

HAYMERLE SCHOOL

BEHAVIOUR MANAGEMENT POLICY

Aims

- To foster an environment which encourages appropriate and positive behaviour.
- Staff, pupils, parents and governors are aware of the expectations, rules, sanctions and rewards, and work in partnership to achieve consistency.
- To help pupils reach a level of self-discipline, which provides them with security, a sense of achievement, a feeling of being valued and encourages positive behaviour in social settings, respecting themselves and others.
- The four school rules, sanctions and rewards are implemented consistently and fairly throughout the school.

Partnership with Parents and Carers

A strong working relationship with parents/Carers will benefit pupils when they realise that we are working towards the same goals. Contacts can be developed and maintained through home/school diaries, phone calls, letters, meetings, reviews and parent /carer home school behaviour plans.

Positive Behaviour Management

At Haymerle School we follow an assertive discipline behaviour management programme, rewarding good behaviour and dealing with unacceptable behaviour in a variety of ways according to the incident.

The four school rules apply wherever the child is in the school and whoever they are with.

- 1. Keep hands, feet and objects to yourself.**
- 2. Follow instructions at school.**
- 3. Hands up to speak or move.**
- 4. Always speak nicely.**

Class teams might also wish to include some class specific rules. Often this works best when done in consultation / discussion with the children.

These rules are reinforced with the children every day as well as explored as part of the PSHCE Curriculum and during assemblies as appropriate. Staff will use appropriate sanctions and rewards strategies for acceptable or unacceptable behaviour.

Using Let's Make a Deal

To support all of our pupils we use 'Let's Make a Deal' strategy consistently with verbal and non verbal pupils identifying positive motivators to encourage pupils to

develop appropriate behaviour and receive rewards and positive feedback consistently.

All staff will ensure that they have identified **appropriate motivators** and allow pupils to **choose** the preferred motivator for their Let's make a Deal.

Staff will regularly review motivators with pupils to ensure they are effective. *(More information on LMAD is available in the PEC's Handbook.)*

Some Possible Rewards

1. Verbal praise (including peer praise)
2. Notes or phone calls home about the good behaviour.
3. Stamps, stars, stickers, Head teacher Certificate and merit awards (to be collected towards certificates or book awards - negotiated with the child as appropriate)
4. Certificates
5. Gift Token- (at the end of every term)
6. Class Reward - negotiated with pupils and Staff for group activity or award

Possible Sanctions

1. Verbal warning, checks
2. 'Quiet time' - 1 minute, 2 minutes
(The frequency and time allocation will vary dependant on the strategies in place for each pupil and will be evident on each pupils care plan as needed)
3. Paired teacher - 15 minutes
4. Sent to Headteacher or Deputy Headteacher
5. Letter or phone-call home- Class teacher or from SMT
6. Sanctions including time spent in the time out area during playtimes
7. Exclusion

Teachers and support staff will know which of the sanctions / rewards are most effective with individual pupils.

Pupil motivators, preferred rewards and most effective sanctions and behaviour management strategies will be evident for each **pupil in their care plan** (or behaviour plan for some pupils).

Parents and Carers

Good relations and communication with parents and carers is essential to ensure challenging behaviour is managed well. Using the Home School contact book and / or telephone conversations to share goals, targets and sanctions can be very effective.

It is essential to share good behaviour and positive information about a child's behaviour with parents and carers to ensure that praise and rewards are given accordingly.

In line with Southwark's policy, corporal punishment does not form part of our behavioural policy.

Physical punishment of children is never appropriate and is considered an act of assault, which will always lead to the implementation of disciplinary procedures.

Dealing with violent or aggressive behaviour from pupils can be stressful and challenging.

Staff must follow the guidelines set out in the **Physical Intervention and Physical Contact Policy** when managing this kind of behaviour at school.

Discipline and Boundaries

Our standards need to be consistent if children are to have the security of knowing what behaviour is acceptable or unacceptable.

We will not accept the following:

- Violent, Bullying, racist or sexist behaviour (always to be logged in the incident books in the Head's office).
- Fighting or violent behaviour (towards staff or pupils).
- Threatening other children.
- Destroying property.
- Stealing.
- Disrespect and disobedience.
- Swearing (use your discretion!)
- Leaving class without permission

Assaults on staff or repeated assaults on other pupils may result in fixed term exclusion.

We should always react if pupils cross the clear expectations of behaviour but we do have to react sympathetically and bear in mind the specific difficulties our children have when we are coping with challenging behaviour.

We need to remember that for many of our children, school is a safe place to be angry. However do not let a child constantly disrupt lessons.

Do give positive reinforcement - children respond well to being praised, and most really want to please you.

Do be clear and positive about the kind of behaviour we want to encourage, Catch the children when they are behaving as you would like and reward this to reinforce this with the children- such as:

- Good manners.
- Children are expected to put up their hands or using 'Help' card to gain attention in class.
- Kindness, thoughtfulness and respect for other people's opinions and property.
- Good time keeping.
- Good school attendance.
- Sharing
- Pride in schoolwork and their environment
- Self-discipline and self-motivation

All staff will be aware of the importance of modelling appropriate behaviour to the pupils and will praise and reward good / desired behaviour and respond calmly and consistently when managing inappropriate behaviour.

Staff will ensure they have appropriate communication support and motivators with them through the day and will communicate with or instruct the pupils in an appropriate manner without shouting / using a raised voice.

It is important to reward good behaviour frequently (LMAD positive reinforcement and other strategies), therefore avoiding the build up of potentially unacceptable behaviour, and to provide good peer role models for the children.

To be reviewed September 2018

Gillian M. Samerai
Chain of Governors
17.10.17