



Aragon Primary School

Behaviour Management Policy

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 and Midday Meals Supervisors 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

- 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

	INDIVIDUAL	CLASS
CLASS TEACHER	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 Kindness Award	House points Golden time Extra play
YEAR LEAD/KS LEAD/AHT/DHT/HT/GOVS	Achievement assembly Name in newsletter Stickers Notes home Sent to AHT/DHT/HT to share good work Governor's award	House points - extra play for the house with the most points at the end of the term

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 sent to another class with work to complete. (This must be reported in the class Behaviour Book/SLT informed) If a child is sent out 3 times in a week then their parents must be notified.

Level 4 - Internal exclusion to another class, parents informed

- Students sit by themselves
- Are given work by their class teacher

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