Sytchampton Endowed Primary School

Behaviour Management Policy

Signed by:

Headteacher Date: _____

Chair of Governors Date: _____

Review date: September 2022

Aims and Objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all, and we therefore place an emphasis on praise and reward with positive reinforcement. The school's behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, which are phrased positively, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We understand that behaviour is a form of communication and can indicate unmet needs.

Therefore, this policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

School Values:

Be Respectful
Be Kind
Be Honest
Be Determined
Believe

Our school values underpin the nurturing ethos of the school and form the basis of expectations for all members of our school community (e.g. pupils, staff, parents). These values are visible throughout the school and are re-visited regularly through collective worship and assemblies.

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community. This policy is designed to empower pupils to make good choices and to take responsibility for their own behaviour. Pupils learn that both good and poor choices have consequences.

Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- Verbal feedback
- Stickers may be awarded for achievement eg. in dining hall, classroom.
- Zone boards (when pupils achieve gold they receive a raffle ticket. This raffle is drawn every half term and one pupil in each class will be awarded a small prize)
- Every two weeks children are chosen to receive a ‘Barnabee Certificate’ for demonstrating our core values. Pupils who are nominated for this award then attend ‘Tea With Barnabee’ the following week.
- Marble Jars – pupils may be awarded with a marble for demonstrating our core values. These are collected in jars in each classroom. When the jar is filled, the class may choose a whole class reward in discussion with the class teacher.

- Messages/photographs home – if a child has demonstrated our core values, or achieved something exceptional, they may be sent for a Headteacher reward (sticker). Class Teachers may also send messages and photographs home to parents via our Seesaw Online Portal.

Please note:

- Rewards are not an entitlement; they are a privilege which should be earnt
- Rewards are not given on a rota basis, therefore, not all pupils will necessarily receive them in one academic year, and some pupils may receive them more than once
- If a pupil is absent when they are due to receive an award (e.g. whole class reward/Barnabee Tea), the school is not obligated to compensate the pupil for missing that opportunity

Zone Boards

Zone Boards are used to promote good behaviour throughout the school. Each day all children should start in the green zone. Good behaviour/choices could result in a child being moved to the silver and then gold zone, thus earning a raffle ticket. The raffle is then drawn at the end of each half term and a small prize awarded to the winner. Inappropriate behaviour, (see Sanction Route) should result in a warning, followed by a move to orange and, if there is no improvement, to red. Children on orange or red may move back up the zone board if they resume acceptable behaviour. This is to be encouraged.

Red and Yellow cards

This system supports a consistent approach to behaviour management throughout the school and particularly in KS2.

Yellow card: starts with a warning (name on board), time out eg. stand by the wall on the playground, sit in a different place within the classroom or in a different classroom; a third warning within the same week, means that the name is recorded on the card and given to the HT/senior teacher. The child will be recorded on the tracking system with an explanation of what has occurred.

Red card : this is given for persistent inappropriate behaviour or more serious incidents (e.g. hurting another child, ignoring previous warnings, stealing, deliberately damaging equipment, being dishonest) and the child is recorded on the system with explanation and the parent is contacted about the sanctions and their support is expected in line with our Home/School agreement.

Sanctions

Sometimes sanctions will be necessary to address unacceptable behaviour and to maintain order and stability. Sanctions will be applied fairly and consistently and be appropriate for the circumstances. It must also be made clear to the child or children concerned that it is the behaviour and not the child that is unacceptable.

Sanction Route

Step 1

Zone Board

Inappropriate behaviour (listed below) will result in a **warning**. Continued poor behaviour will result in a move down the zone board to **orange** and then to **red** if necessary**.**

If a child is in **red** they should miss a five minutes of their playtime or 'choice time' to think about their behaviour and what they need to do to improve. This must be recorded on the tracking system.

Yellow card

Inappropriate behaviour which can include (this is not an exhaustive list):

- Disobeying any adult
- Persistent shouting and calling out in the classroom
- Persistent disruptive behaviour
- Non-cooperation/compliance
- Being unkind to others

Step 2

Being in red on the zone board three times in a week or name on a yellow card- will result in the child being sent to the Headteacher to explain:

- What I did
- Why it was wrong
- How I feel
- What can I do to put it right

Sanctions will be used such as: time to reflect about their actions during play/ lunch time: eg. a letter of apology may be appropriate, or a poster to promote good behaviour.

A loss of 30 minutes in one lunch-time will be given depending upon when the incident occurred either same day or next day.

Step 3

In the event of more serious or prolonged disruptive behaviour (red card) parents/carers should be contacted either in person (at the end of school day) or by telephone to explain what has happened. Parents may be invited into school to discuss the way in which home and school can work together to help the child. External agencies or behaviour specialists (e.g. Perryfields PRU, CCN Team) may be consulted to ensure that the child's needs are being met. This may also provide the opportunity to discuss any underlying problems. Wherever possible positive strategies will be put in place to support the pupil in school or at home.

Sanction for a red card will be 30mins lost lunchtime for 5 days.

Our Home/School agreement asks both pupils and parents to support the decisions of the school.

The behaviour log on our tracking system will be used to log incidents and these will be reported to parents and the Governing Body on a termly basis.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. A full investigation will take place by a Senior Member of staff and if this is not the Headteacher, then she will be notified. This investigation will be recorded on the school tracking systems and parents/carers should be fully updated of progress made and outcomes. We will do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to prevent injury to any child, if a child is in danger of hurting him/herself, to prevent damage, to prevent any criminal actions or to maintain the good order of the classroom. The actions that we take are in line with government guidelines on the handling of children (Use of Force Policy).

The role of the Class Teacher

It is the responsibility of class teachers to ensure that the school expectations are enforced and that their classes behave in a positive and responsible manner. The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.

Teachers will treat all children in their classes with respect and understanding. They use the zone board and/or card system to reinforce positive behaviour.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

All staff are responsible for logging incidents that they have dealt with on the school tracking system. In some cases, staff will use more detailed records such as ABCC or Star Charts to identify triggers for behaviour and inform discussions with external professionals.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. School Governors will be notified of any such decisions at the earliest opportunity.

The role of Parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. All parents sign a Home School agreement on joining the school.

We explain the school values in the school prospectus and they are displayed around the school; we expect parents to read them and to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents if we have serious concerns about their child's welfare or behaviour. **We also expect parents to adhere to our E Safety policy and use the support on our website to set clear boundaries for pupils and access to age appropriate material.**

The role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines and comment on behaviour on their monitoring visits.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, September 2008). We refer to this guidance in any decision to exclude a child from school (www.education.gov.uk)

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal. The Headteacher informs the LA and the Governing Body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA and consider whether the child should be reinstated. If the Governors' Appeals Panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements. Governors are encouraged to report on behaviour and ethos during any monitoring visits.

Children with Special Educational Needs will be reviewed by appropriate professionals and their needs discussed with parents. If these needs lead to challenging behaviour – strategies will be put in place to support the pupil eg. individual zone board, sticker chart with clear targets.

The school keeps a variety of records concerning incidents of misbehaviour, but all incidents will be recorded on the school tracking system. Class teachers are responsible for recording incidents.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. These are reported to Governors via the Headteacher's Report.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The Governing Body reviews this policy annually. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.