



BROOKE HILL ACADEMY TRUST

BEHAVIOUR MANAGEMENT POLICY

The aim of this policy is to establish a consistent approach to the management of the behaviour of pupils in and around the school and to promote in the pupils themselves a positive attitude towards good behaviour, high esteem and a standard of discipline which emanates from within. In all our schools we believe that at all times the ethos of the school must be conducive to this. **Staff should be aware of the DfE document “Use of Reasonable Force in Schools”**. The policy will be reviewed biennially.

CLASS MANAGEMENT

Aim

To create a calm and relaxed working atmosphere which ensures the optimum opportunity for learning.

Strategies

- Take control of your working space. Arrange the room to facilitate independence and clear organisation.
- Plan the day with suitable and appropriate activities that provide different learning opportunities and differentiation.
- Define levels of noise that are acceptable for the task in hand.
- Be aware of pupils who are not conforming to expectations and speak quietly to them as individuals.
- Remember that you are a role model for the children.
- Ensure that all pupils enter and leave the class in a quiet and orderly manner.
- Be mobile! You should go to the children rather than have them coming to you.
- Be aware of the movement of individuals when moving round school.
- Allow sufficient time to tidy up at the end of activities and/or sessions.
- Make sure the children are taught proper use and care of all classroom resources and equipment, the correct way to access them and return them. Label your drawers and shelves.
- Monitor the pace, variety and level of work.
- Ensure joint ownership and responsibility between teacher and child for the ethos within the class environment.
- Remember to praise and use positive behaviour strategies

PLAYTIMES

Aims

1. To make sure the children enter and leave the building in an orderly manner.
2. To make children aware of where they may play, when and with what.
3. To encourage children to play in a manner which shows responsibility and consideration for others and to care for any equipment used.
4. To encourage children to respond appropriately to the signals which mark the end of playtimes.

Strategies

Duty teachers should be on the playground before the other classes, in order to supervise the children in a safe and appropriate manner. All staff are aware of the rotas.

Any alterations to this routine will be managed by a member of SLT, Head of School or Executive Headteacher.

The duty teacher will:

- Insist that all activity ceases on the given signal.
- Make the decision as to whether the field is suitable for use.
- Send each class into school. Children should walk quietly and sensibly into the building.
- Teachers should be in their areas to greet the children.

WET DAYS

Aim

To achieve continuity, progression and calm.

Strategies

- During spells of inclement weather, children will remain in their area at playtime. The decision regarding indoor play should be taken by the duty teacher and a message sent to colleagues as soon as possible. Drawing materials, games or comics will be used to occupy children for the period of playtime.

CLOAKROOMS

Aims

1. To encourage the children to use the cloakroom in a calm, quiet, friendly and safe manner at all times.
2. To encourage the children to keep cloakroom areas tidy.
3. To prevent loitering and unnecessary time-wasting.

Strategies

- Insist that pupils using the cloakrooms walk into them in a quiet, controlled manner.
- Ensure that cloakrooms are supervised and checked for daily clutter by individual class teachers.
- Ask those collecting children at the end of the day to wait outside in order to avoid congestion.
- Encourage children to have a suitably sized, named bag for their belongings and use the lockers provided where appropriate.
- Make sure that cloakrooms are cleared at the end of a school week. Remaining property will be collected and put in the lost property box

MORNINGS

- Children arrive in school for 8.45am.
- The Premises Manager opens the playground gate at 8.30am.
- Children walk quietly into school when they arrive.
- Teachers should be in their areas to greet the children.

LUNCHTIMES

Aims

A calm ethos in order to:

1. provide the children with a socially acceptable situation in which to eat their lunch, thus encouraging good table manners and sensible behaviour.
2. provide adequate supervision throughout the lunchtime period.

Strategy

To have a routine with which all children are familiar, because of the necessity for multiple sittings. Consideration should be given to timings.

The suggested times are:

Foundation/ Key Stage 1		Nursery lunches will be collected from the hall and then served in the Nursery.
	12.00pm	Reception/Y1 children should be brought up to the hall by their teachers/teaching assistants.
	12.00pm	Year 2 children brought to hall. All children wait until asked to collect their lunch..
Key Stage 1 Home Children		Do not leave the building before 12 noon and should not return before 1.00pm. Teachers should remain in the hall until 12 noon.
Key Stage 2	12.10pm	ALL children in KS2 lunches go outside.

KS2 lunches are in 2 sittings and a whistle will be blown to indicate when children should go into the hall.

1.05pm The whistle is blown for afternoon school.

Lunch Boxes

Lunch boxes are taken to the classrooms at registration time where they will be stored until lunch time. Key Stage 1/ Foundation take their lunch boxes directly to lunch. Key Stage 2 collect lunch boxes and take them to lunch.

Empty lunch boxes – All children return their lunch boxes to the appropriate storage point.

During the lunch break, the responsibility for behaviour management lies with the Head of School or, in their absence, with the most senior teacher on the premises. Currently seven lunch time supervisors and one teacher assist in this role. The supervisors have the authority to award House Points/ stickers and lunchtime award cards. It must be remembered, however, that children do not always heed the words of the supervisors in the same way as those of the teaching staff. As the Head of School cannot be in all places at all times it is appreciated when teachers apprehend children as and when necessary as they move around the school.

Wet lunch times can cause problems. Staff should make sure that there are sufficient crayons, papers, comics and games, which are known to children and supervisors, in their rooms.

Be in your classroom promptly at 1.05pm to assist in the clearing away process ready for the afternoon session.

COLLECTIVE WORSHIP/ ASSEMBLIES

Aims

1. To create a relaxed atmosphere suitable for the spiritual, social and cultural development of the pupils.
2. To encourage each pupil to participate as a member of a large audience and respond appropriately.

Strategies

- All classes should arrive promptly for a 9.10am start.
- Leave adequate time to assemble in a quiet and orderly manner, whilst music is playing in the hall to encourage quiet and calm behaviour.
- Staff should remain and supervise their class until all children are assembled.
- Children should be dismissed from the hall in an orderly manner by the teacher on duty and class teachers should ensure that children are taken quietly back to class.

BEHAVIOUR THROUGHOUT THE SCHOOL

We believe that a positive approach to discipline should be maintained at all times.

Aims

1. To provide a structure within the school which gives the pupils the opportunity to belong and to contribute a “team approach” which extends beyond the class and is cross-phase in its nature.
2. To provide a structure throughout the school which promotes an individual’s achievements and successes through rewards and merits which contribute to a larger group’s achievements.
3. To provide pupils with incentives for improving their efforts and endeavours, through rewards, as well as encouraging the satisfaction of “having done one’s best”.
4. To provide opportunities for extending the educational, social and emotional experiences of the pupils.

Strategies

All children should keep the School Rules. These are created with the children each year and should be clearly displayed in each class area.

Rewards

Fun activities take place each Friday (2.30 – 3.30pm).

Celebration Assembly on Friday is an opportunity for children’s achievements to be shared.

Sanctions

In considering sanctions we must be clear about our definitions of good behaviour, unacceptable behaviour and seriously unacceptable behaviour.

1. GOOD BEHAVIOUR

The children are aware that the following are demonstrative of good behaviour:

- be polite
- work hard
- respect and be sensitive to others and their property
- be sensible and respect school rules
- tell an adult if you see a problem
- look after the school

2. UNACCEPTABLE BEHAVIOUR

Unacceptable behaviour in class is defined as:

- shouting
- cheekiness
- pushing in line etc (depending on frequency)
- use of offensive language

- showing lack of consideration
- telling lies
- disruption
- refusing to work in the classroom

The child should be made aware of the reason why the behaviour is unacceptable.

3. SERIOUS UNACCEPTABLE BEHAVIOUR

In these circumstances children lose 5 minutes of playtime. If poor behaviour persists, Golden Time is lost. Children are then asked to use reflection time as an opportunity to reflect on what has happened with the support of the Head of School.

Serious unacceptable behaviour is defined as:

- swearing
- bullying/threatening behaviour
- fighting/kicking
- repeated violence
- vandalism
- leaving school premises without permission
- repeated theft
- causing regular disruption in class
- refusing to work in the classroom
-

In more serious cases children should be sent firstly to a designated teacher. In persistent cases, they should be referred to the School Head of School. Only as a last resort are children referred to the Executive Headteacher.

When appropriate, more serious incidents will be recorded by a member of staff in the class incident book. In some cases, some children may need on-going monitoring.

Role of parents

Parents should be informed and asked to come into school to meet with staff. If children display serious, unacceptable or continuous disruptive behaviour.

Parents should also expect to be involved in on-going monitoring.

To promote our positive approach we believe that children who deserve praise should also be sent to these designated teachers.

The role of Head of School should be seen as a reinforcement of the system. The Executive Headteacher and/or Head of School will inform the Governing Body of any serious incidents.