



# SHANKLEA PRIMARY SCHOOL

## Behaviour Management Policy

Policy Control Details			
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Approved for issue by:	Gareth Pearson	Signature	Date
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## **Behaviour Management Policy**

It is the responsibility of **all** adults in school to monitor behaviour; rewarding good behaviour and dealing with problems that arise. Staff need to be aware of the School Rules and ensure that they are followed.

### **Rules**

- 1. Listen carefully and follow instructions.**
- 2. Walk around school without disturbing others.**
- 3. Keep hands, feet and objects to yourself.**
- 4. Treat each other with respect.**
- 5. Take care of everything in and around school.**

### **Explanation of rules:**

- 1. Listen carefully and follow instructions**
  - Listen to all adults who work in school.
  - Show the teacher you are listening by stopping, looking and being silent.
  - Take care not to interrupt.
- 2. Walk around school without disturbing others.**
  - Walk quietly, sensibly and safely through the courtyard, library, hall and classrooms.
- 3. Keep hands, feet and object to yourself.**
  - Unless told otherwise by an adult always hand things to people and do not throw them.
  - Do not touch anyone else.
  - If someone hurts you go and tell an adult.
- 4. Treat each other with respect.**
  - Show good manners e.g.
    - Hold doors open
    - Say please and thank you .....
    - Say excuse me and sorry
    - Eat food nicely
    - Be punctual
    - Wait your turn
    - Speak not shout
  - Share and help each other.
  - Listen to one another.
  - If someone does not like what you are doing then stop it.

## **5. Take care of everything in and around school**

- Pick up things that have been dropped.
- Handle books the way your teachers have shown you.
- Carry apparatus carefully and safely.
- Make sure everything you bring to school is labelled.
- Make sure any school property, which goes home, is returned.
- We expect all children to look after school equipment by not deliberately breaking or losing it – e.g. pencils, rulers, crayons and other school equipment – replacement costs money.

### **Outside**

- Play only in the yard and on the field when allowed to do so.
- Put everything back in its place.
- The equipment is valuable – look after it.

### **Rewards**

Rewards are used to encourage and promote good behaviour. These include:

- Stars and stamps used in an everyday way to reward pleasing work, good behaviour etc.
- Stickers can be awarded for targeted improvement or especially good work or behaviour.
- Children receive recognition as individuals, groups or whole classes during the Celebration Assembly each Friday.
- Castle points can be collected towards a reward for the children in that castle.

All children should be progressing in such a way that it is possible for them to receive awards at different points to encourage progress, achievement and good behaviour.

### **Sanctions**

A hierarchical structure of sanctions is to be used so that different levels of behaviour are treated appropriately. Warnings must be incorporated in the structure so that the focus is on improved behaviour.

The following model should be used (not all behaviours are listed). The reward system should be integrated into this model so that improvement is acknowledged.

A careful record should be kept of any children progressing to Stage Two or beyond.

Type of Behaviour	Warning to be given at all Stages except most serious.	Response
<b>Stage One</b> Not listening in class. Not working in class. Interrupting. Talking. Breach of playtime rules.	Indicate verbally that a school rule is being broken and that the behaviour must stop or there will be a consequence.	Record in class book /diary. Move seats. Time out (short duration at first sanction).
<b>Stage Two</b> Persistent Stage One behaviour. Challenging response to a teacher or adult supervisor. Preventing other children from working. Persistent breach of playground rules.	Indicate verbally that a school rule is being broken and that the behaviour must stop or there will be a consequence.	Any of the above. Go to the quiet area. Go to another class. Sent to Deputy to record or have time out. Sent to Head to record or have time out. Letter home / meeting with parents. Home school book / Diary. On report. Further meetings with parents.
<b>Stage Three</b> Poor / aggressive response to sanctions or adults. Hurting other children or adults. Persistent fighting. Challenging behaviour, swearing at a member of staff. Uncontrolled lunchtime behaviour.		Sent to Head to record and have time out. Letter home / meeting with parents. Home school book / Diary. On report. Further meetings with parents. Lunchtime exclusion. Fixed term exclusion.
<b>Stage Four</b> Violent / challenging behaviour.		Lunchtime exclusion. Fixed term exclusion.