

Grindleton CE Aided Primary School



Policy Statement

Behaviour Management

As a unique village school, inspired by our Christian love, we strive to nurture our family to 'grow and shine in God's glory'. We will open our hearts to God's wonderful, diverse creation cherishing everyone as a child of God. Through Jesus' example, we will instil resilience and confidence for tomorrow.

'In the same way, let your light shine before others that they may see your good deeds and glorify your father in heaven.' Matthew 5 v16

The staff, children, parents and governors at Grindleton CE Primary School believe that a secure, happy, caring and welcoming environment, where relationships are based on mutual respect, help to develop self-esteem and promote good behaviour.

The purpose of this policy is to give a clear code of conduct for all at our school. It has been written considering the views of the whole school community and reflects the values and principles we consider to be important for our Christian school.

We believe that:

- School should encourage the children to develop self-discipline and a sense of responsibility.
- Staff should provide a positive role model.
- Good behaviour and discipline are learning processes and require cooperation between home and school.
- Respect and consideration should be offered to all
- Discipline must be fair and consistent and based on a positive approach.

- All children respond to positive encouragement, but naturally, there are situations that require a firm approach.
- If expectations are high, children will respond.

Expectations for Children

- Good manners and respect for other children and adults
- Show courtesy and speak politely to all adults irrespective of their role in school
- Show patience and not interrupt a conversation
- Please and thank you! Excuse me ... etc.
- Hold a door open for someone

Class room conduct

- Be responsible for their own behaviour
- Work quietly and responsibly, aware of the needs of others around them
- Be responsible for their own belongings and considerate of those of others or school property
- Be ready to listen first time
- Care for their classroom and keep it tidy
- Know that respect is a two way process

Around school and in the playground

- Move quietly and calmly, always walking in school
- Act with courtesy and consideration at all times
- Children must not open the door for strangers, but seek an adult to do so
- At break times all children should be on the school yard and not re-enter school without permission
- At "wet" playtimes children should occupy themselves sensibly and quietly in their classrooms
- Take care of the school building and surroundings
- Make sure all coats and bags are put on pegs and the corridor is tidy
- At break time respect the needs of others, allow space for all to play and give particular care to younger children

At the end of break time

- The staff member will raise their hand to attract the children's attention
- The children will stand still
- Children line up immediately
- Children should then walk quietly into school

Children should be made aware of these guidelines and school rules and their purpose. They should also be involved in the formulation of class/school rules and will be an issue for the School Council to discuss.

Expectations for staff

- All staff must be consistent in applying agreed behaviour management strategies
- Staff should apply positive behaviour management strategies and must be aware of the school policy, code of conduct and protocol and our philosophy and ethos.
- In applying discipline, address the behaviour not the child
- In certain situations firm discipline may be necessary (in the form of a raised voice) but no child should be balled or shouted at
- Staff should be aware of the stages of sanctions that can be applied where necessary
- Adults should act as role models to promote self discipline and responsibility
- Rewards are much more constructive than punishments
- Staff should be aware of their responsibilities towards children*

*Refer to documentation such as: Roles and responsibilities of teachers, contractual information and legal obligations, care of pupils, job description, Child Protection

Rewards

The Class Dojo online reward system is used throughout school. Children are rewarded with points to reward: good work, effort, helpfulness, kindness, use of the values, attending school and being on time etc. These are totalled up and at the end of the week the winner receives a prize from the prize box. The totals are tallied throughout the year and when the children reach a certain number of points they will receive a bronze, silver, gold and diamond badge.

Display of work or acknowledgement of good work, effort, good behaviour, etc before the whole class is also very effective and promotes self esteem.

Each week two children from school receive a "Star learner" certificate and can wear a badge for the week.

Each week two children from school receive a 'Values badge' to be worn for the week - these children are given specific responsibilities.

Sanctions

Any sanctions that are applied must be purposeful. Meaningless tasks such as "lines" or standing out must not be used. The aim of any sanction is to address the behaviour, enable the child to see the error of such behaviour and take responsibility for it. From this better self discipline is encouraged. Involvement of parents may or may not be included, depending on circumstances.

Sanctions and strategies may include:

- Loss of dojo point/s
- Loss of privilege - such as miss a playtime or miss golden time
- A warning - informing on the nature of the bad behaviour, what is expected.
- A more formal warning as to future conduct and what may happen if behaviour doesn't improve (such as inform parents)
- A letter to parents
- An interview with parents and child
- A strategy of action drawn up to address the problem and monitored over a period.
- Feedback to parents on progress

At Grindleton School such sanctions should be sufficient to manage behaviour effectively. There may be a rare occasion when more serious action has to be taken. Staff should make themselves aware of policies and guidelines regarding care and control of pupils, following all LEA and DfE guidelines.

Potential problems

Problems with behaviour are more likely to occur at certain times of the day, usually when pupils are not actively involved in the classroom. We are aware of these situations and try to minimise any problems. Such times include:

- When waiting in line
- Moving around school
- Playtimes
- Lunchtimes

Lunchtime Supervision

At lunchtime the member of staff who is on duty will take responsibility for supervision in the dining hall, assisted by the lunchtime supervisor. When the children have finished eating and allowed into the playground, the lunchtime supervisor will take responsibility for monitoring

playground behaviour and safety, although the overall responsibility will remain with teacher on duty, the Headteacher and other staff.

Parent's expectations and responsibilities

Regarding Behaviour Management, parents can expect our school to:

- Keep them informed regarding policies and strategies
- Give detailed information regarding positive behaviour strategies and how they can help
- The facility to discuss and resolve any concerns

Parents have a responsibility to:

- Support the school's Behaviour Management strategies
- Re enforcing the school's RESPECT for all policy
- Liaising with teachers regarding any problems that may affect a child's work, happiness and well being.

At Grindleton School we regard Behaviour Management as a joint responsibility between children, staff and parents. In this way we can be confident in ensuring the safety and happiness of all our children.

Updated March 2020

This policy will be reviewed annually and amended when required

Signed Chair of Governors

Signed *P. R. Holden* Head teacher