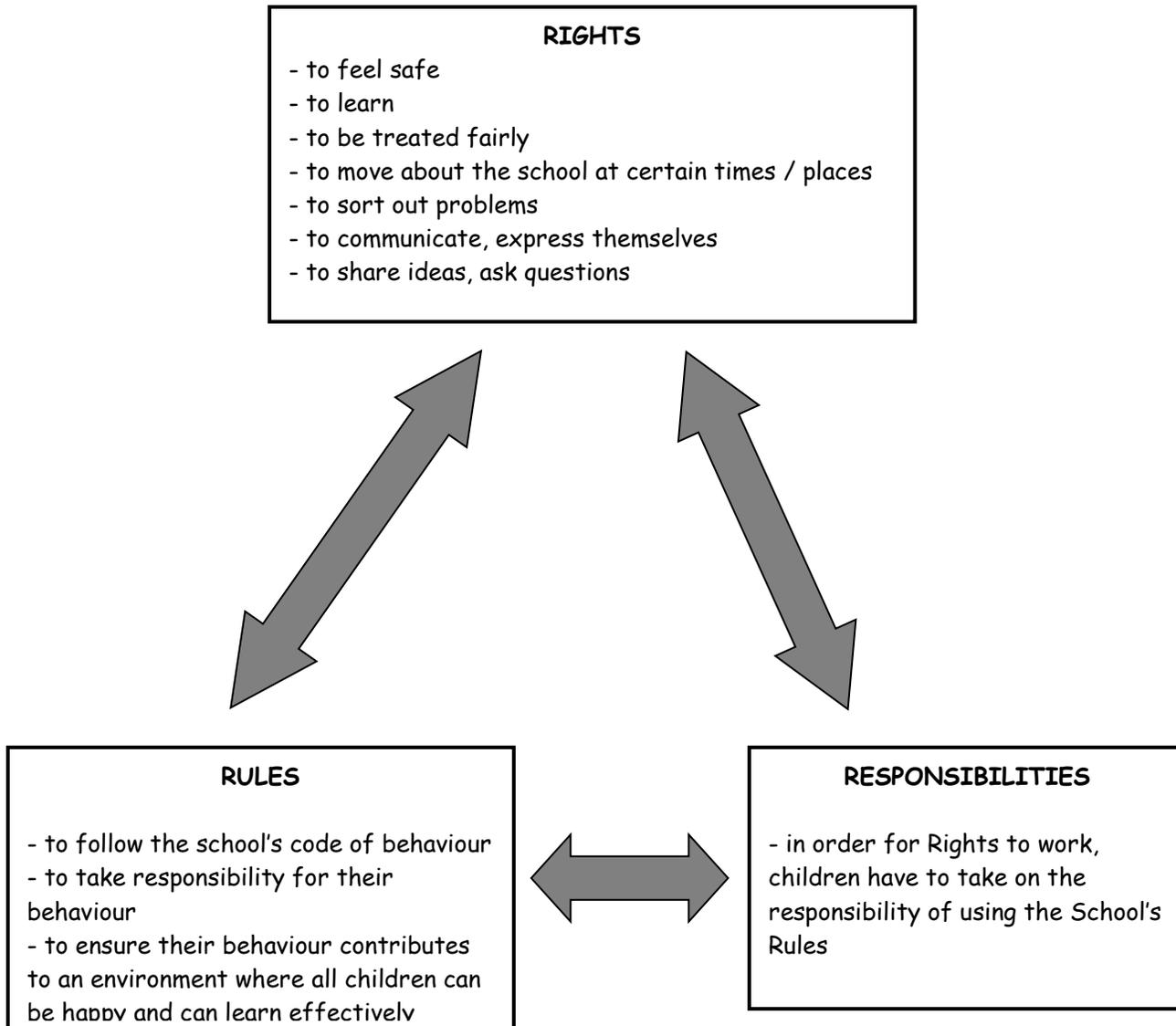


Eynesbury Church of England Primary School  
Positive Behaviour Management Policy  
February 2016

**Rationale/Philosophy:**

This policy is based on the 3Rs: **Rights, Rules and Responsibilities**

A caring community is created by the interaction of the 3Rs.



**Aims/Objectives:**

- To provide a safe, supportive, friendly, happy, caring and welcoming environment in which mutual respect is fostered, everyone is valued and given the opportunity to develop their own attitudes and values.
- To build on the positive self-esteem of each individual in order to encourage everyone to do their very best in terms of effort, commitment, self-reliance and responsibility for their own actions and their consequences.
- To provide a clear set of expectations to which everyone can aspire.
- To encourage children to become independent in their approach to work, their behaviour and in decision-making.

## **Implementation/Tasks:**

### Code of conduct

The code of conduct applies to everyone in school - pupils, staff, parents, governors and visitors.

At Eynesbury School we will always try to do these things: -

- Speak politely to everyone
- Listen to what other people say
- Do my best at all times
- Look after my classroom, equipment and the school building
- Find help if I need it
- Accept responsibility for the things I do
- Show good manners
- Behave in a safe way
- Be kind and caring towards others
- Share with each other and take turn

If I do these things I can be proud of my work and my behaviour.

(This Code of Conduct list is displayed in the School Entrance area and in every classroom.)

### Rules

Along with the school-wide code of conduct, pupils are encouraged to agree their own set of **classroom rules** for each year which are age appropriate and may include the following:

Learning Rules apply to the way we learn and play in classrooms and outside.

Movement Rules apply to the way we move around the school

Treatment Rules apply to the way we treat each other

Problem Rules apply to the way we solve problems between each other

Safety Rules cover safe behaviour, use of equipment etc.

Communication Rules apply to the agreed method of communication within the classroom and in the playground.

In addition, it is important that children know the expectations for their behaviour at **playtimes and lunchtimes** which are high and consistently applied by all staff. To support this, certain activities have clearly defined expectations for their safe use, and clearly understood consequences if children choose not to follow the rules.

### Discipline plans

In order to promote a coherent, consistent approach to positive behaviour management throughout the school, we follow a clear stepped approach - the School Management Plan.

The strategies included in this Positive Behaviour Management Plan identify actions to prevent unnecessary disruption and actions to correct problems when they arise. They follow a clear, "stepped" approach, always working from a warning to a more formal sanction. (see Appendix.)

### Encouraging and rewarding good behaviour

Recognising and rewarding good behaviour is an important part of our positive behaviour management policy. Appropriate strategies used will vary according to the age of pupils. The following are ways in which we operate this in practice:

- Body Language
- Verbal Praise and Encouragement
- Written Comments / Visual Symbols on Children's Work
- Positive Comments in Records of Achievement
- Referral to Senior Staff
- Contacting Parents

- Stickers / Stamps /Certificates/ Recognition - 'star learner'/ 'star of the week'
- Displaying Children's Work
- Team Tokens
- Privileges
- Special Awards
- Work Targets / Target Certificates
- PSHE / Circle Time

Top Ten Awards are awarded to children who have consistently met all the Ten Codes of Conduct throughout the term. These are good behaviour certificates awarded once a term at a special assembly.

### Consequences

Children are taught what is acceptable and unacceptable behaviour. They are also made aware of the consequences of breaking rules. Each situation which arises is different and will be treated with sensitivity by staff.

When a child breaks our Code of Conduct it is important that they understand:

**that they chose to behave in that way**

and

**that they must therefore accept the consequences of this behaviour.**

Consequences should be fair, predictable and certain to happen.

When a child breaks a rule, they are guided to which rule they have broken and children are talked through appropriate behaviour in a similar situation.

Key Stage 2 staff use a 'red card' procedure as a consequence to minor misbehaviours. Details of this system can be found in the appendix.

Incidents of a physical nature, bullying or alleged bullying incidents or swearing are referred straight to the senior management team.

Records are kept in order to monitor behaviour and parents are contacted as appropriate.

### Exclusion

For more severe behaviours, where an internal or external exclusion may be the most appropriate consequence, the Headteacher and Deputy Headteacher follow county guidance in determining this. Parents are informed of the nature of behaviour leading to internal or external exclusion, preventative measures in place to avoid exclusion and future actions and strategies in place to avoid future exclusions.

### Restorative Approaches

We use 'restorative approaches' with pupils to repair friendships and resolve problems. We have children trained as peer mediators who can act as mediator to help other children sort problems by following a set of questions. Teaching staff have also had this training and will use techniques and questions as appropriate to solve problems in a positive and appropriate way. Peer mediators are supported by the school inclusion worker. Peer mediators retain records of conversations and refer situations beyond their training.

### Special Educational Needs:

Our behaviour management policy works for the vast majority of our pupils; however there may be a child who does not respond to the normal incentives and sanctions. This child is likely to have Social, Emotional and Mental Health needs (SEMH) which may also affect his/ her educational progress; they will be identified on the school SEN register.

An individual behaviour plan (IBP) may need to be created for such a child, incorporating small, achievable targets for improving behaviour. These plans would be devised in consultation with the school's Special Needs Co-ordinator and a member of the Senior Management Team. They are shared with the child's parents.

Support and advice would also be sought from Support Agencies linked with the school.

The school aims to meet the needs of pupils with Special Educational Needs involving associated behaviour difficulties by complying with the Special Educational Needs and Discrimination Act.

### Roles and Responsibilities:

Good communication between home and school are crucial to the success of this policy.

Our governors are responsible for:

- making sure this policy and its procedures are followed

The Headteacher is responsible for:

- reviewing the Behaviour Management Policy and procedures with all staff on an annual basis
- making sure the policy is readily available, procedures are followed and that the governors, staff, pupils and their parents/carers know about it
- reporting rates of exclusion termly to Governing Body.
- monitoring behaviour record book entries
- ensuring the school's Behaviour Management Policy has been fully explained to new intake parents at their meeting in the summer term prior to a pupil's admission to school.
- ensuring parents sign a Home School Agreement before their child starts school. This clearly indicates the school's Code of Conduct and expectations for behaviour. A copy of this is included in the guidelines supporting this policy.

All teaching staff are responsible for:

- following the school's Behaviour Management Policy and procedures
- reporting persistent and/or serious misdemeanours to the Headteacher and/or deputy head.
- meeting parents at the start and end of school in order that problems (and successes!) can be discussed at an early stage, and in an informal, non-threatening manner.
- deploying tact and good inter-personal skills to avoid confrontation or unnecessary anxiety. (It is important that staff take account of any external factors which may impact a child's behaviour when dealing with a child.)
- ensuring parents are informed of problems with their child's behaviour as appropriate and involve parents in IBP, working together to improve behaviour.

Learning Support Assistants and Midday supervisors are responsible for:

- following the school's Behaviour Management Policy and procedures
- reporting incidents to the appropriate class teacher and/or member of SMT (For Midday supervisors this is through the use of 'Blue Books')
- deploying tact and good inter-personal skills to avoid confrontation or unnecessary anxiety. (It is important that staff take account of any external factors which may impact a child's behaviour when dealing with a child.)

It is essential that Support Staff ensure information regarding behaviour is communicated to the teaching staff or SMT rather than directly to parents.

**It is essential that children experience a consistent approach to behaviour management from all staff.**

### Links with Curriculum Areas

The structure of Personal Social Health & Citizenship Education within the school provides an excellent vehicle for children to focus on responsible and positive behaviour, leading to the development of co-operative social skills within and outside the classroom. Pupil opinion can be surveyed through PSHCE and class council sessions. The School Council can also play a role in monitoring the effectiveness of certain relevant aspects of this policy.

Other subjects where appropriate links can be made are: -

English (Speaking and Listening, Writing)

R.E. (Self and Community)

Technology & Art (e.g. poster design)

**Review:** 3 yearly

**Links to other relevant policies:**

- Teaching and learning
- Anti-bullying
- Equality Policy including Race Equality
- Reporting Racist Incidents/Racial Harassment
- Exclusion Procedures
- Special Educational Needs

Signed:.....  
(on behalf of P&CC)

Date:.....

Eynesbury Church of England Primary School  
Appendix to the Positive Behaviour Management Policy

## Strategy for Behaviour Management in the classroom:

### KEY STAGE ONE

In Key Stage One, pupils are given two warnings before having their name put under a sad face (or put 'down') in the classroom. They will then miss part of their next appropriate playtime. During this time the class teacher will talk to the pupil(s) about what went wrong and what they should do in the future in order to improve their behaviour. This should take no more than 5 minutes of a pupils' playtime, unless there are several repeated incidents or the behaviour is physical, when they will be taken to see a member of the Senior Management Team. The children are then offered a fresh start.

### RED CARD SYSTEM - KEYSTAGE 2 ONLY

Warnings are given to pupils who are not following our top 10 rules within the classroom. Visual charts are displayed in all classrooms, showing where on the warning system a child may be.

(All children's names start on a smile face card.)

Step 1 - verbal warning - name under a straight line face.

Step 2 - second warning - name under two straight lined faces

Step 3 - Red Card given - name under sad face

At any point during the three step system, if a teacher feels it most appropriate a child may also be moved to another place within the classroom or given time out in their own class with work to complete or sent to the blue chairs in the front entrance for time out. Pupils may also be sent to another classroom to complete work if this is more appropriate to achieving improved behaviour outcome.

The steps may be moved through more quickly if the nature of the child or situation demands it.

Discussion between the class teacher and pupil will need to take place during the breaktime following the movement of the pupil to achieve improved behaviour in subsequent learning sessions.

If pupils need time out on a regular basis, key stage leader is informed and then referred to the headteacher or deputy headteacher. Parents are informed and involved in setting targets for improvement.

Each child is given a 'fresh start' following a playtime or lunchtime.

Pupils who receive a red card, are expected to go to the year 6 classroom the following break time. They are asked to write out the school rules as a way of apologising for their behaviour. Instant red cards may be given for dangerous behaviour in the corridor, no homework, talking after the whistle is blown at the end of a break time and for forgetting a PE kit twice in a row. Teachers keep a log of red cards and parents are contacted once three red cards have been given.

The use of red cards is monitored by the Key Stage 2 leader on a weekly and half term basis.

Behaviour Charts are used with individual children displaying significant behaviour difficulties within the classroom. These are used to support rapid progress in behavior for individuals. The senior leadership team are involved in discussing behaviour difficulties with parents, monitoring behaviour, praising and rewarding improvement and ensuring improved behaviour is maintained following the completion of the behaviour chart period.

### **Behaviour Management during Collective Worship sessions:**

There is an expectation that the children come into assembly in silence.

If a child is seen talking:-

Step 1 - warning

Step 2 - move to the front of the hall and their name is recorded in the Collective Worship behaviour book at the end of assembly. Any child who has their name in the book twice in one week will miss a playtime.

Children who need to be moved will remain behind at the end of the assembly and speak with the staff member leading the Collective Worship.

During the longer hymn practice assembly children are selected as 'observers' rewarding good behavior and the benches are used as a reward.

### **Lunchtime and Breaktime:**

Physical/aggressive or threatening behaviour of any kind results in an instant loss of a minimum of 15 minutes playtime. These incidents will also be recorded in the file in the Headteacher's office. All form of bullying will also be dealt with at senior level including racist or homophobic incidences. Bullying is recorded and parents are informed and involved.

Unacceptable playground behaviour is dealt with initially by playtime supervisors.

If a pupil does not respond appropriately to the midday supervisor or the behaviour continues they will be sent to the office. Pupils who have been sent to the office will be dealt with by the Headteacher, Deputy Headteacher or senior leader and all situations are recorded in a behavior management file, kept in the office. If a child's name appears in the file 3 times in a term then the parents will be called and informed of the nature of the behaviour.

If behaviour escalates parents and pupils will be called to a meeting to determine next steps to ensure improved behaviour outcomes.

Where appropriate exclusion from playtime or lunchtime may be necessary or the use of a playtime behaviour chart monitored by a senior leader.

**At all times we are seeking for the children to develop their RESPONSIBILITY to make good behaviour choices, supporting all children's RIGHTS through our school RULES.**