



# Aragon Primary School

## Behaviour Management Policy

### January 2022

#### Aims of this policy

This policy has been written to ensure that everyone in our school is aware of the expectations we have of behaviour and the structures to reward good behaviour and also how we deal with unacceptable behaviour.

At Aragon, we value positive relationships between staff and children which we believe are vital to the development of self-esteem and self-discipline. Developing such good relationships relies on the good behaviour of our pupils and should be encouraged and rewarded. Aragon has extremely high expectations of children's behaviour which we expect our parents to support.

We believe children should be treated fairly, consistently and with their individual needs accounted for, thereby making them feel valued within the school. At Aragon we have the duty to teach those values, attitudes and skills which foster mutual respect and a caring attitude in our children. We use assembly, class circle times and PSHE lessons to discuss such values. We believe that through rewarding and reinforcing examples of good behaviour, children's self-esteem is properly developed.

An emphasis is placed on courtesy and respect between members of the school community. Sanctions are managed swiftly and appropriately with all necessary partners informed as required.

#### **Our Golden Rules are:**

##### **Whole School Rule**

We always try our best and we look after each other

##### **Class Rules**

Do be gentle	Do not hurt anyone
Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your or other people's time
Do look after property	Do not waste or damage things
Do be honest	Do not cover up the truth
Do listen to people	Do not interrupt

### **These rules reflect our expectations**

#### **We expect our pupils to be able to:**

- Move quietly around the school, not running inside the building
- Be silent in the hall before the start of assembly, during assembly and as they leave the hall
- Allow others to speak without interruption
- Remember that when addressed by an adult, they stop and listen
- Open doors and hold doors for adults as well as each other
- Take care of their own and school property
- Be on time
- Display good table manners at lunchtime
- Treat each other with care and respect

#### **In return the children should expect the adults in school to:**

- Listen to them when they speak
- Give them an opportunity to explain their actions before responding
- Be punctual for lessons and duties
- Set an example for the children to follow in their behaviour towards both adults and children

#### **We consider behaviour unacceptable when:**

- Teachers, Teaching Assistants, Play Leaders and Support staff are prevented from carrying out their duties because of children's behaviour
- Children are prevented from learning
- Children are rude and use unacceptable language
- Children show verbal and physical aggression

#### **Strategies used to promote good behaviour**

- Positive points on Class charts
- Calm body language
- Praise for good behaviour rather than paying attention to bad behaviour
- Focus on the future, 'What should we do next time?'
- Give children time to respond after an adult has requested an action
- Give choices and consequences, for the child to make choices
- Break down 'huge' problems into small manageable steps
- Where possible, discussions should take place in private so that there is no audience or public put downs
- Use language positively
- Remind the child of the rules
- At all times try to de-escalate rather than continue to build

## Positive Rewards

Class teachers will establish class rules based on the Golden Rules

Class rules to be visited every week in assembly in term one and then regularly after that

	INDIVIDUAL	CLASS
<b>CLASS TEACHER</b>	Smile Thumbs up Praise Sharing learning or effort with the class Sharing learning or effort with parents Notes home Stickers Ticks on the smiley face (or variations) Positive marking in books Sent to buddy class for a clap and a sticker Star of the day Raffle tickets House Points Golden Book Classchart Points	Class chart points Golden time
<b>YEAR LEAD/KS LEAD/AHT/DHT/HT/GOVS</b>	Achievement assembly Name in newsletter Stickers Notes home Sent to AHT/DHT/HT to share good work Governor's award	Class chart points - extra play for the house with the most points at the end of the term or mufti days.

## Sanctions

**Level 1** - WARNING - clear message spoken calmly

**Level 2** - Child may be asked to move desks or work away from other children within the classroom to break the cycle of behaviour. Supervision is maintained by the class teacher

**Level 3** - Child is given negative points on Class charts. The Class Teacher may choose to issue a lunchtime detention.

**Level 4** - Internal exclusion to another class, parents informed\*\*

- If a child is sent out 3 times in a week then their parents must be notified.

**Fixed Term and Permanent Exclusions** - Only the Headteacher (or the Deputy Headteacher) has the power to exclude a child from school, either for a fixed period of time or permanently. Verbal or physical abuse of staff or other children is not tolerated. No one comes to our school to be hurt or insulted. Such behaviour will result in a fixed term exclusion. The length of exclusion given to a pupil will be carefully considered in its own right and can initially be between one and five days. However, exclusions for the same or similar reason for the same child will increase in severity and may result in a permanent exclusion.

#### Children with Additional Needs

There is a difference between children who are testing the boundaries from time to time and children for whom extra support is required in order to comply with school rules and routines.

Incidents are recorded and monitored by the Inclusion Manager on a termly basis and reported to the Governing body. Children who are regularly breaching the boundaries are identified and their needs are discussed with the SENCO/Inclusion Manager and class teacher. Behaviour support programs are addressed within an SEN Support Plan (SSP) and shared with the appropriate members of staff. Targets are shared with parents and reviewed regularly (at least termly).

At Aragon Primary School we recognise that some children may, during their time at school display Social Emotional or Mental Health Difficulties. Our aim is to support these children within our positive approach to behaviour management. These children will be monitored by the Special Educational Needs Co-ordinator/Inclusion Manager and Senior Leadership and Management Team.

Additional resources are available to support children with identified needs. This could include support from

- Emotional Literacy Support Assistants (ELSA's) or Learning Mentors
- Nurture Group Workers
- Jigsaw4U worker

This policy should be read in conjunction with policies on

- Anti-bullying
- Safeguarding
- Physical Handling
- Teaching and Learning