

Euxton CE Primary School



BEHAVIOUR MANAGEMENT POLICY

October 2018

Mission Statement

"Within the framework of a Christian foundation and community, we intend that each child should progress in gaining the knowledge, skills and attitudes essential for a balanced life whereby choices are made according to sound critical judgement. We intend that each child gains a sense of achievement and develops to their potential."

Introduction

Our school prides ourselves on the warm relationships between staff and children. Through a structured and clear system of behaviour rewards and sanctions we achieve very high standards of behaviour, always emphasising the importance of learning and concentration.

Aim

Our aim is for children to take ownership of their own behaviour. In doing so they will learn to take responsibility for their own actions. Staff have worked closely together on the production and implementation of this policy. It is our aim through this policy to give children, staff and parents a shared sense of direction and to create a shared system for behaviour management in our school. Parental co-operation and involvement is such an important element of our system.

Philosophy

We believe that good behaviour comes through a purposeful, enjoyable and well-organised learning environment. Our behaviour policy supports learning and teaching. It is based on the right of everyone in school:

- To feel safe
- To feel respected
- To learn

In having these rights we accept that we have a responsibility to ensure that everyone else in school also enjoys the same rights.

Rules in school are underpinned by our Christian Values

Compassion | Trust | Humility | Hope | Forgiveness | Peace | Friendship & Fellowship | Wisdom

School rules

**RESPECT - God/ property/ oneself and others
TRY HARD - in work and play**

Be polite | Work hard | Be kind and thoughtful | Be honest | Look after property | Do listen

Empowerment

Learning to take responsibility for our own actions is a vital skill for life. Our policy is based on the concepts of co-operation and ownership. It is based on all staff following a clear set of procedures leading to a clear set of consequences. Parental co-operation for the imposition of these agreed procedures will be a significant factor in the effectiveness of this policy. Staff achieve this through:

- Being effective role models.
- Using rewards and sanctions in a procedural rather than personal manner.
- Teaching and reinforcing values through PSHCE, Worship, Assemblies and reflection time.
- Widening opportunities for children to take responsibility/ownership of appropriate situations.
- Sharing our values with the wider community.

Reward systems

We have many different ways of rewarding our children:

Superstar of the week

Every teacher chooses a child from their class each week to be superstar. This may be due to their attitude or as a result of work outcomes. Parents are informed of this the week before and invited to our Superstar assembly, to see their child receive their certificate. The children are also able to sit at the 'top table' for lunch each day that week, with a friend of their choice.

Bronze, Silver and Gold Awards

Behaviour rewards include the offering of Green Cards which in turn feed into a system of Bronze, Silver and Gold Awards (please note that it is only approximately 15% of all children who achieve a Gold Certificate by the end of a school year, achieving a Bronze and Silver are great achievements in themselves). All certificates are presented during our Superstar Assembly, in which parents and grandparents are invited to attend.

Headteachers award

Pupils are awarded special Headteacher Award certificates and stickers for outstanding achievement. Awards are given for a range of achievements.

Achievements out of school

We celebrate achievements out of school by inviting children to share with us their success. Certificates and trophies can be brought in to our Vicar's Worship to be presented and parents are welcome to attend.

Inappropriate Behaviour

Behaviour in our school is outstanding. Any incidents are rare due to excellent behaviour management. However, we have systems and support in place should the need arise.

Early identification and support for children who find managing their behaviour difficult

Some children, through a variety of circumstances, find it difficult to manage their own behaviour. Our aim is to identify and co-ordinate a programme of support that will enable them to make appropriate choices with regard to how they behave. When we have a concern the teacher will informally meet with the parents to establish a working relationship. At this point we will share our observations and decide how to support the child. This could include short-term target setting for specific skills, practising routines and the use of circle time.

Specific identification and support

This involves the class teacher and parent coming to an agreement on the specific description of the main difficulties. From this a termly Individual Behaviour Plan can be agreed and put into action. This will be recorded in the form of an IEP (Individual Education Programme). This would be at the School Action Phase of the SEN (Special Educational Needs) Code.

Continual Disruption

We feel it is our duty to preserve the rights of children to learn and teachers to teach. Children will be told what they are doing and will be given a chance to alter their behaviour. On occasions some children will not respond to normal behavioural strategies. Should there not be a change in behaviour; children will then be given a 'Think Sheet' to complete.

Think Sheets

Often what means more than rewards and sanctions are comments from staff and smiles. The impact of stopping a child and saying 'I noticed just how kind you were to ..., thank you, that was really nice of you', equally when one child has been mean to another phrases such as 'you know you don't feel happy about this and nor do they, but how can you fix this? What can you do next to repair this / make things better?'. We are a happy school and we strive not to have anyone feeling lonely for too long on the playground. You will seldom hear shouting in our school and the children have a strong sense of what is right and wrong. Our system of Think Sheets helps children who have overstepped the mark to be reflective and this system is outlined below. Any questions about this system and if you would like to view a 'Think Sheet' then see the Head or one of the Assistant Head teachers. During the school year the Think Sheets are kept in a file and used to track any possible patterns of behaviour which we need to address. At the end of the school year all Think Sheets are analysed and the results of which are shared with governors. In turn this leads to positive change to reduce the likelihood of poor behaviour the following year.

Think Sheet Level:

(yellow = in lesson time, blue = social/physical, white = lying or "other", red = rude to an adult/racist/let school down in public)

Examples may include

- Hurting others
- Spitting
- Telling lies
- Bad language
- Being rude to an adult
- Damaging school property
- Continuous minor inappropriate behaviour with no sign of improvement
- Poor behaviour whilst kept in at breaks or a similar sanction period
- Letting down the school in public e.g. shouting / silly on a trip / swimming
- Any other inappropriate behaviour

Please note, these occurrences are rare but systems are needed to be in place should this type of behaviour be displayed.

At Think Sheet Level the child will automatically miss the next break time if the offence occurred during a lesson. If the offence is at play / lunch time then he / she can return to class at the end of break if 'ready to learn'. If the offence is more serious than the above (eg. hitting an adult, etc. then the head teacher may decide to go directly to Stage 3).

STAGE 1: If two red or three other coloured Think Sheets are needed in one week then parents are informed and the child misses all break and lunch times for one week. After this week we return to beginning, unless the child reaches STAGE 1 within the same half term, then the children proceeds to STAGE 2.

STAGE 2: If the same child within the same half term reaches Stage 2 again, or if the child receives an additional Think Sheet within the same week of missing playtimes, then the child will have a single day internal exclusion from his / her class and a formal meeting is held with parents.

STAGE 3: If after returning to class the child again receives a Think Sheet within the same week then the child will be either internally excluded for a whole week or formally excluded at the discretion of the headteacher. Beyond this, exclusions for up to five days will be given at the discretion of the headteacher. Exclusions beyond that will only be used after consultation with the governors.

Should any incident of seriously inappropriate behaviour be of such a nature that the Headteacher feels that an immediate exclusion is the only reasonable consequence, then the Headteacher will exercise the right to exclude that pupil for as long as is deemed appropriate, irrespective of that child's position on the above Behaviour Monitoring system.

Our Behaviour Management System is enforceable by all staff.

Worship, Assemblies and PSHCE

These areas play a major role in sharing feelings and values both within school and in the lives of the children outside school. The areas develop empathy and strongly reinforce the aims of the school. Whilst specific time is allocated to these areas in school it is also very important to seize any opportunity that educates children socially outside school.

Our Behaviour Management Policy has been carefully thought out and compiled to ensure that the rights to feel safe, respected and to learn are enjoyed by everyone in our school. Our system is such that continual breaches of our Behaviour Management policy by any individual are dealt with consistently and are fairly recorded. Our system will also ensure that the necessary evidence is available to justify sanctions imposed. By working together, and sharing this common framework, staff and parents will ensure that our children receive the guidance they need to become effective citizens not just of our school, but also effective citizens of the future.

Anti-Bullying

What is bullying?

Bullying is deliberately hurtful behaviour repeated over a period of time. Ofsted defines bullying as aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. It is difficult for victims to defend themselves against it.

Aims and Objectives

- Bullying is wrong and damages individual children. At Euxton CE Primary School we therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- We aim as a school to produce a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying, and make clear each person's responsibilities with regard to the eradication of bullying in our school.

The Role of Governors

- The Governing Body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The Governing Body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly.
- The Governors require the school to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of school anti-bullying strategies.
- The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the Governing Body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Body.

The Role of the Headteacher

- It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff is aware of the school policy and know how to deal with incidents of bullying.
- The headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.
- The headteacher ensures that all children know that anti-bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments.
- The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

- The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Staff

- Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of incidents that happen in class and are aware of in school, or ensure that the headteacher is aware and makes notes.
- In dealing with bullying incidents, staff observe five key points:
 - Bullying will not be ignored.
 - Staff should not make premature assumptions.
 - All accounts of the incidents should be listened to fairly.
 - Staff will make every effort to adopt a problem-solving approach which encourages pupils to find solutions rather than simply justify themselves.
 - There will be follow up to check bullying has not resumed.
- If teachers witness bullying they do all they can to support the child who is being bullied. If a child is being bullied over a period of time then, after consultation with the headteacher, parents are informed. They also spend time talking to the child who has bullied; explaining why their actions were wrong and endeavour to help the child change their behaviour in the future.
- If a child is repeatedly involved in bullying then the headteacher is informed and the child's parents are invited into school to discuss the situation. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children it is our aim to prevent incidents of bullying.

The Role of Parents

- Parents who are concerned that their child might be being bullied, or who suspect their child may be the perpetrator of bullying, should contact the headteacher immediately.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Monitoring and Review

This policy is monitored by the headteacher, who reports to Governors about the effectiveness of the policy on request.