



*A world of opportunities*

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## BEHAVIOUR MANAGEMENT POLICY

Signed	<i>V. Garrett</i>
Role	Vice Chair of Governors
Date	19 <sup>th</sup> November 2014

Approved by (Committee)	FGB
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# Northwood Primary School Behaviour Management Policy

## Northwood Primary School Aims

"We want every child in our school to reach their maximum potential, to be happy and confident, adventurous and determined to succeed, ready to become healthy global citizens." We work hard but we have fun!"

- To create together a learning community for children and adults that is high in expectation and challenge and grounded in first hand experience, a community that is self-evaluating and continually striving for improvement.
- *To ensure that all adults and children in our school are respected and respect others, their cultures, their differences and their opinions.*
- *To encourage in our children a sense of care and tolerance and the courage to take increasing responsibility for their own actions*
- *To secure a commitment to excellent behaviour*
- To engage the whole school community in providing a powerful learning environment, rich in creativity and innovation, where we celebrate the achievements of all.
- To work with families and members of the local community to create strong links and to place our school at its heart.

## **Rationale**

We believe that children will strive to reach high standards of behaviour. 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 Social and Emotional Aspects of Learning (SEAL) materials and the Jenny Mosely Golden Behaviour and Circle Time model to support our children in managing their own behaviour.

## **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 Peer Mediation.

## **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. (See description of practice document to be read in conjunction with this policy document.)

## **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. (See supporting document Positive Behaviour Management at Northwood School) It is taken weekly and will normally take place on a Friday afternoon.

Every teaching session 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. A quick chat with that child to remind them of the behaviour that lost them 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.

If there is the need for the children to reflect upon the consequences of their actions, they may be asked to complete the Northwood Primary School 4Ws Sheet where they have to consider the following questions: **What I did** (against our class/school rules), **What rule** (or right) I broke or infringed, **Why I did it** (my explanation) and **What I think I should do** to make amends. This process allows the child to reflect upon the behaviour choices that they have made and how they can make the situation better.

## **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 written up and displayed on the Golden Behaviour board.

## **Hierarchy of Sanctions**

Most day-to-day behaviour issues are managed through the implementation of Golden Time and the 4Ws sheet, with the children owning the responsibility for the loss and recovery of their Golden Time. 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 seen to be fair, consistent and immediate.

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. We encourage and actively promote a caring attitude to one another and the environment. Activities like weekly chatting chums sessions and termly Community Build projects are the cement on which these foundations are built.

*This policy is to be read in conjunction with our Anti-bullying and Safeguarding Children policies.*