

# Behaviour Management



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<b>Staff member responsible for this policy:</b>	Miss Claire Holloway
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## Behaviour Management

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## Policy Statement

At St Olave's Prep School we are committed to the development of children's social, emotional skills, children's self-esteem, their mental and physical health and wellbeing. St Olave's Prep School encourages pupils to adopt the highest standards of behaviour, self-discipline, respect and moral standards. Promoting the emotional well-being of all our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become lifelong learners. We develop qualities of teamwork and leadership through all school events including our extensive programme of extracurricular activities.

St Olave's is fully committed to ensuring that the application of this policy is nondiscriminatory in line with the UK Equality Act (2010). This policy applies to all members of our school community, including those in our EYFS setting regardless of gender, race, sex, ethnicity, religion or belief, cultural or linguistic background, sexual orientation, gender reassignment, or disability. Further details are available in the school's Equal Opportunity Policy document. St Olave's seeks to implement this policy through adherence to the procedures set out in the rest of this document.

As a school committed to the principles of the United Nations Convention on the Rights of the Child, this policy incorporates the following articles: 1, 2, 3, 19, 28, 29, 37, 40.

St Olave's Prep School believes that praise and encouragement are the best motivators and that, coupled with excellent teaching, they will enable pupils to achieve their potential.

St Olave's staff, parents and pupils adhere to the Golden Rules (Appendix A). We expect the highest values and standards of behaviour inside and outside of the classroom, as well as outside the school and in any written or electronic communication concerning the school. All adults working with children at St Olave's are responsible for managing behaviour in an appropriate way. This policy is shared with all staff (including volunteers and support staff) upon employment and annually with parents and Trustees.

We expect pupils to treat all staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the Golden Rules and understand what is expected of them and why, as well as to recognise the consequences of poor behaviour.

It is strictly forbidden for anyone on school premises to use corporal punishment and guidance is given through this policy on the circumstances in which physical intervention is allowable. It is strictly forbidden to threaten corporal punishment, or to use or threaten any form of punishment which could have an adverse impact on the child's wellbeing. This document is available in line with our Provision of Information Policy and should be read in conjunction with the following policy documents; Safeguarding, Anti Bullying, Teaching and Learning, Exclusion, Physical Intervention and the record of sanctions (Appendix B). This

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policy has been written with reference to the DfE non statutory advice 'Behaviour and discipline in schools (2016).

### **Trustees and their role**

The Trustees have the responsibility to promote good behaviour amongst pupils by ensuring that:

- this policy sets out the sanctions to be adopted in the event of pupils misbehaviour
- this policy is implemented effectively
- a record is kept of the sanctions imposed upon pupils for serious misbehaviour

The effective implementation of this policy is monitored through direct observation of behaviour in the school, responses of parents and pupils and checking that all documentation adheres to the procedures set out in this policy.

### **Children with SEND**

In accordance with the Equality Act 2010, reasonable adjustments are made for children with special educational needs or disabilities. Pupils with SEND all have Learning Targets which outline guidelines for all staff on the targets for each child and steps needed to achieve these. For children with specific needs (eg who are on the autistic spectrum) staff training regularly takes place on promoting positive behaviour and how to support children in the classroom and playground. Meetings with parents may be necessary on a regular basis if behaviour is causing concern.

### **Organisation and Facilities**

The School encourages good behaviour from all pupils through a shared sense of responsibility and inclusion, offering pupils the opportunity to hold positions of responsibility. This starts in the EYFS classes with positions such as leader and helper and as pupils go through the school, these positions develop according to the pupil's age. In Year 6, all pupils are expected to take on responsibility whether in the form of monitors, house captains or prefects. The Golden Rule 'We Look After Property' encourages all pupils to respect others property and to respect the school facilities. In the EYFS and Lower School, sanctions applied are immediate and relevant to behaviours observed. Young children are very clear about what is expected of them and how they can achieve it and what the consequence will be if they don't. In the Upper School, sanctions are relevant to behaviour observed and although they may be discussed immediately, the consequence may take place at a later date as necessary. Behaviour management throughout the school must focus on promoting and modelling positive behaviour at all times.

### **Rewards**

Our philosophy is to make generous use of our rewards system. A key factor in our behaviour management is the excellent relationships between pupils and staff. Our rewards

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and sanctions are designed to promote a calm, disciplined learning environment. Teachers use verbal and written praise for good behaviour, although we avoid overusing praise as this can be counterproductive.

- The younger children are given stars and stickers by their class teachers for good behaviour and reaching the top of the behaviour chart. They share particularly good work with other teachers and the Headteacher.
- Two children, one from Year 3 and one from Year 5 are highly commended for their behaviour towards others and are presented with a book token for Citizenship at the annual Presentation Evening in July.
- The children in the EYFS and Lower School have a Teddy Bear assembly once a week, where a class bear is awarded to a child in each class. The bear, along with its diary, are taken home with the child and returned the following week. Children from Reception to Year 6 attend a weekly Celebration Assembly in which one child from each class is praised by their Class Teacher for their accomplishments during the week. Star and merit badges and certificates are awarded to these individuals. One child from each of the Lower School and Upper School are also nominated by their subject teachers and rewarded in the same way. The children receive badges and certificates from the Senior Leadership Team and are applauded by the whole school.
- From Reception to Year 6 the children are divided into 4 Houses – Eagles, Hawks, Kestrels and Owls – and are awarded House points for good work, effort and helpfulness. Each week, House point totals are calculated and the results are announced during the Celebration Assembly.
- We also celebrate success and achievement out of school. In our Celebration Assembly the children are encouraged to bring in badges, certificates and medals that they have won either in or out of school. These are presented and the recipients are given the opportunity to talk about and to take pride in their achievements.
- Each week two classes, one in EYFS and Lower School and one in the Upper School are awarded a Class Cup for overall good behaviour and effort.

The person with overall responsibility for behaviour and discipline at St Olave's is the Headteacher.

## Procedures

### I. Positive Behaviour for Learning

Pupils learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable. By making the expectations of good behaviour explicit, the school seeks to create a positive atmosphere that supports effective learning.

- a) Pupils are taught to understand the advantages of good behaviour in pursuit of happy and positive relationships with others both now and in the future.
- b) Staff and pupils share the responsibility for ensuring that health and safety obligations are not jeopardised by unruly behaviour.

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- c) Some young people display emotional, behavioural and social difficulties. When this occurs the aim of the school is to support, or at least positively manage, such difficulties to ensure that these pupils are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.

## 2. Role of Teachers

(Pupils at St Olave's see all adults as teachers; this section applies to all adults)

- a) The teachers in the school have high expectations of the pupils with regard to behaviour, and they strive to ensure that all pupils work to the best of their ability.
- b) Teachers are responsible for ensuring that the school Golden Rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. If there are incidents of anti-social behaviour, the teachers discuss these with the whole class where appropriate.
- c) Every teacher treats each pupil fairly, and enforces the Golden Rules consistently.
- d) If a pupil misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on CPOMS. In the first instance, the class teacher deals with incidents him/herself. However, if misbehaviour continues, the class teacher will seek help and advice from SLT.
- e) The teacher reports to parents about the progress of each pupil in their class, in line with the whole-school policy. The teacher may also contact a parent if there are concerns about the behaviour or the welfare of a pupil.

CPOMS, our online monitoring system is used to record in detail any incident involving a child, or anyone employed in the school, which results in personal injury or damage to property. Such incidents would include:

- Loss of or theft of property
- Deliberate damage to school property
- Any other incident or matter, which a member of staff deems to be of a serious nature.

Incidents are reported to all interested parties; the Headteacher, the Senior Leadership Team, class teachers and parents. In very serious cases, the incident may give rise to disciplinary or legal action or become a matter of public interest with the parents of St Olave's or the wider community. It is therefore important that all details are recorded fully and accurately.

Incidents are written up on CPOMS and actions added by relevant members of staff.

## 3. Serious offences

We define the following as serious offences:

- a) actual or threatened violence against another pupil or a member of staff;

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- b) sexual abuse or assault;
- c) supplying an illegal drug;
- d) carrying an offensive weapon
- e) persistent and defiant misbehaviour including bullying or damage to school property

A record of sanctions imposed for serious disciplinary offences is kept in the Headteacher's office. This record includes: pupil's name; pupil's year group; the date of the offence; the nature of the offence; the sanction imposed. This record is reviewed by the Headteacher half termly so that any patterns may be identified quickly and appropriate interventions made.

Such behaviour is generally rare and it is the responsibility of the Headteacher or the Senior Leadership Team to deal with the matter.

The following explains the procedure for such incidents:

- a verbal warning from the Headteacher or member of the Senior Leadership Team
- Withdrawal from the classroom or playtimes for a specified time
- Parents are contacted immediately
- A meeting with parents is arranged and a plan agreed for monitoring the behaviour whereby the parents also take responsibility for helping their child to improve their behaviour
- If such measures are not successful, parents are advised that exclusion is the next stage, which, with the agreement of the Trustees, may be made permanent.

A very serious incident may result in the normal procedures being abandoned and the parents asked to collect the child immediately.

## 4. Expectations of Pupils

Pupils are expected to be polite and show consideration towards each other and towards school staff by following the Golden Rules (Appendix A). They are invited to make a contribution to determining school behaviour-management policy through representation to the School Parliament. Pupils are trained as Peer Mentors and Anti-Bullying Ambassadors and understand their responsibilities towards themselves and others.

## 5. Partnership with Parents/Carers

Parents/carers are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents are asked to adhere to the Parents and visitors Code of Conduct at all times.

- a) Parents/carers are required to use their best endeavours to guarantee that their children's behaviour does not prevent others from learning effectively.

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- b) Parents/carers are entitled to an explanation of actions taken by the school which will always endeavour to be fair and proportionate, particularly the application of sanctions and the treatment of anti-social behaviour.
- c) If deemed necessary, the school will make referrals to outside agencies, or recommend that the parents contact their GP for further advice/support. Agencies such as CAMHS can support parents with their child's behaviour and help to address the underlying causes. All referrals for behaviour will be made after consultation with parents and the school will welcome outside agencies into school to support individual children as necessary.

### 6. Physical Contact with Pupils

Some form of physical contact with pupils by teachers is inevitable. All teachers should be aware of issues related to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body and one-to-one discussions with pupils might most appropriately take place in rooms which are openly visible to other members of staff.

Where any uncertainty exists, a senior member of staff should be consulted. In the event of physical intervention, it is important that only the minimum amount is used in order to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the pupil). Following such an intervention the critical incident form should be completed and parents informed on the same day or as soon as reasonably practicable. See also the school's Physical Intervention policy.

### 7. Guidance on Sanctions

We have split unacceptable behaviour into 5 levels. These, together with the management strategies and sanctions, are set out clearly in the *Use of Sanctions Guidelines for Staff* document (Appendix B). This is to ensure consistency throughout the school.

The class teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner. There are times when children will transgress the boundaries of what is acceptable and on these occasions they need to realise that there will be consequences. A child's individual needs and circumstances will always be considered.

Adults always make it clear that they are upset about the child's behaviour, not the child, and where possible, use private not public reprimands so that once a sanction has been implemented the child can make a fresh start.

The class teacher knows the child best and knows what sanctions are appropriate. Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will have consequences.

Parents will be involved at the earliest stage if problems are ongoing.



***Teaching staff are kept fully informed of disciplinary matters at the Pupil Business meeting, which is held weekly.***

## **Lunchtime Supervision**

At lunchtime, midday supervisors look after the children. The lead supervisor and assistant staff are expected to maintain order in line with policies of the school. If there are any persistent problems with a child's behaviour or manner, the class teacher is informed.

An incident form is completed to record minor breaches of behaviour at lunchtimes. The Headteacher and the Senior Leadership Team look at these incident forms regularly. Serious breaches of discipline are also recorded by the midday supervisors in the agreed way. The class teacher is kept fully informed.

This document is reviewed annually by the Senior Leadership Team or as events or legislation change requires.

## **Appendix A - Golden Rules**

Be Honest - do not cover up the truth

Work Hard - do not disturb others

Listen to Others - do not interrupt

Look after Property - do not waste or damage things

Be Gentle - do not hurt others

Be Kind and Helpful - do not hurt people's feelings

## Appendix B - Sanctions

### Guidelines For Suitable Use Of Sanctions

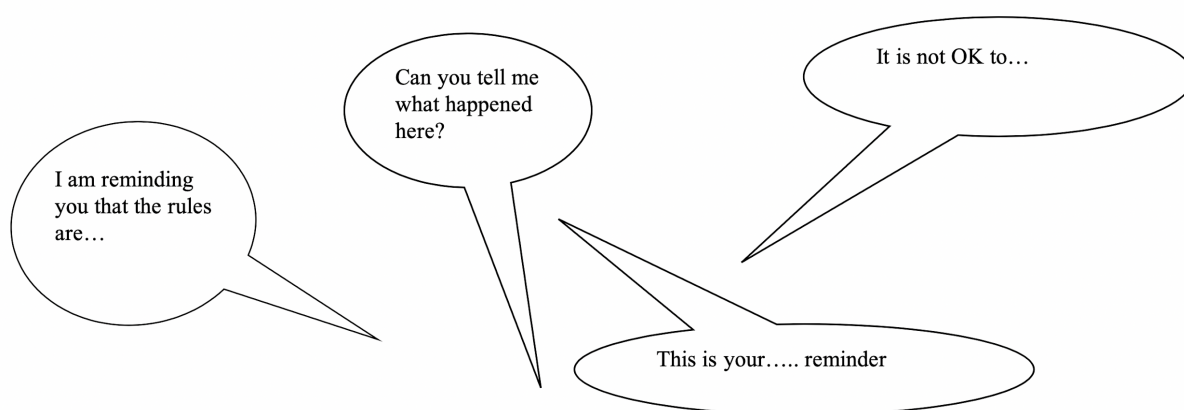
There are five levels of behaviour and sanctions. This is to ensure consistency throughout the school in dealing with undesirable behaviour.

#### Stage I

At this level of disruption one person, generally the adult working with the individual or the person, who is responsible at the time, is directly involved and will deal with the incident.

They will:

- Talk to the individual alone and make them aware of why their behaviour is inappropriate, by saying:



- Make it clear to the individual that they disapprove of the behaviour;
- Note the date, time, name of the child and the nature of the incident on an incident form so that a record is available if this kind of thing happens again;
- Arrange to monitor the child's behaviour for a fixed period of time (e.g. one week);
- Use PSHEE to emphasise the need to avoid low-level disruption.

#### *Dealing with nuisance behaviour*

All of these examples of misbehaviour are ones that, if they are 'one-off' events are best dealt with through good, consistent behaviour management strategies. It is not expected that these matters will be taken further unless they happen again. They are not listed in any particular order. The adult involved will choose the best strategies to deal with them.

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Example of unacceptable behaviour	Behaviour management strategies that could be used	Choice of appropriate sanction
<ul style="list-style-type: none"> <li>● Calling out</li> <li>● Inappropriate laughter</li> <li>● Playing with objects at the wrong time</li> <li>● Running in school</li> <li>● Taking property of others without permission</li> <li>● Disturbing others</li> <li>● Interfering with/ spoiling someone else's game</li> <li>● Getting out of seat at inappropriate time</li> <li>● Talking over a teacher or other adult</li> <li>● Breaking a Golden Rule</li> <li>● Being in the wrong place at the wrong time</li> </ul>	<ul style="list-style-type: none"> <li>● Agree a 'secret' sign to warn the child that the behaviour is inappropriate</li> <li>● Say the child's name quietly</li> <li>● Praise desirable behaviour</li> <li>● Ensure the child understands the instructions/ can do the task set</li> <li>● Give the child a task/ responsibility to show trust</li> <li>● Warn the child of unacceptable behaviour</li> <li>● Move to stand behind or near the child</li> <li>● Set up a quiet area where the child can play less active game</li> <li>● Provide positive feedback- (including marking of work)</li> <li>● Phrase rules/ directions in positive language e.g. 'walk down the corridor' rather than 'don't run'</li> <li>● Know what sanctions you can use but avoid using them if a quiet word will do</li> <li>● Maintain eye contact</li> <li>● Avoid changing focus of discussion by saying things like 'straighten your tie and stand up straight'- the impact of dealing with the initial misbehaviour will be lost</li> <li>● Offer choice- 'you can either choose to do what you have been asked or you can choose to....' Whatever action is appropriate</li> <li>● Shorten the time the child has to be good, so that they can achieve success more often</li> <li>● Use the rule reminder script in speech bubbles</li> </ul>	<ul style="list-style-type: none"> <li>● The LOOK!</li> <li>● A quiet reprimand</li> <li>● Moving the child away from the group</li> <li>● Name written on the board/book</li> <li>● Time out in the classroom</li> </ul>

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### Stage 2

The adult (usually a teacher) will be concerned that a child's attitude and behaviour is not responding to the strategies or steps adopted at stage 1 and there is persistent inappropriate behaviour. In this case: they may have behaved badly and come to the attention of several adults. This may have become apparent in 'pupil business' at staff meeting: There may be notes of incidents in the incident book. Parents will become involved in the case of persistent inappropriate behaviour. An IEP for behaviour should be considered. People involved at this stage should be the class teacher, other teachers, and senior teacher (but not head) if behaviour has been persistent.

Example of unacceptable behaviour	Behaviour management strategies that could be used	Choice of appropriate sanction
<ul style="list-style-type: none"> <li>● Deliberately distracting/ disturbing others when they are working</li> <li>● Defiance/ refusing to undertake a task</li> <li>● Ignoring reasonable request</li> <li>● Rudeness towards another child</li> <li>● Answering back</li> </ul>	<ul style="list-style-type: none"> <li>● <i>In addition to those at 'step 1', which should still be used consistently</i></li> <li>● Warn the child of unacceptable behaviour</li> <li>● Give warning of the action you will take if the behaviour persists</li> <li>● Set up a quiet area where the child can do quiet, independent activity</li> <li>● Make sure that you have given plenty of 'unofficial' reminders (catching them before they do it and warning with a look etc), then the sanctions must be carried through</li> <li>● With discretion, ask the child about anxieties</li> <li>● Observe the child at play- it may give a clue to reasons for behaviour</li> <li>● Get family support if behaviour persists</li> <li>● Use 'planned' ignoring tactics, overtly accepting contributions from children behaving correctly</li> <li>● Move child from trouble spots/triggers</li> <li>● Change the activities available to the child</li> <li>● Identify/ celebrate achievements in the classroom/ playground</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal warning (recorded)</li> <li>● Time out in classroom</li> <li>● Exclusion from the playground for appropriate time</li> <li>● Moving child to another classroom on a temporary basis</li> </ul>

### Stage 3

If the inappropriate behaviour has continued to this point then we have to recognize that the support given so far is not sufficient and a more formal line must be taken. An IEP must be put in place with targets to be met. The SENCo and class teacher will draw this up. Other teachers of the child will be made aware of the IEP and involved in its implementation. It is often desirable to share this with the child and must be signed by the parents. Sanctions for Stages 1 and 2 should continue to be used. There may also be 'one off incidents of a more serious nature that require a more serious approach. Incidents involving other children and property should be recorded in the incident book.

Example of unacceptable behaviour	Behaviour management strategies that could be used	Choice of appropriate sanction
<ul style="list-style-type: none"> <li>Deliberately hurting others (an assault on a member of staff should be reported to the head immediately).</li> <li>Ganging up</li> <li>Rudeness to a member of staff</li> <li>Bullying, threatening other children</li> <li>Damaging property deliberately</li> <li>Use of offensive language</li> </ul>	<ul style="list-style-type: none"> <li><i>In addition to previous strategies</i></li> <li>Miss play with thinking sheet</li> <li>Good behaviour star chart/ target card</li> <li>Letter of apology</li> <li>Work with teacher- helping out/ taking responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Sent to deputy head/ senior teacher</li> <li>Put on report for limited time (with collaboration from home)</li> <li>Replace property</li> <li>Exclusion from playtimes/lunchtimes</li> <li>Time out if possible in parallel class or with senior teacher's class</li> </ul>

### Stage 4

These types of behaviour are more likely to be isolated events but of a serious nature. In all instances, they should be reported to the parents and recorded in the incident book. There may be underlying reasons for out-of character behaviour and these should be investigated. There may be a need to involve outside agencies at this stage. It may be necessary to have the child assessed externally. It is possible that repeated instances of this type of behaviour could result in a fixed term exclusion, if there was no indication that the behaviour strategies and sanctions used had resulted in improvement.

Example of unacceptable behaviour	Behaviour management strategies that could be used	Choice of appropriate sanction
<ul style="list-style-type: none"> <li>Swearing</li> <li>Racist remark</li> <li>Defiance</li> <li>Serious deliberate damage to property</li> <li>Repeated bullying, threatening other children</li> <li>Repeated incidences of Level 3</li> </ul>	<ul style="list-style-type: none"> <li><i>In addition to those at steps 1, 2 and 3 which should still be used consistently</i></li> <li>Give the child agreed/ specific, manageable targets to improve their behaviour and give them a prompt card with targets on</li> <li>On report, with negotiated home reward</li> </ul>	<ul style="list-style-type: none"> <li>Parents notified</li> <li>Sent to Head Teacher</li> <li>Ensure that the 'punishment' fits the 'crime'</li> <li>Internal exclusion, with appropriate support and supervision</li> <li>Senior teacher puts child on report, with collaboration from home</li> </ul>

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### Stage 5

There may be occasions where all the support given does not work and an individual child is so disruptive that they have to be excluded from school. The decision to exclude a child would never be taken lightly, but would occur as a result of, for example, a violent attack on another person or property. It is also the case that a child could be excluded because none of the actions taken by the school are working and the child is seriously preventing the education of other children. Exclusion is a specific process that has to be followed if a child is to be excluded. Generally it is the Head Teacher who excludes a child.

Example of unacceptable behaviour	Behaviour management strategies that could be used	Choice of appropriate sanction
<ul style="list-style-type: none"><li>● Supplying an illegal drug</li><li>● Carrying an offensive weapon</li><li>● Serious or threatened violence against another person</li><li>● Assault</li></ul>		<ul style="list-style-type: none"><li>● fixed term or permanent exclusion</li><li>● involvement of outside agency</li></ul>