

# **BEHAVIOUR MANAGEMENT POLICY**

## **AIMS**

The aim of **NADI SANAGAM PRIMARY** School's behaviour management policy is to create an ethos and environment that will develop children into individuals that are:

- *Courteous; • Respectful of their own, and others need and rights;*
- *Confident; • Emotionally literate;*
- *Tolerant; • Happy.*

## **We also aim to:**

- Enable the children to make the 'right choices' in terms of their actions and reactions;
- Develop a caring and positive attitude towards others, the environment and property;
- Foster an awareness of good citizenship;
- Develop links between home and school, which will provide children with a framework of acceptable standards of social skills and behaviour.
- Ensure learning and teaching is inclusive and enjoyable.

## **PRINCIPLES**

- Everyone is expected to consistently support the school ethos, routines and policies for the mutual benefit and safety of all concerned. Behaviour management is the collective responsibility of all staff, governors, parents and pupils.
- Good relationships and communication fostered between home and school, staff and pupils are of the greatest importance.
- Everyone must be treated as being of equal value in what they bring to school and contribute, regardless of gender, religion, cultural or ethnic background and positive stereotypes where appropriate should be actively promoted.
- Management of undesirable behaviour, by all members of staff, must be fair and consistent.
- We expect children to accept responsibility for their own actions.
- The school will work co-operatively to provide a relevant supportive curriculum for all pupils where individual and group needs are met.

- The school employs structures and systems that recognise and praise excellent behaviour i.e. Merit charts to reward and recognise good work and behaviour; including class incentives of 'Golden/Reward time'.
- Everyone is expected to be aware of the effects of bullying and racism on the school community. Cases must be reported, investigated and promptly dealt with. Such incidents should be recorded and then dealt with by the leadership team/pastoral team.
- Absenteeism is a key area to tackle in promoting positive attitudes.
- Managing pupil behaviour is not simply about responding to inappropriate behaviour, but about creating conditions which will encourage positive behaviour. Rules, rewards and sanctions should be stated positively; clear and specific; few and comprehensive; understood by all pupils; frequently reinforced in a positive way; devised in consultation with pupils and parents.

### **THE ROLE OF THE STAFF**

- All teachers share a collective responsibility for promoting good behaviour and managing behaviour problems positively.
- The key relationship is between the child and the class teacher. All staff should work positively to support this relationship.
- All staff should work positively to develop a wide range of supportive relationships with children and each other.
- Seeking the help, advice and co-operation of other colleagues is a positive, professional means of ensuring that behaviour management is seen as the collective responsibility of all members of Nadi sangam Primary School. Teachers are advised to seek help and support from the Head Teacher when they have concerns about the behaviour of a child.
- All staff needs to be aware of individuals; rights and responsibilities when dealing with behaviour. All serious incidents must be referred to the Head Teacher

### **CLASSROOM ENVIRONMENT & POSITIVE BEHAVIOUR**

Each teacher and their class have an option to develop their own systems of reward and praise or alternatively use the zone board and merit ladder rewards system. Some of the positive consequences for the good choices and good behaviour that children show are:

- regular verbal feedback to reinforce positive behaviour
- reference to good role models
- children are congratulated

- stickers or other small prizes / treats
- certificates: usually at end of term assemblies accompanied with a small prize
- Reward/Golden Time: for all children who have demonstrated good behaviour throughout the week

*Sweets are not used as rewards; as a healthy school, we prefer to reward in other ways.*

The organisation of the classroom is fundamentally important in managing behaviour. Teaching and learning should be interesting and varied and offer pupils a degree of choice. Account should be taken of pupils' preferred learning styles. Pupils should feel involved in the learning and teaching process. Well organized, purposeful co-operative learning activities can improve behaviour. Expectations should be regularly enforced and should be realistic but challenging. Teaching should encourage an accurate match between aspirations and ability. The teachers' every word and action should be based on the assumption that all pupils can achieve whatever is to be learned. Simple non verbal encouragement (smile, thumbs up, etc.) is effective. Teachers should model good behaviour patterns and be aware of their own stress control techniques. When pupils arrive in the classroom, initial contacts should be positive. Accusations should be avoided. The certainty of consequences is more important than their severity.

### **WHOLE SCHOOL-BEHAVIOUR STRATEGY**

Every class has a behaviour zone board. This will be used as a primary means of behaviour management. Children not complying with classroom expectations (who have not rectified conduct despite positive reminders) may subsequently be given a 5 minute short detention with the class teacher to discuss expectations/concerns.

This will be logged in each class teachers counselling file; details will also be passed onto to head teacher who will monitor and record it. If a series of detentions are triggered during a week- the head teacher will introduce a range of intervention measures to help re-dress any behaviour concerns. This may mean further lunchtime intervention sessions to give the child self-reflection opportunities to identify concerns.

All class behaviour records will be closely monitored on a weekly basis by the class teachers and Head Teacher. If appropriate intervention has not rectified behaviour concerns, then parents will be informed/consulted.

Serious misbehaviour (e.g. disrespect to staff, property or cultures, swearing, fighting) is very rare at Nadi sangam Primary School. Such behaviour would mean the break/lunch time detentions are by-passed and parents are notified immediately. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school. We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature i.e. we aim to remove the personal judgement so children understand and accept the school rules. We allow for differentiation of sanctions where appropriate. This is to reflect different levels of culpability (or fault) while maintaining consistency and fairness of the treatment of pupils.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task. We expect children to make good choices and older children to set a good example to younger ones. We expect children to not support the misbehaviour of their peers. We expect and encourage children to tell an adult of misbehaviour. The class teacher discusses the school rules with each class. This is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

### **COMMUNICATION AND PARENTAL PARTNERSHIP**

The school works collaboratively with parents / carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents / carers immediately if we have concerns about their child's welfare or behaviour - this includes if there is a pattern of regularly receiving warnings.

If parents / carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the H.T, and if still unresolved, the school management. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. Most parents / carers say their child feels safe at Nadi Sangam Primary School. One of the reasons for this is that we do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We have specific guidance to follow if an incident of bullying (including cyber-bullying) or racism occurred.

## **ANTI-BULLYING**

Bullying can happen in any school. At Nadi sangam Primary School, it is extremely rare. We have these principles and roles in place to ensure that bullying is quickly stopped.

## **DEFINITION**

Bullying is actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (e.g. being ignored or not spoken to). All are treated extremely seriously at Nadi sangam Primary School.

## **AIMS AND OBJECTIVES**

Our school is a safe and secure environment where everyone can learn without anxiety. Bullying is wrong and damages children's social and / or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable.

## **THE ROLE OF CHILDREN**

All pupils should know that hurting someone (physically or emotionally) is wrong and that bullying is wrong. Pupils should tell any adult (school staff or parent / carer) if they are being bullied, or if they think they might be. If bullying persists, they must keep on letting people know. Pupils should tell us their honest views about school in regular feedback e.g. boys/ girls meetings, informal conversations with H.T during lunch. These views can be specifically about bullying but may also be about how safe they feel at school.

## **THE ROLE OF TEACHERS AND OTHER STAFF IN SCHOOL**

All staff takes all forms of bullying seriously; they aim to ensure bullying is not acceptable at Nadi sangam Primary School. Teachers should communicate to children the message that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable. If staff witnesses an act of bullying, they should investigate it themselves or refer it to the Head Teacher directly.

## **THE ROLE OF PARENTS / CARERS**

Parents / carers have the responsibility of supporting this policy on positive relationships and behaviour. Parents/ carers concerned about bullying should contact their child's class teacher or the H.T. They might be worried that their child is being bullied, but they should also contact school if they suspect their child may be bullying someone else. If they are dissatisfied with the response, they should use our complaints procedure by putting a formal complaint to the school office.

## **TRANSITION AROUND THE SCHOOL**

Orderly behaviour is important to maintain a calm secure atmosphere and ensure safety for all concerned. It is the collective responsibility of all members of staff to consistently praise appropriate behaviour and to address inappropriate behaviours they may encounter around school.

## **PLAYGROUNDS**

To promote positive behaviours on the playground the following actions should be taken:

- Staff on duty, be on the playground at least two minutes before the start of playtime to receive children from other classes.
- All classes should be supervised onto the playground and staff should stay with their classes, if staff members on duty are late;
- Staff members on duty should patrol their designated area of the playground;
- All teaching staff should be available before the end of playtime to supervise the children walking into school and to reinforce this expectation;

## **WET BREAK TIMES**

To promote positive behaviours during wet break times the following actions should be taken:

- Children should be supervised at all times by staff;
- Break times should be kept within normal times so as not to cause disruption;
- Children should be adequately occupied e.g. having their playing games, or reading etc.;
- Children should be sent to the toilet a few at a time;

## **CONGRATULATIONS ASSEMBLIES**

There is a weekly congratulations/achievement assembly when the following successes are shared;

- individual children's behaviour/achievements are celebrated by class based staff
- attendance award- acknowledgement for class(es) with the highest attendance

## **GOLDEN/REWARD**

## **TIME**

Golden time is a PRIVILEGE TIME used to emphasise with all the children the importance of keeping to/within the school boundaries can have the privilege of golden time if they adhere to the boundaries.

## **OTHER**

## **REWARDS**

Teachers operate additional reward systems within their classrooms and across school; we believe that the systems used should be shared within the year group so there is a degree of consistency.

## **MONITORING**

## **AND**

## **RECORD**

## **-KEEPING**

The Head Teacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents with reference to the warnings system; we also keep a record of serious incidents that occur at break or lunchtimes.

## **EQUAL OPPORTUNITIES**

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

**Navneet Nilesch Kumar- H.T**