



Ebchester CE Primary School

Behaviour Management Policy

April 2021

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1.1 Introduction and Aims

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

2.1 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.

2.2 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.

2.3 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.

2.4 Headteacher Celebration 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 Celebration 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 school hall 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 hall.

A Christian Value Award is also given out on a weekly basis to the pupil who has demonstrated the core value of the half-term.

2.5 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.

2.6 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 team at the end of a half term will receive an extra playtime.

Teachers and classroom assistants can award team points at any time they feel a child merits a reward. These team points can be awarded either verbally or by entering a point on the team point chart displayed in the classroom. This is used at times when a member of staff wants to give team 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.

2.7 Raffle Tickets

Those pupils who remain on the green section of the traffic light in their classroom will receive a raffle ticket. These raffle tickets will be used to pick 5 winners at the end of every half term. The school council will select the prizes.

2.8 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 PSHE 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.

3.1 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

3.2 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. When you hear the bell, walk sensibly into your classroom

7. Always remember to wipe your feet when you enter school

4.1 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.

4.2 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:

4.3 The Traffic Light Behaviour Management System

From Reception to Year 6 and throughout lunch time, all staff use a traffic light behaviour management system. Each day, children in all classes start on:

Green (expected behaviour)

All children's names are placed on this colour daily which means every day is a new start for all pupils. If children's behaviour is consistently good, they will receive a raffle ticket

for the end of half term prize draw. Some children may never move from green and for exceptional behaviour will be given verbal praise, a sticker or an award in Celebration Assembly. Parents may be informed by text message that their child has been a good role model or has represented the school well. Postcards are also sent home to praise those pupils who display consistently good behaviour.

Amber (Child is choosing to disregard expectations)

A child who is disrupting lessons, aggravating their peers, displaying low level disruption or is not following instructions will be asked why they are choosing to behave that way, reminded of school expectations and the consequences and given a verbal warning. If this behaviour persists, then their name will be placed on amber. This means the child has chosen to not to follow school expectations. The incident will be recorded by the class teacher. The pupil will not receive a raffle ticket for the day. Once the teacher feels that the child is following expected behaviour then their name will be moved back onto the green traffic light, however, if the child continues to behave inappropriately, then their name will be moved to the red traffic light.

Red (Child has continually not followed expectations and procedures)

A child whose name has been placed on the red traffic light will face their consequences accordingly. A child can be placed on to the red traffic light as a progression from amber or may be moved immediately to red depending on the severity of the incident, for example fighting, being highly disrespectful etc. If a child's name is placed on the red traffic light they will be given at least one morning playtime detention depending on the severity of their action. Detentions are recorded and all detentions are carried out in Class One and supervised by the Assistant Head Teacher during morning playtimes and supervised, by lunch time staff, during lunch time play. If a child receives 3 continuous detentions or 3 detentions over a period of a half-term then parents/carers will be contacted by the class teacher, via telephone call, and a letter will be sent home, stating the reasons and outcomes.

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.

4.4 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 minutes. Persistent misbehaviour is dealt with by either the Headteacher or Assistant Headteacher who record the incident. The traffic light system is also carried out during lunch time. If a member of lunch time staff places a child on detention, they will be responsible for recording this information and implementing procedures. The child will return to class as usual after lunch as this is an incident that has been dealt with and has occurred out-of-school class time-table. The child will continue with their class time-table as usual.

5.1 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

5.2 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.

6.1 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.

7.1 Pupils with SEND or Social and Emotional Difficulties

We understand at Ebchester CE Primary School that the standards of behaviour detailed in this policy may not be appropriate for all children in school. Whilst we strive for all pupils to display high standards in behaviour as outlined in this policy, we understand that these strategies may have to be adapted for pupils with SEND or social and emotional difficulties.

In the instance that a class teacher believes this behaviour policy is not appropriate for a specific child, they will first raise their concerns with the head teacher. Through discussion with the head teacher, the child's parents and the child (if appropriate), a tailored approach to this behaviour policy will be developed that will address the individual needs of the specific child. Once developed, this tailored behaviour system will be reviewed at least every half term with the head teacher, child's parents and child (if appropriate) and adapted again if necessary. The adapted behaviour strategy will be inclusive, focus on positive reinforcement of good behaviour and be aligned with this policy's aims as set out in sections 1.1 and 2.1.

8.1 Covid-19 Behaviour Rules from June 1st 2020 for Pupils

In addition to the rules and expectations of behaviour set out in this policy, there are additional rules for children and staff which will help stop the spread of Covid-19 in school.

These rules are:

Drop-Off and Pick-Up

- I will keep a distance of at least two metres (social distancing) between myself and other children and/or families being dropped off or picked up.
- I will follow the directions for walking on the school drive when going up to/down from school.
- I will enter school through my allocated entrance.
 - Reception will enter through the school's main entrance.
 - Y1 will enter through the sports hall entrance.
 - Y6 will enter through the Junior entrance.
 - Children of Key Workers and vulnerable children will enter through the school's main entrance.

Hygiene

- When washing my hands, I will wash them with soap for twenty seconds.
- If I cough or sneeze, I will catch the cough or sneeze in a tissue and throw the tissue away immediately.
- I will wash my hands after I cough or sneeze.
- I will wash my hands at the beginning of every lesson/session.
- I will wash my hands after being outside.
- I will wash my hands before eating food.
- I will not touch my mouth, nose or eyes.

In School (Infants)

- I will tell a member of staff immediately if I start to experience any symptom of Covid-19 (a new continuous cough, a fever or loss of taste/smell).
- If a child starts to experience symptoms of Covid-19, I will not go near them.
- If I need help from a member of staff, I will put my hand up to get their attention.
- I will respect people's space and try to keep two metres away from my friends inside the classroom and at break times.
- I will never cough or spit in another child or adult's face.

In School (Juniors)

- I will tell a member of staff immediately if I start to experience any symptom of Covid-19 (a new continuous cough, a fever or loss of taste/smell).
- If a child starts to experience symptoms of Covid-19, I will not go near them.
- If I need help from a member of staff, I will put my hand up to get their attention.
- I will respect people's space and keep two metres away from children and staff when I move through the classroom and during break times.
- I will use the equipment on my desk and I will ask a member of staff if I need any extra equipment.
- I will not have a pencil case in school.
- I will make sure there is only one other person in the toilets when I go to the toilet.
- I will never cough or spit in another child or adult's face.

Signed: _____ Chair of Governors