



ROSEBERRY ACADEMY

BEHAVIOUR MANAGEMENT POLICY

AIMS:

To develop the following personal qualities and attitudes in order to promote high standards of work and behaviour in accordance with the school's general aims.

- self esteem
- respect for others
- self-control and self-discipline
- respect for personal property and the property of others
- respect for the school surroundings and the local community

OUR SCHOOL PRAYER

This is Roseberry Academy.

Let peace be here.
Let the rooms be full of happiness.
Let love grow here,
Love for one another,
Love for our world,
Love of life itself,
And love of God.

Let us remember,
That as many hands make a house,
So many hearts make our school.

The following principles will help to promote our school's expectations:

Attitudes:

All staff (teaching and non teaching) work conscientiously towards the aims of the school, supporting the children and each other to the best of their abilities in a positive climate of mutual respect. In turn, high standards of courtesy and respect for others are to be expected from the children.

Involvement:

All children, parents and staff have a part to play in establishing and promoting school rules and expectations, in order to promote consistency and commitment.

Parents and governors are kept informed of developments in our Behaviour Management Policy.

Expectations:

Children and staff have established an agreed framework of rules, rewards and consequences, which is clearly understood and respected by everyone.

SCHOOL RULES AND EXPECTATIONS:

Listen carefully
Work hard
Be friendly and kind
Be respectful of people and resources
Be tidy
Walk quietly around school
Keep hands and feet to yourself
Leave toys and trading cards at home
Look after our school
Be polite

REWARD SYSTEM

Children will be awarded team points for improvement or consistently high standards in their work, their behaviour and their attitude to others. The team with the most points each week is announced in Friday assembly and an additional five minutes playtime is granted for the team that day.

Achievements will be recognised at school assembly times and in class in the form of stickers, letters home, stars, Pupil of the Week certificates, lunch time star jar, act of kindness trophy and Golden Time.

Children in Upper Key Stage Two have Behaviour Bank Books and virtual money is earned through good behaviour and taking on additional responsibilities. At the end of each term, virtual money may be spent in the Upper Key Stage Two shop.

Golden Time

All children start the week with 100% Golden Time and earn the right to keep it with good behaviour. Golden Time consists of children choosing from a range of enrichment activities. Minutes of Golden Time may be deducted in five minute intervals for unacceptable behaviour. Should a child miss minutes of Golden Time during three weeks of a half term, a letter will be sent to parents, with a reply slip, from the Principal. Should the child miss Golden Time following this letter, the Principal will contact parents directly. Children who have not missed three or more sessions of Golden Time are given a treat at the end of each half term. This is usually decided by the School Council and consists of things such as scooter sessions.

The less formal acknowledgement of good behaviour (verbal and non verbal) will help to foster good relationships and a positive climate. This might include:

- public recognition in the classroom or a word of praise.
- being sent to another teacher or the Principal for acknowledgement
- informing parents via text, phonecall or Golden Letters

STRATEGIES

The following strategies are used to prevent (or respond to) undesired behaviour:

- use of reward time/golden time
- positive relationships
- good classroom organisation and lesson planning
- mutual respect
- planned ignoring/proximity praise
- non-verbal signs – eg eye contact or frowning
- moving closer to the child
- a quiet word
- reprimand – brief, succinct, refer to the behaviour not the child
- use of humour (not sarcasm)
- raising self esteem

- use of circle time
- avoidance of overdoing sanctions
- matching of sanction to the behaviour
- avoidance of humiliating the child
- restoration of positive relationship at earliest opportunity
- sharing of strategies relating to individual children
- offering 'cooling' off time

Schools are able to use reasonable force to 'remove disruptive children from the classroom where they have refused an instruction to do so' or 'prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others' (Department for Education, July 2011). Section 93 of the Education and Inspections Act (2006) enables school staff to use such force as is reasonable in the circumstances to prevent a child from committing an offence, causing personal injury or injury to property or prejudicing the maintenance of good order and discipline at the school. The degree of force will be the minimum needed to achieve the desired result. Restrictive Physical Intervention will only be used as a last resort where all other courses of action have failed and, wherever possible, will be previously and carefully planned and involve staff who have been trained via suitable accredited trainers.

All significant incidents in which a member of staff uses restrictive physical intervention or force on a pupil will be recorded on a Major Incident Report form and both parents of the child involved will be informed as soon as is practicable after the incident and within 24 hours.

UNACCEPTABLE BEHAVIOUR is dealt with as follows -

Staff may decide to use missing playtime as a sanction, at their discretion, and children will be informed of the reason why they are to miss a break. Whole group/class punishments are actively discouraged, as it is believed that only the children exhibiting wrongdoing should be punished.

Children who miss break time will not be allowed to play but will be supervised in another area of the building.

Wilful damage

- Parents informed and child will miss Golden Time (amount taken at teacher's discretion, appropriate to the object damaged)

Order of action:

- Child will receive a warning
- Golden Time missed
- Parents informed

Low level disruption within the classroom

- Discussion and warning
- Move place within the classroom
- Miss Golden Time

Persistent disruptive behaviour (unresponsive to the above)

- Move to another classroom for a set period of time (with appropriate work)
- Behaviour reported to team leader
- Behaviour reported to the Principal – Principal to speak to child
- Principal to organise internal isolation – this consists of the child being seated on their own in an area of the classroom where they may still access learning and spending break time away from their peers, supervised by an adult
- Parents informed
- Report issued by Principal
- Exclusion

Use of inappropriate language

- Warning
- Missing Golden Time
- Inform parents if this continues

Verbal abuse (including threats)

- Child sent to Principal
- Miss Golden Time
- Parents informed

Racial abuse

- Child sent to Principal
- Parents of both children informed
- Child put onto Report
- If persistent, then excluded
- Racist incident return sent to Local Authority
- Racist incident in Principal's Report to Governors

Discrimination

- Child sent to Principal
- Parents informed

Physical abuse (including fighting)

- Victim's teacher to investigate incident
- Discuss incident with the other class teacher to decide appropriate sanction

- Missing Golden Time
- Child sent to Principal

If serious (serious is determined by):

- With intent
 - Possibly without provocation
 - Actual bodily harm e.g. bruise, scratch, bite mark etc
- All the above
 - Parents of both children informed
 - Report
 - Exclusion could take place

In the case of biting:

- Child sent to Principal
- Parents of both children informed
- If the bite is severe enough to leave a lasting mark or break the skin, it will be an instant exclusion

Spitting

- Miss Golden Time
- Child sent to Principal
- Parents informed

Stealing

- Child sent to Principal
- Parents informed

Bullying (including cyber bullying)

- See Anti-bullying policy

Physical or severe verbal abuse against a member of staff

- Reported to the Principal
- Exclusion

Please note that the Principal may bypass these stages and exclude, should the behaviour warrant an immediate exclusion.

In some cases, children are referred to specialist support services, such as the Enhanced Mainstream Support Service or Educational Psychologist, with the permission of parents, for assessment. The Family Mentor is also utilised to assist children with recognising and adapting their behaviour.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

This Special Needs Policy may be of relevance to a child with behavioural difficulties, in which case it will be necessary for staff to consult with the SENCO/ Principal.

This Policy was adopted by the Governing Body on 1st March 2012

It was reviewed in April 2014, January 2015, September 2016, September 2017, January 2019