

# Bhaktivedanta Manor School



## Behaviour Management Policy

<b>Authority</b>	<b>Name</b>	<b>Reviewed Date</b>	<b>Next Review Date</b>
<b>Governing Body</b>	<b>Members</b>	<b>May 2017</b>	<b>September 2018</b>

# Behaviour Management Policy

## The Aims of the Policy

We are committed to promoting an atmosphere within the school which is based on mutual respect between all adults and children. We will promote positive behaviour throughout the school so that everyone can enjoy themselves and feel happy and safe.

The managers and staff of the school will promote a positive approach to behaviour through their actions and relationships. We have high expectations of all those who attend the school and expect that everyone is considerate and has respect for each other. All parents and children will be given copies of the policies and ground rules when the children begin school.

## From Policy to Practice – Implementing the Policy

- All staff will provide a positive role model in the way that they relate to each other and the children in the school. They will encourage everyone to act thoughtfully and courteously to each other and to respect all school property.
- Regular celebration assemblies where we praise and reward children with exceptional behaviour during classtime, lunchtime and playtime.
- All classrooms will have a praise and reward system (i.e. stickers/charts, etc) to reinforce excellent behaviour
- Staff will avoid damaging children's self-esteem by humiliating them
- Staff must not use any physical intervention except if there is danger to themselves or other children.
- Staff must record any incidents of a serious nature and inform parents as soon as possible.
- Staff should encourage children to challenge bullying or other inappropriate behaviour.
- Staff should encourage and praise children for positive behaviour so that they are aware of the kind of behaviour that is wanted.
- To use methods of practice which promote positive behaviour such as distraction and rewards.
- To refer to behaviour that is not acceptable and discuss this with the child.
- Examine the ground rules in the classroom in discussion with the children.
- Be consistent in your approach.
- Ensure that parents and children are aware of how to use their homework diaries and that they are checked regularly and signed.
- All behaviour issues to be dealt with in a developmentally appropriate manner
- Children must be made aware that it is their behaviour that is not acceptable and not them.
- Serious incidents such as racial abuse, sexism or bullying must be challenged immediately and dealt with. The serious nature of the incident must be discussed with the child and recorded in student files. Parents must be informed of the incident and your action.
- Sanctions for inappropriate behaviour should be discussed and made know to everyone. Time-out can be very effective as long as the child is not humiliated in the process. For older children, detention can be implemented. In some extreme cases, it may be necessary to exclude the child for a short period or even permanently. This course of action would only be suitable if all other actions have been tried and the child's behaviour still has an adverse effect on the school and other children.

## We encourage good behaviour by:

- Good classroom management including well-defined routines
- Being calm, fair, firm, clear, consistent, positive and understanding
- Praising good behaviour as it occurs
- Explaining and role modelling the behaviour we want to see

- Encouraging pupils to be responsible for their own behaviour and goals
- Letting parents know about their children's good behaviour
- Rewarding individuals and groups of pupils for behaving well in the classroom and through assemblies
- Using 'Circle Time' activities as appropriate
- Explaining reasons for any sanctions
- Encouraging pupils to be proud of their school
- Using 'Pausing to be' and 'Reflection Time' in class to create a positive climate for learning.

### **Rewards:**

We praise and reward children for good behaviour in a variety of ways and these include:

- Verbal praise, stickers from the class teacher
- Positive comments in books and diaries
- Recognition in class assemblies and celebration assemblies through certificates/prizes
- Visits to the Headteacher
- Golden Time
- Awards day at the end of term

### **Behaviour which is Deemed Unacceptable:**

1. Bullying
2. Hurting others either physically or emotionally (e.g. through inappropriate language or gestures which can be interpreted as racist, sexist or homophobic)
3. Being disrespectful to teachers and elders
4. Not following the instructions of the teacher
5. Damaging property
6. Disrupting the learning environment

### **Consequences for Minor Behaviour Issues**

We use a consistent system throughout the school which is as follows:

1. Children are given a strike for minor issues, and if they get three strikes they lose 10 minutes of Golden Time (KS1) or have a 10 minute break or lunch detention where they have to complete a selected worksheet (KS2).
2. This is recorded in classrooms via appropriate type of graphical chart (eg.Smiley/Sad Face). This system allows for rewards as well as punishments; rewards are recorded on reward charts and prizes are given based on rewards.
3. If a child is given three or more 10 minute detentions in one week, parents will be contacted to come in to discuss an Individual Behaviour Plan.

### **Consequences for Unacceptable Behaviour**

1. If a child is found to be bullying and intentionally hurting others either physically or emotionally, disrespectful to teachers and elders or damaging property, then they will lose 10 minutes of Golden Time (KS1) or have a 10 minute break or lunch detention where they have to complete a reflective sheet (KS2). Their teacher will speak to them and explain and discuss why they are given this detention.
2. If a child is given three or more 10 minute detentions in one week, parents will be contacted to come in to discuss an Individual Behaviour Plan.

3. If a child chooses to dishonour the detention they are given, they will automatically be given an after school detention. Teachers will provide children with work to complete during their detention.

### **Consequences for Extreme Behaviour**

If a child intentionally hurts another child or adult, damages property or is disrespectful to their teacher in a highly unacceptable manner, parents will be contacted that day and the child will be suspended from school the next day. Think Sheets will be given to the child to complete to help them reflect on their actions.

### **Early Years Policy in Action**

- All children start daily with Smiley/Sad Face system on whiteboard. Start on the happy face, move to yellow face after three warnings. After 3 warnings children move to red face means where they get will have to spend 5 minutes on the Thinking Chair and reflect on their actions/behaviour.

### **Additional Notes**

- If homework is not handed in on the set time, the child will be given a 10 minute break detention (KS2) or get a strike on the board (KS1).
- Notes may be written home or in the reading diary book from the teacher to parents
- Parents will be informed of a child's behaviour at consultation time with teacher
- A child may be requested to meet with the Headteacher to discuss their behaviour

Next Review Date: **September 2018**