



Earlsfield Primary School

BEHAVIOUR MANAGEMENT POLICY

Approved.....Date 13/10/10

Committee...Curriculum.....

Renewal due.....Autumn 2010.....

INTRODUCTION

The whole staff at Earlsfield Primary School are involved in delivering the behavioural policy and fostering a positive approach to behaviour management throughout the school. Our School Charter sets out the expectations we have for pupils and pupils have for themselves, not only does it reflect the schools ethos of positive behaviour reinforcement, but is written in line with UNICEF's Respecting Rights and Responsibilities. The School Charter was written by the School Council.

'The School Charter'

Rights	Responsibilities
We have the right to feel safe and happy.	We are responsible for: <ul style="list-style-type: none">• looking after ourselves and others.• treating others how we would like to be treated.
We have the right to a good education.	We are responsible for: <ul style="list-style-type: none">• listening,• concentrating• always trying our best,
We have the right to have our voices heard.	We are responsible for: <ul style="list-style-type: none">• making sure we speak at the right time to the right person.• listening to others.• helping to make decisions
We have the right to have access to a variety of exciting resources that everyone can use.	We are responsible for: <ul style="list-style-type: none">• looking after school property.• sharing with each other

In addition to the School Charter, all classes have their own Class Charter. This charter is drawn up by the class and all the adults in the classroom. Each charter sets out the responsibilities for everybody in that classroom in order to protect the rights of those people in the class. All class charters are age appropriate so all the children can access and engage with it.

The requirements outlined above are necessary, as we are a community. Any community operates successfully as a result of shared respect, trust and understanding which is constantly worked towards by all concerned. The nature of the children, staff, and parents/carers within Earlsfield School's community means that our expectations can be effectively met.

Positive Behaviour Systems:

Our behaviour policy and scheme ensure that we adopt a positive, proactive approach where expectations are made clear and boundaries are established. We constantly look for ways of reinforcing models of positive behaviour. We use a number of reward systems for those children who behave in line with our expectations. The policy is structured to emphasise the positive nature of our approach as this forms a major part of our work with the children, however, we also have a set of clearly established boundaries related to our expectations alongside clearly stated sanctions and their application which are set out further on.

House Point System

The children are divided into four house groups across the school with elected House Captains from Year 6. These houses are Kensington, Paddington, Piccadilly and Waterloo.

House points are rewarded for reinforcing our School Charter, points can be awarded for:

- ☆ Good behaviour
- ☆ Good Work
- ☆ Helping others
- ☆ Being positive
- ☆ Always trying hard
- ☆ Doing the right thing
- ☆ Politeness and manners

House points must be displayed clearly in the classroom. All adults in the school can reward any child who is being positive. Each class count and record all their houses points and import them onto the school spreadsheet to be shared in the good week assemblies weekly. At the end of each term, the winning house takes part in a celebratory activity.

5,4,3,2,1

As a school we have a consistent way of getting the children's attention. The member of staff counts back from 5-1 with her hand in the air, the children need to have stopped what they are doing and in silence be facing that person with their hand in the air. The member of staff does not speak to the children until all the children are doing the right thing. This strategy needs to be clearly communicated to supply teachers.

Good Work Assembly

The children enter the hall quietly and sit and listen to the music. Children must have taken off their coat ready to enter the hall. All staff stand silently until all the children have entered the hall. An aisle is left in the middle of the hall to enable children to move freely to the front and back to their places.

Children show and discuss their work.

Star Student of the School

One child is chosen from the whole school as Star Of The Week. Their work and behaviour etc should be exemplary. Photos are displayed in school and added to the newsletter.

Star Student of the week

Each teacher selects a student who has had a particularly good week. In class, their work is celebrated, a certificate is awarded. Photos are displayed in school and added to the newsletter.

Caught Being Good KS1 and KS2

Any child who has shown great playground behaviour during the week is awarded a raffle ticket by any member of the lunchtime staff. There is a prize draw in assembly where a child from each Key Stage wins a prize.

The Dining Hall

The lunchtime supervisors are predominately in charge of behaviour management. There is a table points system where points are awarded for exemplary behaviour. Each week a class in Key Stage One and key Stage Two get the 'Top Table' treatment at lunch and a rosette and cup awarded in the whole school assembly. When children hear the tambourine they must stop, raise their hand and listen. Lunchtime staff will not talk until all the children are silent.

In class Systems

5,4,3,2, 1 (see above)

House Points (see above)

Star of the Day

Everyday a child is selected as a star of the day from their behaviour and attitude of the previous day. They have a medal to wear for the day and can run any errands in the classroom that need doing that day. At the end of the day the child takes home a 'Star of the Day' certificate to share at home. These must be displayed in the classroom near the door. Teachers are responsible for tracking which pupils have been stars to ensure all pupils are stars at least once each half term.

Behaviour Chart

The behaviour traffic light chart sets out all behaviours and their consequences. Children are expected to be on the green for the whole day with some children showing exemplary behaviour, work and attitudes making it onto the cup.

Expectations of all staff in implementing our positive behaviour systems

Our behaviour management scheme involves all members of staff and consistency is pivotal to the effective delivery of the behaviour management policy and scheme. To this end it is essential that:

- All staff lead by example
- Teachers and support staff discussing and agreeing with the children a Class Charter which sets out expectations for behaviour;
- All staff recognise the positive contributions of all pupils.
- All staff use the positive whole school systems consistently and fairly.
- Teachers ensure accurate records are maintained to collect individual house points awarded, 'Star of the day', 'Student of the week' and 'Star of the week' certificate;
- Teachers and support staff providing an opportunity, at least once a week for circle time where problems and issues can be discussed and addressed; providing circle time whenever they judge an issue or incident serious enough for it to be aired publicly;
- All staff wait for everybody to be quiet and do not talk over pupils

Managing Behaviour

It is our view that the majority of children at Earlsfield School behave in line with our expectations. However, at times individual children may give cause for concern. We feel it is vital that the children are clear that behaviour that fails to meet our expectations carries specific sanctions.

Earlsfield Behaviour Chart

The Earlsfield Behaviour Chart must be clearly displayed in each classroom. It also features in the behaviour monitoring folders and notes to supply teachers. The chart is used as a visual prompt through the colours for the children and a consistency prompt for all members of staff. The classroom chart is big enough for children's names to be placed in the coloured sections. If children are moved to the different colours during a lesson e.g red the sanctions are given and staff encourage the pupil to get back to green by the end of the lesson or session, but the sanction still stands.

Earlsfield Behaviour Chart		
Well done for following our School Charter!		Keep it up and you may get House Points!
Off task (fidgeting, fiddling, talking,) Talking out of turn, calling out Disturbing / disrupting the learning of other children Behaving in an unfriendly way to another child		Positive reinforcement of those choosing to do the right thing. Warning and reminder of consequences Time out in class
Continuing to disturb the class Continuing to call someone an unkind name Continuing to break a safety rule Speaking/ behaving rudely/disrespectfully to an adult Hurting another child physically Covering up the truth Misuse of /damaging school property Ignoring an instruction Continual behaviour after Time Out		Red card (Detention) Time Out in a designated class 2nd Time out is to the Phase Leader
Behaving rudely or disrespectfully to an adult to/from a Time Out Serious damage to school property Swearing at an adult Involvement in a fight Injuring another child Physical contact to an adult Using racist/inappropriate language Unsafe behaviour to self or others		Sent to Senior Member of staff / Deputy Head / Head teacher Exclusion from class / playground / dining hall Depending on the seriousness or regularity of this it could be a fixed term exclusion

Behaviour Monitoring Folder

Behaviour folders must be stored accessibly in the classroom for all members of staff and kept up to date. These folders monitor incidents and any sanctions given. It is also a record of communication with parents.

Date:	Incident:	Action:
	<input type="checkbox"/> Rude/disrespectful to an adult <input type="checkbox"/> Rude/unkind/threatening to another child <input type="checkbox"/> Disrupting others/not getting on with own learning <input type="checkbox"/> Damaging property <input type="checkbox"/> Covering up the truth <input type="checkbox"/> Ignoring instruction/breaking safety rules <input type="checkbox"/> Ongoing minor disruptive behaviour <input type="checkbox"/> Hurting another child physically/fighting <input type="checkbox"/> Racist incident <input type="checkbox"/> Other	<input type="checkbox"/> Time out to parallel class <input type="checkbox"/> Detention <input type="checkbox"/> Sent to KS manager <input type="checkbox"/> Referred to Learning Mentor <input type="checkbox"/> Sent to AHT/DHT/HT <input type="checkbox"/> Grey Letter home <input type="checkbox"/> Spoke to parents after school <input type="checkbox"/> Phoned home
Details:		

Detention

Detentions are given out in KS2 in line with our school behaviour chart. Detentions take place in the middle hall, by teachers on a rotational basis. All children must bring a completed red slip to detention.

Earlsfield Primary School Detention Slip		
Child's Name: _____	Date: _____	Given by: _____
Incident:	Action:	
<input type="checkbox"/> Rude/disrespectful to an adult <input type="checkbox"/> Rude/unkind/threatening to another child <input type="checkbox"/> Disrupting others/not getting on with own learning <input type="checkbox"/> Damaging property <input type="checkbox"/> Covering up the truth <input type="checkbox"/> Ignoring instruction/breaking safety rules <input type="checkbox"/> Ongoing minor disruptive behaviour <input type="checkbox"/> Hurting another child physically/fighting <input type="checkbox"/> Racist incident <input type="checkbox"/> Other	Detention: <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday	
Additional Details:		

The teacher on duty records each of the detentions on a class list and the red detention cards are stored in the folder. If a child is in detention three times in a half term the children must take a grey slip back up to class. For those children who have had three detentions, a grey letter is filled in to request an appointment with parents and posted home. Each half term starts afresh.

Time Out

Each classroom must have a designated timeout area, KS2 should where possible have a table. This is a space away from the class with some thinking prompts. Children need to be allocated time out in class in line with the school's behaviour chart.

If behaviour persists children may be sent to time out in their parallel class. Children must be sent with a 'Thinking about my behaviour' sheet to be completed and returned, indicating how long they are to be on time out. If a child needs to be sent out again they must be sent to the Phase Leader.

Persistent Behaviour.

Earlsfield has a strong Home-School relationship. Open communication with parents is vital, and parents should be kept regularly informed about their child's behaviour. If behaviour still continues to be a cause for concern, staff are expected to manage this type of behaviour in the following manner:

a) Set Targets:

- set targets which should be small and manageable,
- all adults working with the child should be aware of the targets and hold the same expectations.
- Share targets with parents

b) Use Praise:

- as it encourages positive self esteem,
- shows children appropriate behaviour,
- emphasises appropriate rather than inappropriate behaviour, and helps build and establish a relationship with children based upon acceptance rather than rejection.

c) Give Critical Feedback:

- be positive,
- be firm,
- be honest, and
- be fair.

d) Keep Accurate Records:

- Each class teacher has a record book in which they should record key incidents or conversations.

Children with Behavioural Difficulties

Children with behavioural, social and/or emotional difficulties, after discussion with their parents, will be placed on the school SEN profile and will have behavioural targets as part of their provision map and will access a range of support both in class, in the playground and withdrawal support groups. If concerns over behaviour continue or do not improve with the strategies in place the Inclusion Coordinator will meet with the parents and class teacher to discuss possible referral to an outside agency such as the B&LSS, EPS or CAMHS to seek more specific support.

Behaviour & Learning Support Service
Child & Adolescent Mental Health
Educational Psychology Service

Additional Points.

Bullying

Earlsfield Primary School is committed to tackling bullying in school and a policy is available which is shared with children and parents. Parents and carers can send their child to Earlsfield with the full confidence that if any bullying were to take place, it would be dealt with promptly. (See our Anti bullying Policy)

School Council

Earlsfield School operates a School Council, which is a forum for the children to have an influence over many aspects of school life. Elections are conducted by secret ballot and the only people eligible to vote are the children. Voting takes place within classes with the members of each class able to elect a representative; their term of office is 1 Year. Towards the end of each term new elections are held ready for the start of a new term. All age groups are included from reception upwards. Children who have been a school council representative in previous years can put themselves up for re-election in Year Six. Meetings take place once a month and are alternated between mornings and afternoons. Nursery staff discuss issues with their children. School Council representatives are expected to display model behaviour around the school at all times.