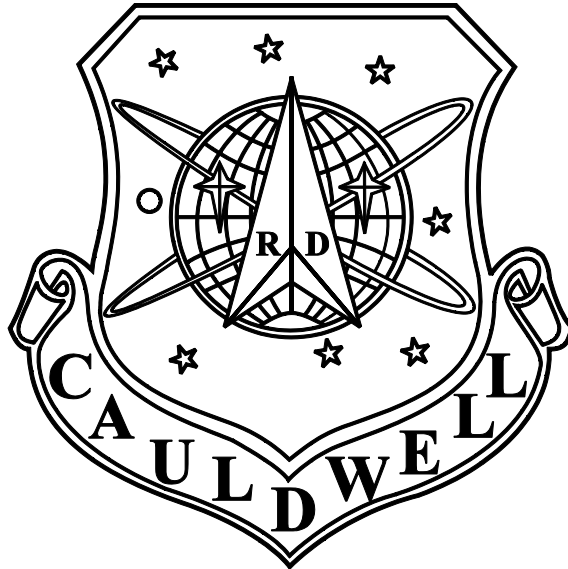


Cauldwell School



SH005	Version 2	Behaviour Management Policy	
Co-ordinator:	Judith Apps		
Link Governor:	Steven Lambert		
Approval:	Full Governors Meeting		
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Review Frequency:	Annual	Review Date:	Autumn Term 2018

Document History:

Version	Description	Date	By
1.0	Reviewed by co-ordinator.	Sept 2016	JA
1.0	Approved at FGB.	09/11/2016	Governors
2.0	New version completed by co-ordinator. To be taken to LGB.	07/09/2017	JA
2.0	Approved by the Governors at School Improvement Committee.	08/11/2017	Governors

Behaviour Management Policy

Rationale

At Cauldwell School we expect very high standards of behaviour. We want our school to be a caring and happy place for all who work in it.

We believe that a secure place to work will help all children reach their individual potential.

We believe that children with high self-esteem, respect and value not only themselves but also those they work and play with.

We believe in positive behaviour management, encouraging self-discipline and control.

Aims

- To foster high standards of appropriate personal behaviour
- To actively involve children in management of their own behaviour
- To set clear guidelines on expected standards of behaviour
- To create opportunities for praise and encouragement
- To provide experiences that boost confidence and self-esteem in children and staff
- To have agreed and consistent sanctions for inappropriate behaviour.
- To provide opportunities for children to co-operate and work collaboratively
- To develop high self-esteem and confidence in all who work in the school
- To work with parents and keep them informed on all behaviour management issues. Parents will be advised if their child reaches Sanction 4.

Guidelines

All classes will discuss the agreed code of conduct regularly to ensure everyone understands it.

The Code of Conduct will be displayed prominently and become a focal point of the classroom resource.

All classes will display the agreed school rules which are as follows:

The School Rules:

Be Ready

Be Respectful

Be Safe

Rules will be displayed in all classrooms and in public areas.

Behaviour management will focus on encouraging appropriate behaviour. We will Praise in Public (PIP) the expected behaviours and we will reward the 'Over and Above' behaviours (using house points).

Children may also be sent to the Head Teacher to celebrate their achievements and if they have been identified as doing something 'Over and Above'. (In the absence of, or if she is engaged, the children will leave a post-it note on the office door to alert her of their achievement. The head teacher will then follow this up at the earliest opportunity.)

Each Friday the assembly will focus on achievement and will be called the Award assembly. Each class teacher will nominate one child from their class for academic achievement or behaviour linked to our 'Learning Friends'. The children's names will be displayed in the classrooms and house points are awarded.

Other awards will also celebrate positive contribution in this assembly, e.g. values award.

All classes hold a weekly Circle time session (Monday 9am) as part of PSHE (Personal, social and health education). The school has a PSHE policy and Circle Time is a focus.

During Circle time classes will nominate (by random means) one person (child or adult) to be the 'Special Person' of the week. (See guidelines for special person in "Circle Time" by Carolyn Bromfield and Mollie Curry -

this book provides a valuable resource for Circle Time and self-esteem issues.)

In the event of inappropriate behaviour the school has an agreed list of sanctions - see Appendix A. These sanctions are consistent in all classes and are displayed as part of the code of conduct display.

In the event of Sanction 4 being reached (red card), responsibility for the management of the child's behaviour is passed from the class teacher to the Head Teacher. The Head Teacher will respond immediately, if she is in the building. In her absence the Deputy Head Teacher will respond.

A record of all sanctions given will be kept daily and reviewed by team leaders weekly. Support for continual offenders can be sought from the Lead Behaviour Professional. Parents will be informed and children will be put on a report card if a red card is issued or if Lead behaviour professional is sought.

The senior lunch time supervisor also records behaviour and reports back to the Inclusion Manager Weekly. Lunchtime supervisors are also encouraged to praise children for sustained / improved behaviour and have the same agreed sanctions.

Additional strategies to support good behaviour:

Lead Behaviour Professional
Inclusion Manager

Exclusion

In the event of a serious breakdown in behaviour that is unacceptable to the schools policy a fixed term, or permanent exclusion may be the only option. This would only happen if all other options had been considered and tried, or if the offence were so serious as to warrant immediate exclusion. The Head Teacher is the only member of staff authorised to exclude.

Behaviour management will be an agenda item at staff meetings at least once a term. The policy will be available for governors and parents. This policy will be reviewed annually and appropriate modifications made if necessary.

Reviewed January 2004
Reviewed September 2009
Reviewed September 2011
Reviewed September 2012
Reviewed September 2013
Reviewed September 2014
Reviewed April 2015
Reviewed September 2016

SANCTIONS

- 1. 1st reminder**
- 2. 2nd reminder – Name on the board**
- 3. Time out (5 mins) – Team leaders**
- 4. Red Card - Sent to Head Teacher and parents told.**

SANCTIONS

- 1. 1st reminder**
- 2. 2nd reminder – Name on the board**
- 3. Time out (5 mins) – Senior Lunchtime supervisor**
- 4. Red Card - Sent to Head Teacher and parents told.**

Sanctions

1. 1st verbal warning
2. Time out – in the hall or playground
(alone)
3. Time out with Senior Supervisor – walk
around with her
4. Red Card - Sent to the Head Teacher and
parents told.

Any inappropriate or aggressive behaviour will be reported directly to Senior Supervisor for action.