



**Geoffrey Field Junior School**  
**Behaviour Management Policy**  
**including written statement of behaviour principles**

Updated September 17  
Review date September 19

This policy is supported by additional policies and appendices which provide school staff with detailed guidance.

### **Aims and Expectations**

The aim of this policy is to promote good behaviour. We have school rules and expectations. We develop good relationships with pupils by:

- Not ignoring unacceptable behaviour and being consistent about the consequences
- Promoting good behaviour through recognition and rewards
- Having high expectations and using the language of choice,
- Providing a model of positive and social behaviour

### **School's Mission statement**

Our motto is "All learning together". At Geoffrey Field we believe everyone – children and adults alike are on a lifelong learning journey that should be challenging and enjoyable. We are committed to ensuring that our children succeed and do well; providing choice, opportunity and challenge. Geoffrey Field Junior School where we all learn together, providing choice, opportunity and challenge. We foster an environment where children and adults are learning from one another in an atmosphere of low threat and high, but achievable, expectations.

### **Roles and responsibilities in promoting positive behaviour**

#### **The school community:**

- Respect and care for each other
- Value each other; listen to others and learn to work co-operatively
- Work within the rules established by the class and school
- Learn to resolve disputes positively
- Value and take responsibility for our environment
- Work to understand our emotions and actions and take responsibility for these

#### **Pupils:**

- Have a positive attitude towards our learning; working to the best of our ability at all times.
- Let an adult in school know if we feel we (or someone else) has not been treated fairly.

**Parents, Carers and Families:**

- Support the school when reasonable consequences are used to reinforce the school rules.
- Promote positive behaviour at home so that there is continuity between home/school
- Contact the school if they have concerns about the way a situation has been dealt with involving their child.
- Contact the school if they have concerns about their child's social or emotional development.
- Be aware of and understand their rights and responsibilities (see Appendix II)

**Staff:**

- Recognise the strength of their position in relation to pupils; that pupils' dignity and self-respect is at the heart of work on behaviour. Actions taken by staff are measured against this central principle.
- Promote positive behaviour within and beyond the school; praising in public and correcting with discretion.
- Support pupils to become independent; making good choices about their behaviour
- Value what pupils have to say and encourage their views.
- Recognise and reward positive behaviour and act consistently and fairly.
- Develop pupils' interpersonal and social skills and understanding of their rights and responsibilities.
- Alongside pupils and other members of staff; develop and promote a set of agreed rules which cover behaviour in the class, in the playground, in assembly and around school.
- Engage and involve pupils in their own learning; providing them with the skills and attitudes to become lifelong learners.
- Ensure that work is well matched to the needs of pupils, is exciting and stimulating and is developed around the interests of pupils.
- Record incidents, as required in the class log.
- Be aware of and understand their rights and responsibilities.

**Head teacher:**

- Sets the ethos of the school and provides a model of consistency when applying the behaviour policy.
- Supports staff with implementing the policy and the strategies for inclusion document.
- Promotes positive behaviour through the school's system of rewards and recognitions.
- Records incidents which come to them in the school log book.
- Monitors the class log books to identify any issues that may need addressing at whole school level.
- Reports to governors about behaviour through his report and through admin reports.
- Leads development work in relation to positive behaviour management.
- Works with parents to promote and maintain the positive behaviour strategies
- Is available each day to listen to the views and concerns of parents and pupils.
- Is responsible for giving fixed-term exclusions to individual children for serious acts of misbehaviour and may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour.

**Governors:**

- Monitor the effectiveness of the policy through reports which give summary information about exclusions, racist incidents, incidents of bullying, etc.
- Monitor the effectiveness of the policy through regular visits to the school; conversations with pupils and analysis of questionnaires to parents and pupils.

- Provide a disciplinary committee to review exclusions which are for more than 15 days in a term.
- Promote the behaviour policy to parents and listen to any concerns they may have about behaviour matters.

### **Monitoring the effectiveness of the policy**

The effectiveness of the policy is monitored through regular analysis of data collected about behaviour; Admin reports questionnaires, class and school logs.

### **Behaviour Principles - written statement**

*(Rights and Responsibilities)*

#### **Pupils**

<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and myself safe
To learn	To be willing to learn To allow others to learn To attend school regularly To complete my work to the best of my ability
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To give my opinions. To listen to others

#### **Staff**

<b>Rights</b>	<b>Responsibilities</b>
To be supported by peers and leaders	To ask for support when needed To offer support to colleagues and leaders
To be listened to To share opinions	To listen to others To give opinions in a constructive manner.
To be treated courteously by all in the school community.	To model courteous behaviour To recognize and acknowledge positive behaviour in others.
To be made fully aware of the school's system/policies/expectations	To work with others to develop the school's policies and systems. To seek information and use lines of communication.
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour. To acknowledge areas of own behaviour management skills that could be developed To try/use and to evaluate new approaches

#### **Parents**

<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect	To behave respectfully towards others.

To be kept informed about my child's progress	To talk to teachers if I have any concerns about my child's learning and wellbeing. To talk to my child about what he/she does in school. To ensure my child attends school regularly.
To be listened to	To listen to others
To have access to information on the school's procedures for positive behaviour	To acknowledge/respond to information and share concerns
To have my concerns taken seriously	To share concerns constructively

### **Other information available to support positive behaviour management**

#### **Appendix 1**

##### **Strategies for inclusion**

This document gives a list of behaviours and the sorts of responses that the school uses to reinforce the school rules and values. It helps to ensure consistency.

#### **Appendix 2**

##### **Encouraging Risk Taking and Participation – additional advice for staff**

This document gives strategies to staff to encourage children to take part.

#### **Appendix 3**

##### **Working with parents – additional advice for staff**

This document gives strategies to staff about the best ways of working with parents.

#### **Appendix 4**

##### **Positive behaviour management in practice – additional advice for staff**

This document gives examples of how positive behaviour strategies are used in the classroom; the approaches taken and the sorts of things said.

#### **Appendix 5**

##### **Supporting paperwork**

These documents are there to support pupils and staff and include parent records, a variety of self-monitoring charts, achievement charts, self-reflection materials

#### **Appendix 5**

##### **'How we address Bullying' policy**

(See also our 'SEND' and 'Equality' policies )