

# Onchan Primary School Behaviour Management Policy

## Role of Staff

Every adult that children encounter at school has an important responsibility to model high standards of behaviour, both in their dealings with children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring, safe and effective learning environment.
- Encourage relationships based on kindness, respect and understanding the needs of others.
- Ensure fair treatment for all, regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.
- All members of staff are responsible for dealing with incidents in and around the school.

## Rewards:

Rewards will be given where appropriate to reinforce expected standards of behaviour and praise where this is shown. Teachers will have a set of class rules and reward system in place to encourage learning/behaviour. Class Dojo is used across the whole school.

We believe it is important to use various forms of positive praise and rewards in order to encourage children to behave in an acceptable way. Rewards that children enjoy and appreciate vary depending upon their age and interest. Teachers are encouraged to devise their own in house systems.

However, in the event of any unacceptable behaviour, **we can** use the following strategies:

- A verbal reminder of the expectations,
- Loss of privilege,
- Reflection charts
- Discussing problems with parents,
- Individual behaviour plans.
- Being sent home at lunch times,
- Informal temporary suspension,

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between the teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Our classrooms aim to be organised in a way, which encourages the children to develop independence and personal initiative. Teaching methods encourage enthusiasm and the active participation of all and develop the skills, knowledge and understanding that enable children to work and play together. Praise should be used to encourage good behaviour as well as good learning. Situations should be handled sensitively and dealt with appropriately.

### **Guidelines:**

#### **Where a child misbehaves:**

- Pupil should be given an oral warning and encouraged to change his/her behaviour
- The child should be moved closer to the teacher or away from the distraction
- The Teacher should speak to the child on their own
- If behaviour persists the child may miss part or their entire break and take this time to reflect on expected behaviour
- This "thinking time" is spent in the classroom standing or sitting where staff can safely monitor them. The member of staff administering the punishment must stay with the child/children
- Where there is an emerging trend towards consistently poor behaviour, the following steps are suggested, providing any underlying cause for the behaviour, which is already apparent, has been taken into consideration
- An on-going diary of related events should be kept by the class teacher for pupils that you are concerned about
- The child should be given an opportunity to fully explain their behaviour with any matters that arise being fully investigated by appropriate adults that the pupil relates well to
- In keeping with our 'open door policy' and the need to communicate effectively with parents, teachers will notify parents or other carers giving relevant details of the problem to date

In the first instance contact should be informal.

Any perceived 'good reason' should be investigated by the teacher and dealt with according to the teacher's discretion.

If the matter is of a serious nature, then it should be referred to a member of the SLMT. (Senior Leadership/Management Team).

Where there is no just cause found to explain the behaviour, the child must be given a verbal warning that the actions are not acceptable within the school rules and that a repeat of the behaviour will result in the phone call to the parents along with some sanction.

If there is a further recurrence, then the above should be carried out again.

The continuing cause for concern should be reported to the Head or Deputy Head and their attention drawn to the behaviour log.

Individual Behaviour Plans (IBPs) will be written in conjunction with the Class Teacher and Parents.

Information is recorded using Arbor. (The school's information system).

If the behaviour persists on a regular and frequent/more frequent basis, then the parents, child, class teacher and Head/Deputy should convene a meeting to discuss the matter fully with the SENCO also present.

In extreme circumstances, a child may be formally suspended for a specified period of time. In this instance the DESC policy for Inclusion and Suspension must be referenced.

### **Children on modified Education Plans (Behaviour)**

In some instances, children do not fit the same criteria for dealing with behaviour. This may be due to reasons explained medically, emotionally or psychologically.

In these circumstances strategies that may be used would include:

- Playtime activities or social group
- Lunchtime club with adult support
- Shortened playtimes
- Emotional Literacy
- Nurture

The implementation of additional strategies should always be seen as a supportive mechanism. Regular contact is maintained with Parents / Carers to ensure that signposting to other agencies eg CAMHS, EHAS, Isle Listen can be facilitated where appropriate.

In some situations, additional support may be sought/ made available by the Education Support Centre. (ESC) This may result in a child being offered a shared placement. During this time the child remains on the Onchan School register and marked as Educated elsewhere for sessions not in school.

We acknowledge that in times of crisis or distress a child may present with extreme behaviours. This may include some or all of the following:

- Hitting
- Biting
- Screaming or shouting
- Swearing
- Destroying property
- Leaving the building

The safety of a child is of paramount importance. In the event of a child leaving the building the parents and Police are called and a child followed at a safe distance. Contact is maintained via mobile phones.

### **Hippos – Inclusion Room**

Hippos is available as a calming space for all children who require it. An identified member of staff is available to support any child who is, wherever possible, team teach trained. The aim for a child in crisis is to support, listen and aim to deescalate the behaviours. Sometimes this will not happen, and a child will continue to escalate. This behaviour can have an impact upon the wider school community. Children will be able to use a range of strategies to help them re-regulate with support from school staff.

When a child is in crisis, education is not appropriate due to heightened levels of anxiety. In these instances, Parents will be informed, and arrangements made to collect and support the child before returning to school. It is essential that accurate records are maintained, and contact continues with all professionals involved. Each day is a fresh start with the aim being that each child feels secure, safe and supported within school and able to access education that is appropriate to their needs.

### **Class Teacher’s Responsibility:**

- To communicate the contents of this policy to all pupils in their care.
- To follow the policy in consultation with the senior managers as needed.
- To devise class rules and rewards each year in conjunction with the children.
- To ensure that the policy is implemented by members of staff in their classroom.

### **Senior Management’s Responsibility:**

- To ensure that the policy is implemented.
- To provide support for pupils, teachers and parents during the process of negotiation as needed.
- To review and amend the policy every two years or sooner as circumstances dictate.
- To provide training for staff where available and appropriate.

### **Parental responsibility:**

- To support Onchan School in maintaining high standards of behaviour for all pupils.
- To support sanctions and rewards to demonstrate a joined-up approach between home and school.
- To attend meetings to support effective working and sharing of information.
- To work with other agencies where appropriate.

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Reviewed – September 2015

Reviewed – September 2017

Reviewed and adapted – September 2022

Reviewed and adapted (Hippos) – September 2024