



CROXTETH COMMUNITY PRIMARY SCHOOL
BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES

Reviewed October 2017

Rationale

At Croxteth CP school we believe that every member of the school community has a responsibility for developing and maintaining a culture in which pupils can achieve to their full potential. Our new school values reflect our drive to educate our children and prepare them for their future lives as a thriving member of the community in which they live.

Our School Values:

Respect, Resilience, Determination, Honesty, Tolerance, Empathy, Courage, Kindness

The school has a clear set of rules regarding behaviour. Our School Rules:

1. Follow instructions
2. Let others learn and teachers teach
3. Keep hands, feet and objects to yourself
4. Be polite and show respect
5. Be in the right place at the right time.
6. Always be ready to learn.

Our rules and values were developed with the staff, children, parents and governors.

Experience has taught us that rewarding good behaviour encourages repetition of this behaviour. Inappropriate behaviour is dealt with firmly and fairly using a clearly understood set of consequences. Pupils are encouraged to recognise and understand the consequences of their behaviour and develop strategies to deal with their feelings.

AIMS AND OBJECTIVES

We aim:

- To develop a moral framework within which initiative, responsibility and sound relationships can flourish.
- To raise the levels of Self Esteem and attainment of all pupils regardless of background, race, creed, gender or disability
- To develop a sense of pride and achievement for demonstrating good behaviour
- To use a variety of classroom management strategies to deal with inappropriate behaviour in order that all pupils are given opportunities to manage their behaviour appropriately.
- To have a whole school rewards and sanctions system in place for acknowledging appropriate behaviour
- To foster a mutually respectful culture amongst staff and pupils when dealing with inappropriate behaviour
- To ensure the safety and well-being of all pupils, staff and the general public
- To protect the environment
- To create an environment where children can learn and teachers teach
- To teach pupils the need for self control and the need to be responsible for their own actions
- To teach pupils that actions and choices have consequences
- To enable pupils to develop and demonstrate positive attitudes

Implementation

It is vital for the success of our Behaviour Management Policy that there is a consistent approach by all members of the school staff.

It is the responsibility of all staff to support pupils in their efforts to display appropriate behaviour and to follow school rules. It is also their responsibility to encourage the development of lifelong good citizenship skills.

We encourage positive home school links in order to engage the support of parents in our efforts to develop a climate of good behaviour. There is a Parental Behaviour Policy written alongside this policy to complement our philosophy of good behaviour.

Rewards and Sanctions Ladder

All children from Nursery upwards have the opportunity to gain rewards for a variety of reasons whilst in school. Teachers approach their teaching in a positive way, always seeking to recognise good behaviour rather than look for inappropriate behaviour.

The school uses Class Dojo as a reward system. Children can receive Dojos as well as have them removed. The App can be downloaded by parents in order to track and monitor their child's behaviour and rewards.

Public acknowledgement of achievements takes place in class and in whole school celebration assemblies. The reward system is accessible to all pupils and fosters a great sense of pride between pupils and their families.

No physical or mental punishment of any kind is ever used but it may be sometimes necessary to reasonably restrain or move a child, if he or she is greatly disrupting learning or more especially causing distress, pain or endangering themselves or others.

There may be occasions where staff need to use reasonable physical means to separate pupils who are fighting. A child may be moved by trained staff using supportive holding methods if they refuse to leave a room or go with a teacher. This will be at the school's discretion and only as a last resort.

The rewards and sanction ladder was created in collaboration with all teaching staff and the children.

Rewards	Sanctions
Verbal praise	Verbal reminder – clear explanation why reminder has been given
Children receive dojo points when showing good behaviour, demonstrating the school values or for good work.	Loss of Dojo
The children will receive certificates/prizes for reaching milestones.	Time out in class – the child works on their own away from other children in class.
Postcard sent to parents from head teacher for continued good work and behaviour.	5 minutes of break missed – child is to finish work that has not been completed during the lesson.
Weekly golden time 20 minutes during the week free time/chosen activity for all children who have not had their name in the behaviour book	10-20 minutes lunch break missed – catch up with work not completed during the lesson. (The time is age and need dependent)
Whole school termly award for children who have demonstrated good behaviour and have not had their name in the behaviour book.	SLT to speak to child Teacher to speak to parents after school or to call home for an informal chat. Incidents at this stage will be recorded in a

	behaviour book.
<p>In addition to the above rewards, school will continue to celebrate those who show good behaviour, demonstrate good values.</p> <p>Weekly celebration – star of the week Year 6 – prefects School Council Eco Council Play Leaders</p>	Break time/Lunch time/Lesson time isolations for specified time. (The time/duration will be decided upon by staff and parents who will be informed) During lesson times the child is expected to complete work set by the teacher.
	Formal meeting with child, parents, teacher and head teacher/SLT
	Meeting held with SLT, SENCO, Parent, Teacher, child meeting to create action plan - behaviour to be monitored over a fixed period of time.
	Where there are persistent problems, a PSP will be written and discussed with Parents/Carers and the child. Other agencies may be contacted and involved at this stage.

Where there are physical acts of violence, bullying, racial/homophobic incidents, actions will be escalated to point 6 on the sanctions ladder and will be recorded as stated in line with school policy or Local Authority guidelines.

Children who do not respond to the usual classroom reminders about good behaviour sometimes need time out of the classroom to ‘cool down’ and to consider how to move forward more positively. They also have the opportunity, with the Pastoral Manager, to plan how they can behave in a more appropriate manner in the future. They are encouraged to think about the effect that their behaviour has on others and to consider how the other person was left feeling as a result of their behaviour. Should the Learning Mentor be unavailable then a member of SLT will carry out the same activity with the child.

All visits are recorded by the Pastoral Manager and parents may be contacted should any child fail to respond to the support given. The Pastoral Manager plays a very important part in our Behaviour Management procedures. She provides support and encouragement for pupils and works in partnership with parents to bring about change in pupils who sometimes have difficulty following school rules.

Lunchtime

Welfare assistants follow the same rewards and sanctions policy to ensure consistency across the school. Good behaviour at lunchtime is rewarded with stickers and dojos.

During the lunch period, the Play Leaders scheme encourages positive play and attitudes during this unstructured time. Children learn about turn taking, working as part of a team and following rules. Games and activities are organised by our Senior Welfare Assistant with the help of children, who are deemed positive role models to their peers.

Exclusion

On rare occasions it may be necessary for a pupil to be excluded from school for a fixed period or possibly permanently. Should we have to use exclusion we will always follow the correct

procedures and parents will be informed of their rights. We will always do our utmost to prevent this happening and use many intervention strategies to support pupils in danger of exclusion.

Parents

We always try our best to work in partnership with parents in our efforts to develop good behaviour patterns in our pupils.

Our Pastoral Manager provides a strong link with families and will make home visits to support pupils when necessary. Parents are welcome to make appointments with the Pastoral Manager to discuss any issues involving their child. Interventions by the Pastoral Manager will, in many cases, prevent behavioural difficulties developing further.

Other agencies

It is sometimes necessary to enlist the help of outside agencies to support children and their families overcome behaviour difficulties. Children's Services; local community groups such as Croxteth Child Development Services; the Educational Psychology Service; Behavioural outreach support and the medical team at Alder Hey can be instrumental in guiding us towards the correct course of action for pupils with behaviour problems that could be for medical reasons.

Sometimes the local police will support pupils by discussing their role and advising how pupils can get help should they require it.

Care of School premises and sites

We encourage our pupils to take pride in our building and its surrounding environment. We encourage our children to take pride in their local community.

Policy reviewed October 2017