

# ESSA PRIMARY ACADEMY A



## Behaviour Management Policy

Policy Approved by the Local Governing Body- March 2015  
Date for Review- March 2017

# Essa Primary Academy

## Behaviour Management Policy

Essa Primary Academy is part of the Essa Foundation Academies Trust.

The Board of Directors has delegated responsibility for curriculum matters to the Local Governing Body.

### **Vision**

Our vision is to provide our children with the best opportunity to achieve their potential and develop into independent learners, irrespective of their background, culture, ethnic origin, religion or any other status.

Essa Primary Academy is an open, friendly learning community where everybody is valued and has a voice. In partnership with all stakeholders we aim to equip our children to live safe, healthy, fulfilling lives, enabling them to achieve success 'Right From The Start' both today and in the future.

This policy reflects the values and vision of Essa Primary Academy in relation to behaviour management.

It is consistent with the academy's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

### **Audience**

This document is intended to give a clear outline of the academy's approach about behaviour management to all staff, governors, parents and stakeholders. Copies of this document are provided for all teaching staff and are available when necessary to support staff and members of the academy's Local Governing Body. A copy of this document is available upon request for parents.

The brief description of the Behaviour Management policy of the academy contained in the current brochure is based on this document.

### **Aims and Objectives of Behaviour Management**

#### **Aims:**

#### **We accept that:**

- All individuals are unique and of equal value, whatever their abilities, background, physique, experiences.
- We must promote self-discipline and opportunities for responsibility for one's actions, for others and the wider community.

These will be the benchmarks against which all the academy's interpersonal relationships will be measured.

The Objectives of the Behaviour Management Policy are

- To encourage appropriate behaviour befitting the individual child's age and developing maturity.
- To develop the concept of reconciliation and forgiveness.
- To foster a willingness to help others.
- To promote honesty.
- To develop respect for others, their beliefs and their property.
- To establish personal responsibility for actions and to promote self-respect, self esteem and self discipline.

### **The Organisation of Behaviour at Essa Primary Academy**

In order to achieve the above aims, all teaching staff and support staff follow a Positive Discipline Policy. We believe it is necessary to teach the children how to behave. In order for the children to learn and grow academically, socially and emotionally they need a framework which clearly defines consistent, positive behavioural limits while providing warmth and support for their appropriate behaviour and empowering them with the skills to succeed.

All class teachers have established a classroom environment with rules and specific directions that clearly define the limits of acceptable and unacceptable behaviour. The children are consistently taught to follow these rules and directions, to choose to behave responsibly throughout the academy day and the academy year.

Children are provided with consistent positive encouragement and recognition when they do behave. The children know that the teacher has set limits and that they will be consistently rewarded for appropriate behaviour or face the consequences if they fail to do so.

Parents have an important part to play in supporting the academy's discipline policy. Education is a co-operative effort between the academy and parents. All parents will be provided with log in details for Class DoJo where they are able to review their child's behaviour each day.

### **Positive Discipline Framework**

Every teacher Essa Primary Academy follows a classroom discipline plan. The plan provides a framework around which all classroom behaviour management efforts can be organised. The aim of the classroom discipline plan is to have a fair and consistent way to establish a safe, orderly, positive classroom environment in which the teacher can teach and the children can learn.

The classroom discipline plan consists of three parts:

- **Rules** that children must follow at all times.
- **Positive Recognition** that children will receive for following the rules.
- **Consequences** that result when children choose not to follow the rules.

## **Rules**

Every class in the academy follows the same basic rules:

- Follow instructions the first time.
- Keep hands, feet and objects to yourself.
- To be respectful at all times.

These rules are in place all day long, throughout all activities in and out of the academy. They inform the children clearly what basic behavioural expectations the teacher has.

## **Positive Recognition**

The second part of the discipline plan motivates the children to follow the rules. Positive recognition is the sincere and meaningful attention the teacher gives a child for behaving according to expectations. At Essa Primary Academy we provide positive recognition in five ways:

- Praise
- Behaviour awards
- Special privileges
- Positive notes home
- Phone calls home

In every classroom the teacher keeps a positive behaviour log using Class DoJo. The teacher consistently praises children throughout the day and they are rewarded for good behaviour, working hard and being helpful and considerate. Throughout the day children can gain five points:

- Point 1 - Verbal praise
- Point 2 – Sticker
- Point 3 – Certificate to take home
- Point 4 – Good letter home/praise pad and prize from the Principal
- Point 5 – Positive phone call home and prize from the Principal

Children can earn stickers which are awarded when appropriate. These are awarded for good behaviour, working hard, being helpful and considerate and lead to a special certificate.

In the Foundation Stage, children are given verbal praise, stickers and good news is shared with parents every day. Throughout the academy children are rewarded for good behaviour at lunchtimes and playtimes. The class with the best attendance or least number of lates for the week gets a certificate and sticker. Sticker Assembly is held every Friday to celebrate these events and parents are invited to attend. Individual children receive a certificate for all round effort made during the week.

## **Consequences**

Consequences are the third part of the classroom discipline plan.

There are times in the academy when children choose not to follow the rules of the classroom. Consequences are carefully planned in every classroom and

teachers know in advance how to respond to children's misbehaviour. Consequences are always presented to the children as a choice. In this way they learn that they are in control of what happens to them. In every classroom there is a discipline hierarchy which is progressive, starting with a warning. Every child follows the consequences element of Class DoJo.

Throughout the academy there is a 5 point system:

- 1 A verbal warning – this gives the child an opportunity to choose more appropriate behaviour.
- 2 Time out within the classroom.
- 3 Time out in another classroom (about 10 minutes – work to be taken with them). From Year 2 onwards, children will miss a playtime/lunchtime to write in their Behaviour Journal about why they chose to break a rule and the correct choice they should have made. There is then an opportunity to discuss this with a teacher. A copy of the Behaviour Reflection sheet will be taken home, signed by parents and returned to the academy. Teachers keep a record of letters sent home and slips are returned to the academy. Reception and Year 1 children stand in the designated time out area.
- 4 Sent to the Principal who will talk to the child, the child then works with the Principal for a short period of time.
- 5 Child will phone their parent/carer and explain what they have done wrong. Sometimes a parent will be called into academy to discuss their child's behaviour. The child will they work with the Principal.

In cases of severe misbehaviour such as fighting, vandalism or defying a teacher, the child loses the right to proceed through the hierarchy of consequences. A warning triangle is sent to the Principal who removes the child from the classroom. Walkie-talkies are also used to request support for behaviour on the playground.

In the Foundation Stage children also follow a hierarchy.

- 1 A warning is given and the child is left to try again.
- 2 The child is taken out of the area/activity and given something else to do.
- 3 The child is sat on a chair for time to settle down – no activity, using a timer.
- 4 Parents are informed of any serious incidents.

For throwing things or hurting other children time out is given straight away.

### **Positive Discipline and Parents**

If parents are to become partners in their children's education, they must be well informed about the discipline plan in their child's classroom. Each parent is given a copy of the behaviour expectations in the 'Home Academy Agreement', which informs them about the expectations and the rationale for rules, positive recognition and consequences. Parents are asked to discuss the plan with their child at home, sign the slip at the bottom and return it back to the academy.

### **Positive Discipline and Supply Teachers**

To ensure consistent discipline in the classroom a discipline plan is made clearly available when the teacher is not present. Pen pictures are kept in class information files of children presenting particular behaviour problems.

### **Positive Discipline and Support Staff, Lunchtime Organisers, Volunteers and Students**

Time is given to explain the discipline plan to all support staff and to explain their role in its implementation. It is made very clear how to deal with both positive and negative behaviour.

### **Difficult Children**

Most children respond well to the Positive Discipline Plan followed at Essa Primary Academy. However occasionally an individualised plan will be needed to meet the unique needs of a particular child.

The child will be given very specific individual targets e.g. Settle to work after 2 minute warning period/leave classroom appropriately. The child will be given an individual behaviour chart and one to one mentoring sessions. Parents will be involved and a behaviour contract may be agreed/signed by the child, parent and the Principal. Careful monitoring of behaviour will take place, with regular meetings to discuss progress and plenty of opportunities for positive recognition. A behaviour panel involving members of the Local Governing Body, parents, staff and possibly external agencies will be convened if a child is causing major problems.

### **Materials and Resources**

Stickers, certificates, positive and negative letters home, badges, good news postcards and tangible rewards are used to reinforce the policy. Every class from Year 1 onwards has a Behaviour Reflection file. Many resources from other subjects (e.g. SMSC, Assembly books, Circle Time resources) are useful in underpinning good behaviour.

### **Equal Opportunities and Special Needs**

This behaviour management policy applies equally to boys and girls and no difference will be made between the two genders. Work connected with this policy will appeal equally to boys and girls and reflect the diverse cultural backgrounds experienced by our pupils. Children of all abilities will be expected to conform to behaviour patterns in keeping with their abilities and maturities.

### **Early Years**

Children in the EYFS classes are involved in the Positive Discipline Policy as outlined above at an appropriate level with appropriate interest. Work planned will take account of Foundation Stage Guidelines.

### **Record Keeping, Assessment and Reporting**

Each class from Year 1 have a Behaviour Reflection File. This keeps a record of the child's progress and helps them to accept responsibility for their behaviour.

The class teacher also keeps records of the children's behaviour with Class DoJo which parents have 'live' access to. Individual pupil's achievements will be recorded on short term plans and an annual end of year report will summarise each pupil's attainments in behaviour and conduct that year and suggest targets for future progress.

At prize giving an award is given to one child from each class for showing outstanding behaviour throughout the year.

### **Presentation/Display**

All rules, rewards and consequences are clearly displayed in each class area. Children are encouraged to take a pride in the standard, quality and presentation of their work and behaviour.

### **Expectations**

At all times staff will insist that pupils work and behave in a way which fully reflects their best abilities. Pupils will be taught to feel a sense of responsibility towards others, to take responsibility for their own actions and to develop a sense of their own self worth.