



# BEHAVIOUR MANAGEMENT POLICY

SIGNED:.....

POSITION: CHAIR OF GOVERNORS

DATE: SEPTEMBER 2016

NEXT REVIEW: APRIL 2018



# Sytchampton Endowed Primary School

## Behaviour Management Policy

### **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. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

### **School rules:**

**To show good manners and respect to everyone.**

**To be a good sport, be kind and play safely.**

**To look after our own and our school equipment.**

**To follow instructions, listen carefully in order to become outstanding learners**

The class teacher discusses the school rules with each class, which were agreed by the pupils in an assembly. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

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. The school rewards good behaviour, through its house point system, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We aim for the children to develop self-discipline and to have responsibility for their own behaviour by developing a growth mind-set and by using the language of choice. 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:

- Teachers congratulate children.
- Stickers may be awarded for achievement eg. in dining hall, classroom.
- Use of a zone board in EYFS and KS1 classrooms.
- Every two weeks children are chosen to receive a 'Golden Ticket' for behaviour, or to acknowledge outstanding effort or acts of kindness in school.

This entitles the child to join the Head for Golden Ticket Tea, on the following Monday

- House Points – we have four houses and the pupils are grouped vertically. House points are awarded for good behaviour, achievement manners and citizenship. The points are counted every two weeks and a trophy is awarded and displayed in the hall.
- Purple cards – these are awarded for good behaviour particularly at playtimes. These are logged on our tracking system and 1 purple card = 5 house points.
- Whole school - we are trialling an awards system linked to house points (see attached appendix).

## Zone Boards

Zone Boards should be used in EYFS and KS1 classrooms to promote good behaviour, or for children with specific learning difficulties. Each day all the children should start in the green zone. Good behaviour could result in a child being moved to the silver and then gold zone, thus earning stickers. 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 in classroom; a third warning 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 inappropriate behaviour 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 KS1

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.

## **Yellow card KS2**

Inappropriate behaviour

- 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 improve my behaviour in the future?

**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. House points may be deducted.

A loss of one playtime or one lunch-time will be given depending upon when the incident occurred ( either in classroom or on playground).

## **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. This may provide the opportunity to discuss any underlying problem and positive strategies will be put in place to support the pupil in school or at home.

Professional support may be put in place in liaison with the Senco and/or Safeguarding lead.

Sanctions as above will be put in place for at least one day. 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.

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. We 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 Behaviour Management Policy - Sytchampton Endowed Primary School.docx Amended: April 2017

of Force to Control or Restrain Pupils. Staff only intervene physically to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the handling of children.

### **The role of the Class Teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes and that their classes behave in a positive and responsible manner during lesson time. 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.

The class teacher treats each child fairly and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding. They use the zone board and/or card system to reinforce positive behaviour and this is linked to the award of house points.

### **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.

The Headteacher keeps records of all reported serious incidents of misbehaviour. The school Pupil Tracking system behaviour log was introduced in May 2017.

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. These actions are taken only after the school Governors have been notified.

### **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 rules 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](http://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. The class teacher records incidents and follows the card procedure. The Headteacher records those incidents in which a child is sent to her on account of bad behaviour. From May 2017 these will be logged on the tracking system.

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.