



St. Elisabeth's C.E. Primary School

BEHAVIOUR MANAGEMENT POLICY

Statement

At St Elisabeth's CE Primary School, we have a whole school approach to Behaviour Management. Our Behaviour Management Policy encourages our children to have self-discipline, take responsibility for their behaviour, make the 'right choice', to have tolerance and respect for others and the world around them. This enables school to be a calm, structured environment, which is conducive to learning, building positive relationships, co-operating, and allows each child to fulfil their potential.

Aims

As a School, our main priority as Staff, Parent/Carers, Children and Governors is to work together to provide:

- a positive, safe and stimulating environment
- an atmosphere which encourages everyone to value themselves and others, regardless of race, gender, creed and ability
- opportunities for success rather than failure
- an environment which encourages respect for others, honesty and fairness, tolerance and compassion, self respect and self discipline
- information for all staff, children and parents about acceptable forms of behaviour in our school
- a referral document for new staff and parent/carers
- suggestions for ways to deal with behaviour problems
- a consistent approach to behaviour management throughout the school
- children to develop a clear view of what is right and wrong
- all children feel safe in their work and play, within the school environment, and that they are not at risk from bullying
- good relationships between staff, pupils and parent/carers
- high expectations from staff of the children, in both their achievements and behaviour
- a code of conduct agreed by children, staff and parent/carers. This should be regularly reviewed to establish a consistent approach
- emphasis should be on praise and rewards rather than sanctions and punishments



- Children to be actively involved in what they are doing both in their own learning and in the wider life of the school
- All staff to be good models of adult behaviour - they need to co-operate and support one another and treat children with respect.

ROLE OF THE ADULT IN SCHOOL

"Well organised and delivered lessons help to secure good standards of behaviour" Discipline in Schools - Lord Elton

- To ensure that children receive a broad, balanced curriculum with activities matched to the needs of pupils
- To have high expectations of the children in both their achievements and behaviour
- To provide an attractive, stimulating learning environment which is well organised and encourages children to take responsibility for resources and equipment
- To plan and organise both the classroom and lessons to keep children interested and minimise opportunity for disruption ie. Furniture layout, grouping of children, matching of work to ability, pacing lessons, being enthusiastic and using humour to create a positive classroom atmosphere
- To provide challenging, motivating activities which encourage children to develop as independent learners
- To plan activities which encourage the development of self esteem and valuing each other
- To follow the school's agreed code of behaviour management and to deal with disruption in a consistent, calm way
- To liaise with parents to keep them informed of children's behaviour - good as well as poor
- To seek support and advice from Headteacher and other colleagues, when necessary
- To ensure that children understand clearly what is expected of them (see assessment policy)
- To know their children as individuals ie. know their names, friends, interests etc.
- To be flexible in order to take advantage of unexpected events
- To continually scan the behaviour of the whole class, even when working with an individual or group
- To model the standards of courtesy they expect from children



- To be aware of and control their own behaviour ie. Tone of voice, manner etc.
- To emphasise the positive, including praise for good behaviour as well as good work
- To make sparing and consistent use of reprimands ie. Be firm, not aggressive, target the right children, criticise the behaviour not the child, be fair and consistent and avoid sarcasm
- To admit mistakes when made and to be able to apologise, when necessary
- To avoid labelling children, groups or classes

STRATEGIES FOR DEALING WITH BEHAVIOUR PROBLEMS

PRINCIPLES

- Behaviour management strategy is based on the positive reinforcement of appropriate behaviour
- Emphasis is placed on recognising and rewarding good role models. Acceptable behaviour is commented on regularly, in class situations, around school, collective act of worship etc.
- Older children are encouraged to play with and help younger children around school, at playtimes and at lunchtimes
- We constantly stress the virtues of concern for others, self discipline, self-respect, honesty and fairness. This is enforced through collective act of worship, through teaching across the curriculum and through the constant presentation of good role models from the adults in school.

STRATEGIES TO USE IN THE CLASSROOM SITUATION:-

- ask child to explain what has happened - listening may avoid the pressure of jumping to conclusions
- speak firmly and explain why behaviour is unacceptable
- isolate child from group/activity
- if necessary, work individually with the child - it is often the case that the child who is disruptive demands a disproportionate amount of adult time. By making the time spent positive, the children may feel better about himself and the adult may feel less frustrated
- restrict movement for period of time
- reward good behaviour - involving Headteacher/other staff - by making a positive effort to find something to reinforce, the teacher can develop the child's repertoire of acceptable behaviour
- try to reinforce appropriate behaviour in another child rather than drawing attention to negative behaviour



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- try to reinforce behaviour in another child rather than drawing attention to negative behaviour eg. Rather than "don't throw the sand" try "Look how sensibly Peter is filling the bucket"
- sometimes it may be suitable to exchange an unacceptable behaviour for a more acceptable activity eg. Instead of telling a child off for wandering around the room, praise them for going to get something for another child
- always deal with confrontation quietly and with respect
- establish a number of favourite activities, which can be used as reinforcers when work is finished as well as to calm someone down after an outburst. This will need to be individual to the child. It is better sometimes for the child and for other children if the child with problems is given permission to get on quietly and then brought back into the group, rather than being confronted when they are not ready
- identify successful strategies and build upon them for both individuals and for the class as a whole

IF THE UNACCEPTABLE BEHAVIOUR CONTINUES:-

- withdraw privileges
- involve Headteacher and other members of staff
- keep a Daily Planner with child (Positive/Negative)
- set targets with the child, possibly using incentive charts
- involve the parents from the early stages
- if necessary, involve outside agencies

GRADED INTERVENTION IN THE CLASSROOM:-

1. ignore
2. diffuse situations with humour



3. tactical ignoring while picking up on appropriate behaviour
4. tactical ignoring with simple directions/rules or reminders
5. non-verbal warning given - eye contact/body language
6. check that child is coping with the work
7. simple directions and thank you - believe that the child will do it and walk away
8. brief verbal reminder
9. rule reinstatement - "You know the rule, thank you"
10. distractions or diversions - asking the children to help you
11. question the child on what they should be doing or what is happening
12. defuse conflict - not overreacting to stressed outbursts
13. give options - "You either complete the task in this group or you sit on your own"
14. take pupil on one side to remind of rules and/or tasks
15. remove from group or area
16. removal from the room either by sending for Headteacher or other member of staff, or, if there is another adult in the room, by taking the child yourself.

EFFECTIVE REWARDS FOR CHILDREN MAY BE:-

- verbal praise
- praise from another adult
- praise from peers or parent/carers
- smiles, positive body language
- positive feedback about work/behaviour
- smiley faces/stickers etc.
- cumulative merit books
- encourage children to praise each other
- Gold Cards
- Postcards/praise pads
- celebration/good work assembly

Please refer to file for ideas to support this.



INVOLVING THE CHILDREN

We believe that the children should be involved in the behaviour management policy of the school as much as possible.

- They should be aware of the principles and rules of the school
- They should be aware of what is considered to be acceptable and unacceptable behaviour
- They should be involved in agreeing the reasons behind expected behaviour
- They should be encouraged to reflect about their behaviour and its effect on others in the school.

Such discussions and reflections maybe appropriate for 'Circle Time', but remember nothing negative should ever be said about anyone during this special time - so careful thought needs to be put into questions and areas of discussion.

- Children's views are listened to and valued
- Children will set targets for behaviour in the same way as they do for their academic achievements (see Assessment Policy)
- Children are invited to attend Parents/Carers evenings
- Encourage older children to work with/help younger children
- Children will be given responsibilities in the classroom and school situation

INVOLVING THE PARENT/CARERS

School will:

- generate an atmosphere where parent/carers feel welcome and comfortable
- value parental contributions to school life
- maintain regular channels of communication to exchange ideas and information
- encourage a positive involvement in children's learning
- inform parent/carers of policy on behaviour management.
- set targets for behaviour in the same way as they do for their academic achievements (see Assessment Policy)
- children are invited to attend Parents/Carers evenings
- encourage older children to work with/help younger children



- children will be given responsibilities in the classroom and school situation

Parent/Carers will:

- Realise the important role they have to play in fostering good behaviour
- Actively reinforce the school's efforts to manage behaviour
- Ensure that children arrive at school on time and suitable dressed
- Encourage their children to speak to an adult if they have any concerns rather than dealing with the situation themselves and to walk away
- Encourage a positive attitude to school and to the staff working there
- Be consistent and calm in their approach in dealing with behaviour
- Be willing to meet with staff to discuss the achievements and behaviour of the children

INVOLVEMENT OF ALL STAFF

This document has been discussed and agreed by all the staff of St Elisabeth's C.E. Primary School. We believe strongly that, if a behaviour policy is to work, then it must be implemented consistently by all adults in the school.

ROLE OF THE GOVERNING BODY

- The Governing Body has a responsibility to support the Headteacher and the staff in maintaining high standards of behaviour
- Although the Headteacher is responsible for day to day behaviour management in the school, the Governing Body has a general responsibility for directing the conduct of the school and the Headteacher should have regard to any guidance they may offer in relation to particular issues
- The Governing Body has agreed our Behaviour Management Policy
- Governors will monitor the number of exclusions taking place in school

EXCLUSION POLICY

- Our Policy on exclusion will fulfil the statutory requirements of 1993 Education Act, as detailed in Circular 10/94.
- Refer to Pupil Exclusion from School, LA Guidance 2011.

