



A world of opportunities

BEHAVIOUR MANAGEMENT POLICY

Signed	<i>V. Garrett</i>
Role	Chair of Governors
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Approved by (Committee)	FGB
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Northwood Primary School

Positive Behaviour Management Policy

Policy Rationale

We believe that children will strive to reach high standards of behavior and low expectations will illicit low standards of behaviour. Therefore, we endeavour to maintain high expectations through a consistent and positive behaviour management policy. We wish to ensure a happy and caring community, which encourages respect for others' feelings, beliefs and possessions within a stable and caring environment. We understand that such a community needs a structure to support acceptable and agreed forms of behaviour. We wish to implement a positive behaviour management system in which all adults within the school consistently model the desired standard of behaviour. We expect the onus of the children's behaviour to be on them and so give them every opportunity to be involved in managing their own behaviour.

As a school we recognise that good behaviour is closely linked to lively and stimulating teaching and is supported by valued relationships between all members of the school community. Our behaviour management policy is structured so those children who meet the required standards of behaviour will automatically receive the reward. As a school, we use the Jenny Mosely Golden Behaviour and Circle Time model to support our children in managing their own behaviour. <http://www.circle-time.co.uk/>

Purpose of the Policy

To enable pupils:

- To develop responsibility for their own behaviour
- To develop respect for others
- To encourage and foster positive attitudes
- To develop a co-operative approach
- To develop an understanding of the need for responsible behaviour (safety, thoughtfulness etc.)
- To develop an effective range of strategies for dealing with problems.

To enable adults:

- To consistently model high standards of behaviour
- To encourage and support children at every opportunity.
- To consistently follow an agreed format of rewards and sanctions
- To support each other with the agreed format
- To provide children with a consistent framework of expectations.

- To ensure that opportunities and/or training are given to the children so that they can become more responsible for their own behaviour e.g. Circle Time and playground buddies.

School Codes

Behind all of our school codes, there is one fundamental philosophy that is expressed by the Northwood Primary School 'Golden Rule' "We treat others as we would want to be treated". Our Golden Rules are displayed in every classroom and regularly reinforced in assemblies and Circle Time sessions.

Rewards and Sanctions

Golden Time

We assume that the children will behave according to the school codes at all times and therefore the children automatically receive their reward for good behaviour. The reward given is 30 minutes of Golden Time.) It is taken weekly and will normally take place on a Friday afternoon.

Every day should be a brand new chance for the child. The adult reminds the class/group in a positive way that they are going to help a child earn back their Golden Time. ALL adults working with the children, (teachers, teaching assistants, students, helpers, supply staff etc) work to our Golden Time code.

Individual Rewards

'Catch them being Good' is our motto and we use a range of strategies to praise the children and encourage good behaviour. (See document)

Some children may require additional incentives to modify their behaviour.

Tokens could be earned quickly and easily for such things as smart lining up, good listening, and sitting in class and during assemblies etc.

The children should also have an opportunity to nominate other children for rewards too

Loss of Golden Time or Playtime

Time out of Golden Time is meted out in 5 minute chunks. The child who loses golden time sits with an egg timer until his/her time is spent.

Children can sometimes miss playtime if this is deemed appropriate.

That they have made and how they can make the situation better. This is called 'Manners Club' for Key Stage 2 children.

Loss of attendance at clubs or on trip:

If the behavior of children does not improve then the Headteacher can stop children attending after school clubs or event school trips.

Exclusions:

These happen very rarely; however the Head Teacher and Assistant Head Teacher do have the authority to exclude a child either temporarily or permanently. These exclusions are used when a child is violent and is a danger to themselves or others. This can also happen when a child has sworn or been aggressive to a member of staff.

Celebration of Achievement Assembly

This assembly will occur on a weekly basis to recognise the achievements of the children at an individual and class level. In this assembly, children will be named and their Golden Behaviour that week will be read out in assembly and put on the weekly newsletter.

Hierarchy of Sanctions

Most day-to-day behaviour issues are managed through the implementation of Golden Time with the children owning the responsibility for the loss and recovery of this. In the rare occasions when the loss of Golden Time is deemed insufficient, then the Head teacher may need to intervene. Children with emotional /behavioural difficulties will be monitored and managed by the SENCO, Headteacher, class teacher and relevant outside agencies, (after consultation with parents). Parents will always be invited into school to discuss their child's behaviour and work in partnership with the school to support strategies to improve their child's behaviour.

It is essential that all sanctions are fair and consistent.

Playtime can be the most challenging time for children to manage their own behaviour. The highest expectations are placed upon the children to meet the standards expected of them. We recognise that children's behaviour in the playground is inextricably linked to our behaviour management and PSHE teaching in the classroom.

Therefore we recognise that all staff must work in partnership to raise standards and maintain consistency.

MSAs and other staff will reward examples of positive behaviour at lunchtimes and can nominate children to be put into the Golden Behaviour Book.

Conclusion

We aim to foster a community where all individuals are welcomed and supported. We aim to teach respect, understanding and an awareness of the needs of others within the school and wider community.