Poplar Primary School
Behaviour Management Policy 2015

Aim

As a Rights Respecting School under articles 12, 13, 14, 28 and 31, the aim of our behaviour policy is to provide a clear framework for pupils, for parents, all staff and any other persons working in our school community, to enable a consistent and effective approach to behaviour management at Poplar School.

Objectives

1. To use a code of conduct, developed by all members of the school community to support the pupils’ personal and social skills as well as behaviour that reflects the overall aims of the school.
2. To use consistently a clear set of procedures and codes that are understood by all members of the school community for managing behaviour.
3. In line with the school’s PSHE policy, to provide a curriculum and organisation through which pupils develop:
   - A sense of right and wrong
   - A respect for their rights
   - The ability to take personal responsibility for their choices and actions
   - An understanding of the consequences of actions
   - A tolerant and caring attitude to their fellow human beings and the world in which they live.
4. To inform all members of the school community of the content and implications of this policy.

CODE OF CONDUCT

Our codes of conduct relate to every person in our school community and have been formulated with the children:

We would like Poplar to be a happy, healthy and responsible school,

So-

We will show respect to all the staff within our school and to each other.
We will be truthful at all times.
We will be kind to each other and let other children join in our games.
We will walk around the school and come into assemblies quietly and sensibly.
We will look after our school grounds and the playground equipment and follow our school Eco code.

Lunch time codes

PLAYGROUND LUNCHTIME CODE

We respect our playground.
We respect each other and play well.
We respect our toys.
We respect adults and each other.
We are kind, helpful and gentle

PLAYGROUND LUNCHTIME CODE

(longer version what the code looks like in practice)

We respect our environment by putting fruit waste in the bins, only digging in the allotment and walking in the wild area.
We respect each other by allowing people to join in our games, sharing our toys and treating others as we would like to be treated.
We play fairly in football and respect the opposite team.
We stay safe by asking if we need to go inside.
We respect our toys by using them properly and putting them back in the right place when we have finished with them.
We will respect adults by listening to them and by being polite.
**DINING ROOM CODE**

We line up calmly  
We walk carefully through the hall  
We speak quietly to those around us  
We use good table manners  
We keep our tables clean  
We are polite to everyone

**Rewards and Sanctions**

The main purpose of codes of conduct, is to help pupils have a clear understanding of the standards of behaviour we expect them to develop and use, especially in school.

It follows that if there are standards to aim for, we have to encourage and expect pupils to achieve them. We use rewards and sanctions to support this aim. Most importantly we reward the achievement of the standards through praise and acknowledgement. Most children have a strong sense of “fairness” and expect that if rules are broken, punishment follows! Sanctions should be used with scrupulous impartiality.

**Sanctions**

Before any sanction is given, the reason must be clearly understood by the pupil and the incident discussed, encouraging the pupil to understand their responsibility in the situation and what the steps could be to make amends. We follow the ‘Basic Six Steps for Behaviour’.

There is no physical punishment in school though occasionally it is necessary to restrain children to stop them hurting themselves or others.

We may exclude children from break, lunchtime or specific lessons, giving an appropriate task to complete. If a pupil is frequently behaving inappropriately, a log/thinking sheet is kept of the incidents, as well as of the strategies and sanctions used to support improved behaviour. A behaviour book may be introduced which goes home to parents each day. The children may also be assigned a Learning Mentor.

While it is the class teacher’s role to manage behaviour, the behaviour support leader should always be informed of any of the following circumstances: in order to support you and maintain a consistent approach towards behaviour throughout the school; (he may then inform the Head teacher)

- Any form of racist abuse or behaviour
- Bullying (when it is a serious concern or it continues after being dealt with by other staff previously ) (the Headteacher keeps a log of the above incidents.)
- Swearing (if it is a serious incident or pupil persists after a previous sanction)
- Graffiti  (if it is a serious incident or pupil persists after a previous sanction)
- Any significant injury /damage to person or property
- Any stealing ( the misappropriation of small items by younger pupils should initially be dealt with by class teachers.)
- A pupil who persists in behaving inappropriately

In cases of extremely inappropriate behaviour or repeated poor behaviour children can be

- excluded from school for a certain number of days
- excluded from school permanently

Internal exclusions will be decided by the Headteacher after consultation with relevant adults.

If a child persistently misbehaves at lunchtime, parents will be asked to take them home for the lunch period.
These are very serious sanctions and we would hope to avoid using them through home and school working together. The governing body has to be involved in cases of exclusion and parents have the right to appeal.

Children who are considered to be presenting severe emotional and/or behavioural difficulties will be given a high level of support through Individual Educational Plans and specific behaviour management strategies. Individual progress will be monitored closely by class teachers, behaviour support leader, learning mentor, SENCo or Headteacher according to needs.

Reward systems
These are used to reinforce and encourage positive behaviour.
- private acknowledgment: telling the person concerned that you are aware of their achievement
- public acknowledgment: drawing class/group attention to the achievement, sticker/certificate awarded in class or in assembly Gold book, Silver book, house points.
- privileges: leading/ending a line, choosing a favourite story/song/poem/activity/extra golden time/play time etc.
- Sharing work with chosen adult

Sweets are not appropriate rewards to use in school.

CLASSROOM CHARTERS
At the beginning of each academic year, each class agrees a RRS class charter. These are displayed in classrooms.

Home School Agreement
The Poplar Home-School Agreement was developed after consultation with pupils, parents, staff and governors. Children from Year 1 upwards have signed this document to acknowledge that they understand the contents and agree to abide by them.

We recognise that each situation regarding behaviour has to be dealt with according to the age of the pupil, their level of maturity and their particular circumstance and needs. However, no pupil can be allowed to behave "outside" the codes of conduct.

The Basic Six steps for Behaviour are a general guide for the majority of the children.

BASIC SIX STEPS FOR BEHAVIOUR

STEP 1
- Visual clue e.g. 'The look'
- Gesture e.g. thumbs down
- Move child into new space
- Praise for other children on task

STEP 2
- Apologise to group-cue group-’Excuse me for a moment everyone,’ - describe behaviour, positive correction of behaviour no partial agreement (Raise behavioural awareness/raise behavioural ownership)
- Refer to RRS class charter
- Child’s name on sad face/list/board etc
- Asked to work away from peers

STEP 3
- Sent ‘out’ of class (by door/ back of room within sight of teacher) 5/10 minutes max
- Reminder of respecting other children’s right to an education (article 28)
- Lose 5 minutes of playtime
- Lose GOLDEN TIME

STEP 4
- Sent to the phase leader for time out 5/10 minutes max - Take audience away from the child.
- No child should hold the class to ransom

STEP 5
- Sent to behaviour support leader-child completes thinking sheet (2nd time, a copy is sent to parents)

STEP 6
- Phone call to parents/speak to parents after school (behaviour support leader/class teacher)