the reprimand can be delivered with humour

Refer to the consequence of the behaviour

Be brief and succinct

Always criticise the behaviour not the child

You are the model for the pupil to base their response on so avoid argumentative language

Be positive

Use praise more often than checks by at least 3 to 1

When you praise be specific about what the child is doing right

Use the reward system effectively to promote good behaviour

Never take back a reward

Make your praise varied and sincere

Catch children being good

Before addressing a child for inappropriate behaviour praise children who are behaving appropriately

Praise the behaviour of all children every day

Behaviour Contract



When I.....

- Stay away from [name]
- Follow the school rules
- Not hurt or tease other children

.....I can have

- An extra stamp on my card
- I will get extra golden time on Friday
- I will go to Mrs Booth for a good behaviour sticker



If I.....

- Go near [name]
- Break a school rule

Then I will.....

- Be kept in at playtime or lunchtime
- My Mum will be informed verbally



I agree that these behaviours are unacceptable.....

- Hurting or teasing [name]
- Breaking school rules

If I continue to break the school rules and this contract, then I will be excluded from school

Signed _____ Child

Signed _____ Parent

Signed _____ School Adult

Date _____

[Name]'s music report card

Target: To behave in an acceptable way and not be silly during all music lessons

Date	Lesson	Comment	Signed