



**Ebchester C.E. Primary School**

**Behaviour Management Policy**

**January 2016**

**General Statement**

***Every Child has the right to learn without the disturbance of others.***

***"Good Behaviour is a necessary condition for effective teaching to take place."***

***(Education Observed 5 - DES 1987)***

The Governing Body accepts these principles and seeks to create an environment at Ebchester CE School which encourages and reinforces good behaviour. The maintenance of good discipline is essential for the growth, welfare and development of pupils. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process. It is with this in mind that Ebchester CE School has the following aims:

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour and
- An understanding of personal responsibility
- Educate to eliminate bullying, racism, sexism and other forms of prejudice
- To promote an effective learning environment
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

## *School Ethos*

### **Standards of Behaviour**

Ebchester CE School has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic progress and development over time towards academic goals, so we measure standards of behaviour in terms of meeting behavioural goals. Our children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At Ebchester we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility.

Knowledge of the expectations we have of pupil behaviour together with a system of rewards and sanctions encourages children to behave appropriately. All members of staff (teaching and non-teaching) aim to apply the system we have fairly and consistently. We aim for all children to come to know and understand the school rules and behaviour expected of them together with the consequences to be applied for choosing not to follow them.

Members of staff are also aware that when establishing a pupil's reason for misbehaviour, focussing solely on the behaviour and not the reason behind it may treat the symptom and not the cause. Therefore staff always aim to treat incidents individually whilst maintaining the inherent structure of the rewards and sanctions systems.

Adults in school are responsible for modelling high standards of behaviour in their dealings with children, parents and other members of staff.

All staff aim to:

Create a positive climate with realistic expectations

Emphasise the importance of being values as an individual within a group or class

Promote honesty and courtesy

Provide a caring and effective learning environment

Encourage relationships based on kindness, respect and understanding of the needs of others

Ensure fair treatment for all regardless of age, gender, race, ability and disability

Show appreciation of the efforts and contribution made by all

Model the behaviours we expect from children

A group of children are also trained each year to act as buddies during playtimes. These children set a high standard of behaviour as a model to other children.

## **The curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children with clear lesson objectives - differentiated to meet different abilities, help children to become active in their own learning. Marking is also supportive, both in the praise given - valuing the children on their progress and achievements, and providing challenges and targets for future work.

### **Circle time**

All children take part in "Circle time" activities in during SEAL sessions in class. These activities provide the foundation for the SEAL curriculum which underpins our behaviour policy. Children are taught strategies to help them avoid conflict with each other. We also talk to them about avoiding problem situations and being aware of their own body language and verbal comments that might provoke an incident. In discussing these issues, we aim to raise individual self-esteem, develop skills in listening and effective communication and empower children to deal effectively with situations that arise.

### **Rewards**

Our reward system acts as a positive reinforcement of good behaviour. An abundance of praise is used both for the individual, groups and classes as a whole. We always aim to encourage good behaviour and work by praising good behaviour rather than criticising bad unacceptable behaviour.

In practice this means a member of staff will often encourage all children to act in an appropriate way by praising those who are already behaving in that way. The praise takes the form of the member of staff directing other children's attention to those whose behaviour is acting as a model for the others. The member of staff says, "Well done," to the child, group or class and states why they have received the praise. This reinforces to the other children the behaviour that is desirable. The praise is often accompanied by a reward for the child, group or class.

### **Headteacher Celebrations Assembly**

Each week, teachers keep a record of children who have worked particularly hard in lessons or have shown repeated good manners, good or improved behaviour and so on. During the Celebrations Assembly, these children stand and receive an award certificate while the Headteacher explains their achievement to the whole assembly. Teachers will also select a particular child or children from their class who have made a special achievement during the week. These children are called to the front of the assembly to receive their Headteacher award. These awards are displayed for one week in the entrance lobby and are then taken home.

A Star of the Week is also chosen from each class. This certificate is given to a child who has displayed particularly good behaviour during the week. The child's photograph is displayed on the Star of the Week display in the entrance lobby.

### **Stickers**

Stickers, smiley faces or stars, are used to reward children and encourage good behaviour and academic effort. Teachers use these positively - once given, rewards will NOT be removed subsequently for unacceptable behaviour.

### **Team Points**

Team points are awarded to both individuals and team or table groups, to reinforce good work or behaviour. Children belong to different houses and joint weekly team point totals are read out in the Headteacher's Celebrations Assembly. The winning house team receives the House Cup for display that week.

Teachers and classroom assistants can award house points at any time they feel a child merits a reward. These house points can be awarded either verbally or by entering a point on the house point chart displayed in the classroom. This is used at times when a member of staff wants to give house points for good effort or behaviour but does not want to disturb the children's concentration by verbally announcing it to the class. Seeing points being entered on the chart often inspires other children in their work and behaviour efforts too.

### **Reminders**

Displayed in all classrooms is a Class Charter, decided on by the children and staff at the beginning of each year as part of the SEAL curriculum. This acts as a constant reminder to both the children and staff. Each charter clearly states the types of good behaviour and work that children have agreed.

### **Dining Hall Rules**

1. We wait sensibly in the dinner queue
2. We are polite to the servers
3. We say please and thank you
4. We listen to the dinner supervisors and do as we are asked
5. We sit properly
6. We don't speak with our mouths full
7. We use our knife and fork

8. We talk quietly and only to the people on our table
9. We pick up any food we drop

### **Playground Charter**

**This was drawn up by the School Council and is on display in the playground**

1. Stay where the teacher can see you
2. Treat all equipment with respect
3. Listen carefully to the teacher on duty
4. Treat everyone with kindness and respect
5. Use polite and appropriate language
6. Use Mary's garden for quiet time
7. When you hear the bell, walk sensibly into your classroom
8. Always remember to wipe your feet when you enter school

### **Sanctions**

Sanctions are characterised by certain features. When giving a sanction, staff ensure it is clear why the sanction is being given and they state the behaviour that should have been displayed. Teachers aim to deal with criticism / the giving of a sanction in a personal manner that does not harm a pupil's self-esteem.

### **Playtimes and Lunchtimes**

Children behaving inappropriately at these times will be asked to either stand by a member of staff who is on duty, or stand at the wall for 5 - 10 minutes. Persistent misbehaviour is dealt with by either the Headteacher or Assistant Headteacher who record the incident. Parents of children who behave in an unsafe or dangerous way at lunchtimes are contacted so that issues and strategies can be discussed.

### **Classes**

Each class has a set of sanctions for children who choose to break the class rules. Sanctions follow the same pattern in each class and each time a child breaks a class rule they move on to the next sanction. Each sanction aims to give the child a framework of opportunity to choose more appropriate behaviour rather than moving on to the next sanction. Before children start on the first sanction, they are asked to do what the teacher wants them to do. This is done in a positive, rather than a negative way. If the

child continues with the inappropriate behaviour, they are given a reminder of why the behaviour is unacceptable and again what the teacher wants them to do.

This system of ASK and REMIND gives children a clear opportunity to reflect upon their actions and begin to behave in an appropriate manner.

Should the inappropriate behaviour continue, children begin on the framework of sanctions:

1. **Warning** - children have their name entered on the wipe board in the classroom. Further breaches of rules will be followed by ticks beside the child's name.
2. **Time out 1** - children are given an opportunity to reflect on their inappropriate behaviour by sitting in the "time out" zone. They remain there for 5 - 10 minutes depending on age. While they are in the "time out" zone, they take appropriate work with them. After the 5 - 10 minutes "time out", they return to the activities with the rest of the class. Children can move straight to the "time out" zone in lessons such as P.E. if their actions endanger their own safety or the safety of others.
3. **Time out 2** - Children can be sent to another class for 10 minutes. While there they follow the procedures for "time out 1".
4. **Missed playtime** - children have an opportunity to reflect upon their actions. Only one playtime will be missed at any one time.
5. **Parents informed** - The Headteacher telephones or sends a letter to parents explaining the behaviour that has caused concern. This gives parents an opportunity to talk to their child about appropriate and inappropriate behaviour. This also provides a solid foundation for the development of school/home partnership, working together to help each child reach their full potential.

This list of sanctions provides the least intrusive and non-confrontational way of dealing with inappropriate behaviour. It gives many opportunities to amend inappropriate behaviour and constant guidance on how to behave appropriately. The rewards element of the behaviour policy highlights the value placed on appropriate behaviour.

### **Seriously Inappropriate Behaviour**

This is where children who have displayed certain behaviours do not go through the above process but are referred straight to the Headteacher. These behaviours are as follows:

Children who cause severe physical / verbal / psychological harm to others. This includes:

- Bullying - see also Bullying Policy
- Extortion
- Any violent action, including verbal / racist threats / using abusive language directed at another pupil
- Any violent action, including verbal / racist threats and abusive language, directed at a member of staff
- Stealing
- Using any object as a weapon

In these instances, each case is judged individually and may result in any of the following:

1. Missed playtimes possibly including some lunchtime playtime as well
2. Parents informed of the inappropriate behaviour and possibly required to discuss their child's behaviour with the Headteacher.
3. Internal exclusion - this involves being removed from class for either a session,  $\frac{1}{2}$  a day or a full day. During this time, the child completes a range of work supervised by the Headteacher.
4. External exclusion

### **Exclusion from School**

In extreme cases, the Headteacher has the right to exclude a child from school. This can either be a temporary exclusion for half a day to a few days, or in exceptional circumstances it may be permanent exclusion. Temporary exclusion from school is currently no more than 45 days a year. In the very rare circumstances of the Headteacher permanently excluding, the decision will be referred to the Governing Body for ratification. The Governing Body Disciplinary Panel will then meet to consider the decision. Parents have the right of appeal and will be fully informed of the procedures should such circumstances arise.

### **Lunchtime Exclusion**

It is at the discretion of the Headteacher to ban a child from school at lunchtime. This action will only be taken in exceptional circumstances and after consultation with parents.

## **Communication and Parental Partnership**

High priority is given to clear and positive communication with parents. We communicate policy and expectation to parents in a variety of means including the school brochure, Parents' Evenings and new starters' meetings.

Where the behaviour of a child is giving cause for concern, parents will be informed at an early stage and be given an opportunity to discuss the situation. Should concerns continue, parental support is sought in devising the first action points on an IBP (Individual Behaviour Plan). IBP action points are drawn up to provide consistency between the behaviour expectations at home and in school.