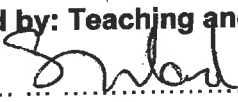




BEHAVIOUR MANAGEMENT POLICY

Approved by: Teaching and Learning Committee

Signed : 

Date: 7th March 2019

Review Date: March 2020

(Reviewed annually)

Introduction

The focus of this policy is to develop a positive climate within Stone Hill School, which firmly insists upon high standards of behaviour.

- **Behaviour Management Policy**
- **Expectations-School Rules**
- **Classroom Procedures**
- **Awards, Rewards and Privileges**
- **Sanctions**
- **Allegations against staff – see separate policy adapted from LA policy**

Rationale

Good behaviour is essential if effective learning is to take place. This 'Behaviour Policy' results from consensus of all staff, and is intended to be an important element in achieving the aims of the school.

So that life in Britain in the 21st Century can be fulfilled, the aims of this policy are:

- To ensure the safety and well being of all pupils
- To ensure the safety and well being of individual pupils
- To ensure the safety and well being of staff
- To protect the environment
- To divert a pupil from an inappropriate to an appropriate behaviour
- To teach pupils that actions and choices have consequences
- To allow pupils to develop and demonstrate positive abilities and attitudes
- To ensure that spiritual, moral, social and cultural development is considered.

All staff have an essential role to play in providing a good example to our pupils. Positive relationships between adults and pupils will highlight the importance of MUTUAL respect, personal values and the necessity to work hard, listen and understand.

The success of our efforts will depend to a large extent on our ability to provide a school community which promotes self-esteem, and encourages self discipline and hence the personal desire to adhere to the school's high standards of work and behaviour.

Expectations

The Staff

The staff at Stone Hill School will be good role models. They will do this by:

- Being punctual to their commitments in school
- Being prepared with lesson plans and resources for each lesson
- Treating pupils with respect, addressing pupils in a polite, calm and respectful manner (i.e. - whenever possible not shouting)
- Showing a willingness to listen and understand
- Insisting on high standards of behaviour from pupils
- Taking steps to teach acceptable behaviour
- Not tolerating bad language
- Following the consistent approach set out in the behaviour document.

The Pupils

The pupils at Stone Hill will be expected to:

- Walk when moving around school
- Talk appropriately to staff and other pupils
- Wait their turn to speak
- Be polite
- Be punctual
- Respect others' property
- Show consideration for others
- Wear the appropriate school uniform
- Behave appropriately on the way to and from school.

These expectations will be indicated by the class teacher on a regular basis and also displayed suitably in all classrooms.

Awards, Rewards and Privileges

Parents and carers are informed of achievements through daily planners, by letter, telephone call, annual reviews and reports and at open evening.

- Recognition of achievements during Friday's assembly
- Stickers and points
- Golden time
- End of term trips
- Others may be tailored to individual pupils.

When appropriate, awards and rewards are discussed at school council meetings and suggestions sought and provided by the pupils.

Trophies

Each term, trophies are awarded by staff (including the Headteacher) for academic and social progress. These awards are made after consultation with all staff. Evidence of awards - photographs, certificates etc - are displayed around school and recorded in the pupil's Progress Files.

Sanctions

We look in the first instance to changing pupils' behaviour by being positive and using rewards and privileges. However, there will always be occasions when a sanction will have to be applied.

In all disciplinary action it is important that the child understands fully that it is his/her behaviour that is not acceptable, not the child as a person.

- Verbal reprimand
- Loss of break or lunch-time activities
- Phone call to parents and carers
- Time out of lesson
- Parents and carers asked to attend school.

Suggested Report Card System

Weekly Target Booklet may help certain pupils to stay on task. Targets should be positive and set with the pupil and they should be achievable to ensure success.

Learning Mentor Support

Pupils may be referred to the learning mentor support. The referral system is through Key Stage Leaders in the first instance, Deputy or Headteacher.

Data Base

The school operates a database (SIMS) on which we record both positive and negative behaviours. These are recorded on sheets by all staff and cover a wide range of activities. It enables us to see patterns in behaviour, i.e. – on which day do we get most disruption? Which is the most difficult time of day? Which areas of the building cause most difficulty etc? It produces a professional record when dealing with repetitive disruptive behaviours and can inform a pastoral support plan for individual pupils.

Here is a guideline for sanctions and level of involvement taking all the above points into consideration and often after all positive reinforcements have been attempted.

	Issue	Sanction	By Whom	Additional Action
C1	<ul style="list-style-type: none"> ▪ Inattention/lack of application ▪ Minor distractions and disturbances (e.g. lateness to lessons, running in corridor, dropping litter, name-calling, telling tales, noisy in class or around school, silly noises and attention seeking ▪ Persistent Stage 1 ▪ Refusal to follow instructions or accept reprimand ▪ Inappropriate language ▪ Leaves class without permission ▪ Refuses to complete work ▪ E-Cigarettes or Cigarettes and lighters in school ▪ Racist or sexist remarks 	<ul style="list-style-type: none"> ▪ Class strategies ▪ Verbal reprimands/in class ▪ Isolations/moving to position near the teacher etc. 	<ul style="list-style-type: none"> ▪ Teacher (classroom management strategies) ▪ Teaching Assistant ▪ Support from other Class Teachers 	<ul style="list-style-type: none"> ▪ SLT
C2	<ul style="list-style-type: none"> ▪ Persistent Stage 1 ▪ Refusal to follow instructions or accept reprimand ▪ Inappropriate language ▪ Leaves class without permission ▪ Refuses to complete work ▪ E-Cigarettes or Cigarettes and lighters in school ▪ Racist or sexist remarks 	<ul style="list-style-type: none"> ▪ As above ▪ Teacher/pupil Discussions either in or out of lessons ▪ Loss of breaks/responsibilities 	<ul style="list-style-type: none"> ▪ Class Teacher ▪ Teaching Assistant 	<ul style="list-style-type: none"> ▪ Discussions to discover reasons for behaviour ▪ Green sheets filled out ▪ Self-help report book issued
C3	<ul style="list-style-type: none"> ▪ Persistent Stage 2 ▪ Language directed at peers or staff threatened ▪ violence against others ▪ Absconders 	<ul style="list-style-type: none"> ▪ As above and longer loss of privileges 	<ul style="list-style-type: none"> ▪ Class Teacher and member of SMT 	<ul style="list-style-type: none"> ▪ Pupil put on report book ▪ Parents and carers contacted if appropriate ▪ Green sheet
C4	<ul style="list-style-type: none"> ▪ Persistent Stage 3 ▪ Major disruption to class ▪ Bullying ▪ Fighting ▪ Vandalism 	<ul style="list-style-type: none"> ▪ Loss of all privileges ▪ Use of isolation areas and rooms ▪ Parents and carers informed 	<ul style="list-style-type: none"> ▪ Class Teacher ▪ SMT and Head 	<ul style="list-style-type: none"> ▪ PSP created ▪ Parents and carers informed and invited to school or home visit ▪ Learning mentor involved ▪ Green sheet
C5	<ul style="list-style-type: none"> ▪ Persistent stage 4 ▪ Excessive vandalism/graffiti ▪ Extreme language towards staff ▪ Assaults on pupils or staff ▪ Thieving ▪ Alcohol ▪ Drugs abuse ▪ Sexual impropriety 	<ul style="list-style-type: none"> ▪ Loss of all privileges until further notice ▪ Fixed term Exclusion ▪ Parents and carers consulted as to further problems and consequences Isolations 	<ul style="list-style-type: none"> ▪ All Staff and Head ▪ Governors informed 	<ul style="list-style-type: none"> ▪ Learning mentor to raise CAF ▪ LA informed if appropriate
C6	<ul style="list-style-type: none"> ▪ Persistent stage 5 ▪ Intentional assaults on staff ▪ Illegal substances on site 	<ul style="list-style-type: none"> ▪ Fixed term exclusions followed by possible permanent exclusion 	<ul style="list-style-type: none"> ▪ Head/Governors/LA 	<ul style="list-style-type: none"> ▪ Alternative provision sought ▪ Home Tutoring ▪ PRU support

The use of the Teaching Assistant is important in pupil control at all levels and a team approach to behaviour management is important.

