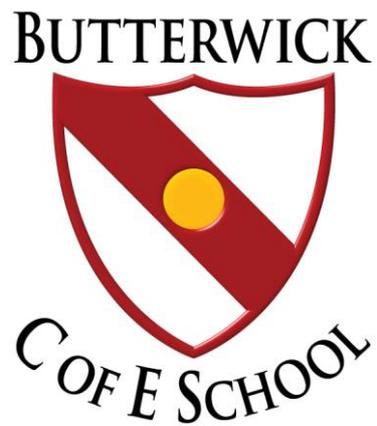


# **BUTTERWICK PINCHBECK'S ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL**



## **BEHAVIOUR MANAGEMENT POLICY**

**Date Agreed:** February 2017  
**Date to be Reviewed:** February 2019

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## Behaviour Management Policy

This policy must be read and implemented in conjunction with the following whole school policies:

Anti-Bullying	E-Safety
Positive Handling and Restraint	SEND
Safeguarding and Child Protection	Equality

### Philosophy:

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen.

This Behaviour Policy has been produced to reflect the Christian values promoted in the school's mission statement 'Live Together, Learn Together, Achieve Together'. It sets out the expectations of behaviour at Butterwick Church of England Primary School. The Governors, staff and pupils seek to maintain an environment which encourages and reinforces good behaviour and positive attitudes.

We believe in positive behaviour management based on the good relationships fostered within our caring Christian school community. We have high expectations, and utilise a wide range of strategies to encourage and reward all children in taking responsibility for their own actions.

### Aims:

- **To encourage a calm, purposeful and happy atmosphere within the school.**
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement giving a common purpose.
- To ensure safety through making the boundaries of acceptable behaviour clear.

### School Rules:

**These simple rules can be interpreted at an appropriate level by every child and clearly understood by all.**

1. **LISTEN** to all the adults in school and to each other.
2. **RESPECT** everyone in the school community and their property.
3. **TRY YOUR BEST** at all times.
4. **BE POSITIVE** and have a good attitude.

## Rewards and Sanctions Overview:

We aim to create a healthy balance between rewards and sanctions. The emphasis is on **REWARD** and **PRAISE**, which should be given whenever possible for both good work and behaviours.

### Rewards:

All members of staff will recognise and celebrate appropriate behaviour at all times around school through informal praise and through the **Spot System**.

**Blue spots** will be given for good work and trying hard, **yellow spots** for friendly and helpful behaviour and **red spots** will be given at playtime and lunch break for helpfulness and good manners.

Each child will be given an individual reward chart to collect their spots throughout the year. For every multiple of twenty, children will be given a small certificate to take home. When they have achieved one hundred spots of a particular colour they will be awarded a large certificate in celebration assembly.

Rewards may involve:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Smiley faces
- Stickers and stamps
- Certificates
- Sending good work to other members of staff
- Special responsibility jobs
- Special privileges (e.g. free time, golden time, representing the school at sport, music etc)
- Class wide rewards
- Individual points eg: Merit points, reward charts

Children are also rewarded publicly during a weekly 'Celebration Assembly' by:

- Headteacher stickers for good work or behaviour
- Superstar certificate

Superstars then attend a tea party with the Headteacher, in her office, to celebrate their achievement.

Whenever appropriate, children's best efforts will be celebrated through display.

### Sanctions:

A '**Yellow card**' system is an integral part of the school's approach for dealing with behavioural incidents in school. A yellow card is issued only when an incident has been witnessed by a member of staff (or in exceptional circumstances where pupil witnesses are so numerous that it is difficult to ignore). It covers a wide range of incidents, but the main are represented as follows:

- Behaviour that disrupts the education of others in class.
- Behaviour that distracts a teacher from his/her teaching duties.
- Behaviour in the playground that prevents others from playing safely.
- Disobedience of staff instructions.
- Disobedience of basic school rules.
- Untrustworthy behaviour around school when not directly supervised (when changing a library book, or going to the toilet etc.)

- Bad language.

When a yellow card is issued, the pupil concerned misses one of their playtimes and remains indoors to fill in a brief report about the incident. (The completion of a written report only applies to KS2 children). If a child is given a yellow card they must report to a senior member of staff or Learning Mentor to discuss their behaviour.

If three yellow cards are issued within five school days for a particular pupil (or seven yellow cards within a half term), then a letter is sent home to parents inviting them to discuss the incidents with the classteacher. This allows the teacher to talk through with the parent ways of addressing the issues and preventing further behavioural problems.

All yellow card incidents are recorded on a database by the senior member of staff who dealt with it. The data is then analysed on a termly basis by a member of the Senior Leadership Team.

Golden Time is used as a reward for good behaviour in KS1. If children have had warnings then time will be taken off Golden Time as a consequence to their actions. Children can earn time back.

### **Yellow Card – No Warnings:**

There are several types of incidents where a child will not be warned first before a yellow card is issued. These “serious” incidents have been discussed with all the pupils during assembly and should be widely known to all children. They are as follows:

- Aggressive and threatening behaviour – violent acts towards others – unnecessarily forceful retaliation
- Bad language overheard by an adult
- Rude or argumentative behaviour towards staff
- Climbing over fences, up trees, on benches and any other form of dangerous activity
- Deliberately damaging school property
- Leaving the school premises during the working day without permission
- Deliberately removing or stealing anyone else’s property
- Refusal to obey a clear instruction given by any member of staff

### **Red Card:**

There may be situations of serious misbehaviour when the normal behaviour strategies need to be bypassed. In these circumstances the situation will be dealt with immediately by the Headteacher or Senior member of staff in charge. In serious cases a fixed term or permanent exclusion will be considered.

A red card is issued where the Headteacher (or the Deputy in her absence) makes a decision to exclude a pupil for a fixed period of time. This decision could be made based on persistent problems with no indication of improving standards or a single “very serious” incident.

Children who are constantly being given “warnings” may need a Behaviour Support Plan to address a particular behavioural problem. Teachers are asked to seek advice and support from the Head Teacher, Deputy Head Teacher or SENCo. should this happen.

### **Repeated or Persistent Misbehaviour:**

In cases of repeated or persistent misbehaviour, the Head Teacher or Senior member of staff in charge will make formal contact with parents. Further strategies will be put in place, eg. Report Book, time-out and the situation monitored carefully. There may be a need for Learning Mentor involvement and for further support through a Pastoral Support

Plan and Early Help Assessment. This will provide additional professional help from outside the school environment.

It is the aim of the school to work closely with parents/ carers to support the emotional needs of children.

### **Positive Handling:**

Section 93 of the Education and Inspections Act 2006 stipulates that it is lawful for teachers and other authorised staff to use reasonable force to prevent a pupil from doing, or continuing to do any of the following:

- self – injuring
- causing injury to others
- committing a criminal offence
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils,

whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).

Teachers are not contractually obliged to carry out restraint procedures and they are not contractually obliged to undertake training in any restraint procedures.

Butterwick Primary School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, **and only use positive handling as a last resort** in line with DfES advice. If used at all, it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff.

For further information please refer to the Positive Handling and Restraints Policy.

### **Suggested Strategies for Resolving Conflict:**

Under adult supervision the children are encouraged to understand each other's feelings, and to make peace and move on.

1. Let others listen with no interruptions.
2. Encourage to maintain eye-contact.
3. Stress the importance of telling the truth.

### **Each child has a turn to say :**

1. What the other(s) has/have done to upset them.
2. How they feel about it.
3. How they would like them to behave in future.

### **Closing Statement:**

The staff of this school make every effort to ensure all children are engaged in meaningful tasks which offer the appropriate level of challenge, with support where necessary. Children are encouraged to concentrate, stay on-task and become increasingly independent learners. Every child is valued and benefits from both public and private praise. The importance of self-esteem is never underestimated.

**Parents are asked to work in partnership with the school and support the implementation of the behaviour policy. We value the support and co-operation of parents in building a framework for the social education of all our children.**

### **Training Needs:**

Training Needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure all members of staff are made fully aware of all available and relevant training provision and information.

### **Monitoring the Policy:**

The effectiveness of the above policy and our practice will be evaluated every year. This will be carried out by the Senior Leadership Team in consultation with the whole school community.