



## **Behaviour Management Policy**

### Behaviour and Attitudes

At Poplar Farm School we expect a high standard of behaviour based on adults and children respecting one another and recognising the need for us all to be safe at all times. Our code of behaviour is designed to make our life as pleasant as possible for everyone and to ensure that pupils are able to learn throughout their time at the school.

This policy concerns itself with behaviour in terms of pupils' conduct; however, as a school, we recognise the importance of pupil's behaviour for learning and teach pupils about the way learning behaviours can make a significant difference to their work and relationships.

Our School Rules:

- Always show respect for other people and their property;
- Respect people's rights to teach and learn;
- Help people to feel safe and happy at school;
- Be willing to have a go and try your best;
- Be proud of your achievements.

Rewards:

- Praise;
- It is more effective to reward than punish. The most readily available reward is praise from the teacher;
- Praise and encouragement form the basis of all rewards;
- Praise from the teacher is most effective when directed to details of performance - a precise definition of what has been achieved;
- Praise or reward should follow immediately whenever possible.

### Verbal praise

This can be given by teachers, teaching assistants, instructors, lunchtime supervisors etc. It can be individual, group, class or year group.

### Responsible Jobs

Each teacher can consult with their class to find out which jobs they would like to do and these can be used to reward good behaviour.

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### House Point Certificates

House Point certificates will be awarded to children after reaching 25 points and will be given out in assembly.

### Sharing achievement with others

During each Friday Assembly, the Head of School will read out the names of the pupils in the "Golden Book". Children in the book will be recognised for their work, improvements etc during the week.

### Sanctions

Should positive reinforcement be unsuccessful sanctions will be used. To achieve our expectations of everyone at Poplar Farm School we agree our Code of Conduct in consultation with the children.

Reprimands should be given with the emphasis on unacceptable behaviour, not the child. It should be made quite clear to the child that the rebuke or criticism is due to their chosen behaviour.

When applying sanctions we try to:

- avoid confrontation
- listen
- establish facts
- judge only when certain

We must always be ready to praise good behaviour/achievements to avoid the situation when only bad behaviour receives attention.

If a child is behaving inappropriately they will be given the chance to come back on task by using a variety of methods already in use within the classroom. These may include:

- The look which says "I am aware of and disapprove of your behaviour."
- Physical proximity to the child;
- Mentioning the child's name while teaching;
- Focusing on the appropriate behaviour of others and commenting on their behaviour;
- Talking to the child.

Every child must be made aware of our expectations and the rules that will be enforced to achieve them.

If a child chooses to break a rule then they will know that an unavoidable consequence will follow. We must be consistent in our use of these consequences.

The sanctions that we have chosen for inappropriate behaviour are progressive and start with a verbal warning and then follow these steps (depending on year groups and class or break times):

Break Times – Whole School

1. The child will be warned about their conduct – so that they have the opportunity to rectify or change behaviours.
2. The child will be given timeout standing next to the fence/wall (this step may be missed in KS1) on the playground for 2-3 minutes.
3. The child will walk with a supervising adult that they can be monitored for a specific period or the rest of the break time
4. The class teacher will be informed – this should also be the case where there is persistent misbehaviour at a low level
5. The class teacher will inform the team leader and parents will be informed
6. The Head of School will be informed and take any necessary actions

Class Time Key Stage 2

1. Pre-emptive measures will be taken when pupils are displaying signs that they may not be able to manage their behaviour in the immediate future but have not yet displayed the behaviours that would lead to sanctions. Action in such cases may include delivering messages, self-initiated timeout, a quick job etc.
2. Warning - This is an important first consequence because it gives the child an opportunity to choose more appropriate behaviour. It is important that the child is aware that the warning has been recorded on the teacher's sheet. The Head of School will be responsible for monitoring warning and will identify those pupils who repeat bad behaviours regularly to ensure that behaviour plans can be created. The first warning is the first step in assuring that the child's behaviour improves for the remainder of the half term. Prior to receiving a warning, each child will have been given an opportunity to correct their behaviour.
3. Timeout within class - Should a child gain two warnings in quick succession, or gain a warning for an act from which they need time to cool down, then they will be given timeout. They will continue with their class work but will be moved to a different part of the room. This will give the child time to reflect on his/her behaviour without falling behind with their work. Once the teacher deems it suitable the child will be returned to his/her original position.
4. Timeout in another class - Should the child continue to disrupt the class then they will be moved to another classroom with their work. Each class will have a linked class to whom children are sent; however, some children will have specific classes to which they're sent depending upon the decision of the Team Leader and Class Teacher.
5. Break detention (3 incidents in one day or significant incident not requiring the Head of School's attention) - If following step 3, the child chooses to continue to misbehave then he/she will receive a break detention. During the detention, the child will complete any work from their lesson or sit in front of the teacher on duty that day. At the end of the detention, the child's behaviour will again be discussed.
6. Sent to Head of School - Should the warnings system not have the desired effect then the child will be sent to the Head of School. The Head will decide upon the most appropriate course of action from this point forward.

Class Time - Key Stage 1 and Foundation Stage

1. Pre-emptive measures will be taken when pupils are displaying signs that they may not be able to manage their behaviour in the immediate future but have not yet displayed the behaviours that would lead to sanctions.
2. Verbal Warning - the children will always be told the reason for which they are being warned.
3. Children will be moved to a different part of the classroom/away from the zone of trouble for time to reflect (a timer may be used as a visual indicator to the child). Teachers may then place the child's name on the board to serve as a reminder to both child and teacher
4. Timeout in another class - Should the child continue to disrupt the class then they will be moved to another classroom with their work. Each class will have a linked class to whom children are sent; however, some children will have specific classes to which they're sent depending upon the decision of the Team Leader and Class Teacher.
5. Children will miss either part/all of their break with a teacher or will accompany the teacher on duty at break time. Parents/Carers may be told of the behaviour at this point.
6. Children will be referred to the Head of School.

All children

Screening and Searching

There may be times when it is necessary to search pupils. At Poplar Farm, we follow The Department of Education guidance which can be found at [www.education.gov.uk](http://www.education.gov.uk)

Exclusion

Should a child perform an act which endangers themselves or others, is a deliberate act of vandalism or goes deliberately and significantly against the school rules then he/she can be excluded. The exclusion may be for particular parts of the day (such as lunchtimes) or may be for a day or series of days. The length of the exclusion will depend upon the individual's actions and will be decided on a case by case basis. All decisions on exclusions will be taken in discussion with the Trust's Chief Executive Officer. Whilst exclusions are few and far between they may occur for the following reasons:

- Physical assault against pupil;
- Physical assault against adult/staff;
- Verbal abuse/threatening behaviour against pupil;
- Verbal abuse/threatening behaviour against adult/staff;
- Bullying;
- Racist Abuse;
- Sexual Misconduct;
- Drug and Alcohol related;
- Damage;
- Theft;
- Persistent disruptive behaviour;
- An offensive weapon e.g. knife;

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- An object used offensively e.g. stabbing with a compass;
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

### Please note:

In some cases, children will have specific plans or systems relating to their behaviour. These may or may not be formally recorded depending upon the individual needs of the pupil. They may also be used for a short period or embedded over the medium to long-term – again depending upon pupil need. All such plans/systems will be shared with the Head of School and SEN&D co-ordinator.

Specifics will show regard to any diagnosis or disability which a pupil may have. For example, we will take a calm and empathetic approach to pupils who have autism to give the pupil time to process the instructions given and then respond appropriately.

On occasion, it will be necessary to miss out some of the sanctions going to straight to any of the steps without having gone through each step. Such cases could include situations where a child is a danger to themselves or others and as such is unsafe to be on school premises. In such situations, we would go straight to the exclusion step.

If a child routinely fails to complete work within class (which is within their capability) then the school policy is to keep the child back at break to complete said work.

In certain cases we may also choose to use a different sanction to those stated above – for instance, if a child is misbehaving in PE then they may miss the next sports tournament. This will allow children to see that their actions in specific areas can have subject related consequences.

### Bullying

Everyone at Poplar Farm School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening.

Definition of Bullying:

*"Bullying is deliberately hurtful behaviour that is repeated or has the potential to be repeated over a period of time, making it difficult for the person concerned to defend themselves".*

There are different sorts of bullying, but the main types are:

<b>Physical</b>	Hitting, kicking, taking or hiding belongings including money
<b>Verbal</b>	Name calling, teasing, insulting, writing unkind notes
<b>Emotional</b>	Being unfriendly, excluding, tormenting, spreading rumours, looks
<b>Exclusion</b>	A child can be bullied simply by being excluded from discussions/activities with those they believe to be their friends
<b>Criminal</b>	Pupils may have their property damaged or stolen.
<b>Threatening</b>	Threats may be used by the bully to get what they want
<b>Cyber</b>	Using ICT for any of the above (e-mail, mobile phone etc)

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Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

The school works hard to ensure that all pupils know the difference between bullying and simply “falling out”.

### Actions to Tackle Bullying

Prevention is better than cure so at Poplar Farm we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told that they must report any incidence of bullying to an adult within school and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents using Integris. The class teacher of the victim will be responsible for this and will be required to inform the Head of School of the record and the action taken. Older pupils may be asked to write a report of any incidents themselves. This will ensure effective monitoring of such occurrences, and to facilitate co-ordinated action. If any single incident includes racist or homophobic abuse then it should be reported to the Head of School and be recorded on the school's Management of Information System (currently Integris). Integris will also be used to record incidents of misbehaviour that are persistent, result in contact with pupils' Parents/Carers or at the discretion of the Head of School.

**Published:** March 2018

**Review Date:** July 2020

