

Houghton Regis Primary School Care and Management Policy

2017-18

At Houghton Regis Primary School we believe that it is the right of every child to feel safe, valued, and have the right to be able to learn, work and play in a positive environment. Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that rules and the school values are followed. Children depend on adults for their moral standards and for guidance that is acceptable in any given situations. We believe that a positive approach to behaviour management where the emphasis is upon positive rather than negative statements is the most effective. Praise and recognition of good behaviour is very important to us. Every day the adults in school need to recognise and praise the good choices that the children are making about their behaviour. This positive reinforcement of good behaviour is fundamental to cultivating good behaviour within school. We acknowledge that each and every person who joins in the school community has a personal part to play and each person's talents will be valued and enjoyed. We will listen with care to the views and opinions of one another and value them. The children at Houghton Regis Primary School are encouraged to develop positive self-images, so that they believe in their ability to behave well and develop awareness of self, and sensitivity to others.

Aims:

- To build an ethos and workable relationships that ensure Houghton Regis Primary offers a safe and positive environment in which to play and learn
- To ensure a consistent, positive approach to behaviour management throughout the school day from Breakfast club to After school clubs
- To create a caring, calm, orderly and stimulating atmosphere in the school that positively promotes learning and a sense of community and belonging
- To teach respect for individuals and the understanding that we are all different
- To praise and reward good work, behaviour and attitude
- To establish a clear system for dealing with and managing unacceptable behaviour.

The behaviour system is based on the concept of rights and responsibilities which are embodied within the school code of conduct.

The children must be taught that they have a choice over how they choose to behave in any situation and it is about making the right choice based on the responsibilities they have and the rights of everyone at our school. By emphasising the importance of choice to the children we are showing them the power they have over how they choose to behave. We are making it clear that they are accountable for their actions.

Individual Classroom Expectations:

Classroom expectations are generated at the start of each academic year. They interpret the school code of conduct into more detailed practice. The class expectations are always worded positively to encourage behaviours. Teachers will discuss Classroom Expectations with the children at the start of the year/term and these will be positively discussed and promoted throughout general lessons and PSHCE / Circle Time when appropriate or necessary and through monthly value assemblies.

The classroom expectations are then signed by the class members and a copy is displayed in the classroom.

Responsibilities:

All members of staff

All members of staff have a responsibility to treat children in line with the school behaviour policy.

Any incidents witnessed by members of staff should be reported to the class teacher or an appropriate contact. All staff must report serious incidents to the class teacher and record the incidents on the school's Pupil Behaviour Log Sheets.

Class teacher

The class teacher has responsibility for implementing the school behaviour policy to recognise and promote positive behaviour and deal with inappropriate behaviour within their own classroom and across the wider school.

They must contribute to the positive learning environment and ethos in school using the whole school approaches to recognising and rewarding good behaviour.

They must use strategies to deal with inappropriate behaviour.

They have a responsibility to ensure the policy is followed to keep relevant members of staff informed of behaviour issues. Appropriate records must be kept. They must bring concerns they might have about behaviour to the attention of the relevant members of staff.

The class teacher has a responsibility to follow the policy on keeping the child's parents/guardians informed about their child's behaviour in school.

When necessary a **Yellow Card Letter** can be used by the class teacher.

Where a **Red Card Letter** is issued, then the Class Teacher will be involved with meeting the parent.

Ways of promoting positive behaviour:

It's Good To Be Green:

At Houghton Regis Primary School, we teach our children they can all succeed, and if they keep trying they can achieve. Our behaviour model is also a model of success and we have called it, '**Good To Be Green**'. We are focusing on the fact that we expect children to show good behaviour at all times.



The majority of children will have a green card displayed by their name, because they have been following the Good To Be Green model correctly.

A 'Good To Be Green' ladder will be displayed in every classroom so that a clear visualisation of rewards and sanctions can be seen by all those in the classroom.

Reward Ladder:

- ❖ Verbal praise and positive recognition will be given for following the Classroom Expectations and Code of Conduct.
- ❖ Pupil or teacher will put pupil's name on the Well Done Board in positive recognition ensuring the pupil knows why they are being positively named.
- ❖ A School House Point will be awarded for further good conduct / adherence to values and for making a positive choice with their behaviour.
- ❖ A teacher's award may be given ie: table points / stickers / marbles in a jar etc.
- ❖ A praise note home may be given to the child to celebrate their conduct with their parents/carers.
- ❖ Pupil may visit Senior Leadership with work or with reference to using the school values to receive Senior Leader sticker / reward.

Sanction Ladder:

- ❖ Verbal warning will be given with reference to following the Classroom Expectations and Code of Conduct where pupils may be consistently: not listening, making noise, fiddling, speaking out of turn, name calling, pushing, arguing, out of seat, not following instructions, answering back.
- ❖ Pupil or teacher will put pupil's name on the Oh Dear Board to reinforce the initial warning where above behaviour persists.
- ❖ A pupil who is still unable to comply with the Classroom Expectations will receive a tick by their name on the Oh Dear Board and be asked to work away from their peers for 5 –

15 minutes to reflect upon the impact their behaviour is having and to regain focus. They may re-join their peers after this period. The Class teacher must judge whether there is a need for a reflection sheet to be filled in; it may be that verbal discussion with the pupil is all that is required.

- ❖ A pupil who cannot re-join their peers due to continued negative behaviour will be asked to take work to their link classroom. At this point it will be made clear to the pupil that they have received a Yellow Card and this will be changed on the visual classroom chart. A Yellow Card letter home will also be sent to inform parents/carers that their child worked in a different classroom due their inability to keep to agreed Classroom Expectations. The pupil should fill in a reflection sheet to show that they have understood the reasons why they have received a Yellow Card. With younger pupils this could be a scribed discussion.
- ❖ If the occasion arises where a pupil is still unable to adapt their behaviour in line with Classroom Expectations, then they will visit their Designated Leader and will discuss the lead up to this point. A Red Card will be issued for persistent failure to comply and a Red Card Letter will be sent home inviting parents/carers to discuss their child's behaviour with the Class Teacher and Designated Leader. If appropriate, this may also involve the Behaviour Lead / the SENDCo / the Family Support Worker.
- ❖ On the rare occasions where a pupil receives several Red Cards in a fixed amount of time, then a meeting involving a Senior Leadership Member and parents will take place. In certain circumstances where a pupil has been involved in a serious incident of inappropriate behaviour, the Headteacher / Deputy Headteacher will contact parents immediately and ask them to come to school to discuss the matter. If possible, and/ or appropriate, then the child will be involved in this discussion.