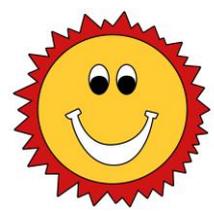


Summerfield Primary School Behaviour Management Policy



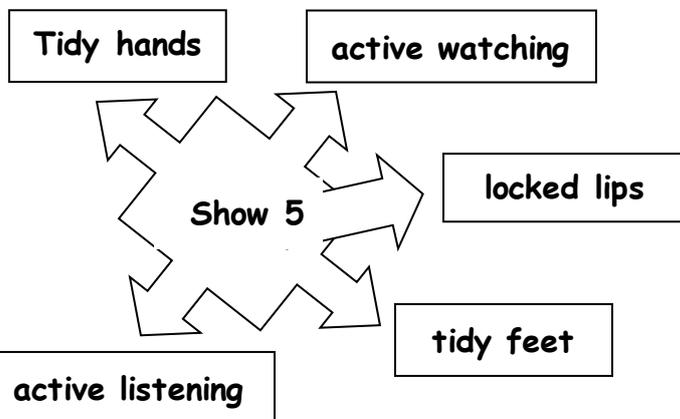
Rationale: At Summerfield we believe that our Behaviour Management Policy should offer a clear plan for everyone to engage with. In essence if both adults and children follow agreed expectations and strategies then children's behaviour and children's safety will be excellent and this will impact positively on personal development and outcomes.

Aim: To ensure that all children behave and conduct themselves in ways that reflects good choices and therefore good outcomes in all opportunities and aspects of school life.

Guidelines:

Children:

- Children follow agreed Children's Charter - copy 'attached'
- Children follow agreed Class Vision Statement - please see HT's office or Classroom
- Children practise our whole school strategies that support making good choices -



- **wiggly mat
- **walking feet
- **ignore muscle
- **cool down
- **time out
- **Peer Mediators
- **indoor voice
- **quiet hand (up)

Adults:

- Use a calm and consistent approach
- Use a calm and correctly toned voice
- Use please and thank you as standard
- Build positive relationships
- You are a role model - WAGOLL*
- Say what you want to see
- Use praise liberally
- Utilise non-verbal signals
- Employ proximity praise
- Avoid the word "don't"
- Reward good choices and outcomes
- Be very clear about actions and consequences

All staff in school engage in Webster Stratton Classroom Management (WSCM) training. This programme focuses on training staff to effectively promote children's social and emotional competence. These aspects when successfully embedded within a child's competency skills will ensure that individual potential can be reached, relationships are productive, resilience is high and skills are transferrable across many different situations.

*What A Good One Looks Like

Consequences:

Consequences are directly linked to choices and decisions made throughout an individual's entire life in **any** given situation. Good choices = good consequences and inappropriate choices lead to alternative types of response, provision or negative consequences (sanctions).

Alongside good consequences meaning that everyday at school is happy and successful rewards can also include:

*praise, *stickers, *star of the day, *star of the week, *taking home the class teddy/soft toy, *certificates, *merit stamps, *merit reward cards, *extra playtime, *juice and biscuits, *mini discos, *raffle tickets or token for prizes, *choosing goodies from various dip boxes, *specially planned reward activities or events being organised, *being chosen for specific roles and responsibilities in school and more...

Alternative types of provision including sanctions can consist of...

- time out (in an allocated space for a specified period of time), ● completing learning or time out in another classroom environment, ● loss of playtime and/or lunchtime (part of or completely), ● spending time with a member of the leadership team, ● incentive or reward charts, ● start and finish boxes or 'now and then' boards, ● Individual Behaviour Plan (IBP), ● home-school diary to support effective communication and consistency, ● loss of specific activity, event or a trip, ● a formally recorded internal exclusion (being in school but not with rest of class for a period of time), ● a formally recorded external exclusion (a fixed amount of time out of school), ● a referral for specialist support, ● accessing specialist support in and out of school (e.g. family support worker, counsellor, behaviour therapist/support worker), ● some time spent in another setting (e.g. at one of our two OASIS** centres at Swinnow Primary School {7-11yrs} or the ABC*** centre at Summerfield {5-7yrs}).

****Offering Accessible Specialist Individual Support**

*****Achieving Behaviour Change**

The provision for all children in Summerfield is the same positive, non-negotiable and consistent approach, linked to best supporting them in being able to be happy and successful in all aspects of school life through making good choices. For the vast majority of children in Summerfield the strategies in place to support good choices do impact positively in securing successful behaviour outcomes on a daily basis and overall behaviour in school is good.

Where there are behaviour choices from children that fall outside of the expectations agreed then a series of actions and consequences will naturally follow. When a child is finding managing their behaviour appropriately a challenge then school will endeavour to work proactively in partnership with parent and carers and if required other agencies to put additional strategies in place based on the needs of the child. Inappropriate behaviour will not be excused but usually there is a reason for it occurring and at Summerfield we strive to establish the cause of inappropriate behaviour choices and seek constructive solutions to address identified issues or problems.

Conclusion:

The most natural consequence for good choices in decision making and behaviour is happiness and success. Success and happiness in how personal relationships are conducted, in developing talents, in making good progress, in attaining well, in being confident, in being resilient, in having a positive self-image, in having high self-esteem, in being able to problem solve and in being able to increase the number of positive experiences and opportunities to engage with, throughout one's life. In Summerfield this is the aspiration we hold for all our children as they grow and develop.

This policy is reviewed annually by the Standards and Progress Committee.