

## A Consistent Approach to Behaviour Management



### Aims and objectives

At Pinchbeck East C of E Primary School it is our aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way and recognises our school's legal duties under the Equality act 2010.

At our school we are committed to safeguarding our pupils. We believe that all pupils should feel safe, confident and keen to succeed in a learning environment that is free from behavioural distractions and disturbances - a learning environment that promotes, supports and celebrates an I CAN ethos in which all pupils can strive towards their aspirations and become 'the best version of themselves' .

The school has a number of expectations of good behaviour, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work and learn together in an effective and considerate way.

We expect every member of the school community to behave in a respectful and considerate way towards others, both inside and outside the school premises. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.

The school rewards and celebrates good behaviour, as it believes that this will develop an ethos of kindness, respect and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

This policy should be read in conjunction with the Policy for Teaching and Learning and the Equality Policy as, together, these establish the general ethos of the school. It provides a framework for the creation of a happy, secure and orderly environment in which children can learn to their potential and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable. Teachers can also discipline pupils for misbehaviour outside school. This could include any misbehaviour when the child is in some way identifiable as a pupil at the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

## **Strong Strategic School Leadership**

### **The role of Governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of School and the Executive Head Teacher in adhering to these guidelines.

The Head of School and Executive Head Teacher have the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head of School and Executive Head Teacher about particular disciplinary issues. The Head of School and Executive Head Teacher must take this into account when making decisions about matters of behaviour.

### **The role of the Executive Head Teacher and Head of School**

It is the responsibility of the Head of School to implement the school behaviour policy consistently throughout the school on a day to day basis, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Executive Head Teacher supports the Head of School and staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Executive Head Teacher keeps records of all reported serious incidents of misbehaviour which might contribute to fixed / permanent exclusion.

The Executive Head Teacher (or the Senior Leader acting in his place), has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Head Teacher may permanently exclude a child. The Chair of Governors is notified and kept informed when these actions are taken.

### **Classroom Management**

#### **The role of the Class Teacher.**

All staff at our school have collective responsibility for the upholding of the school Behaviour Policy in all areas of school life.

□ It is the responsibility of class teachers to ensure that the class charters are set out and agreed at the beginning of the year and that they are adhered to by the children. The children then develop and implement a deep understanding of their responsibilities that go hand in hand with their rights and that their classes behave in a responsible manner during lesson time.

□ The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children learn to the best of their ability.

□ The class teacher treats each child fairly, and enforces the classroom charter consistently. The teachers treat all children in their classes with respect and understanding.

□ If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Assistant Head who in turn may refer the matter to the Head of School.

The class teacher reports to parents and carers about the progress of each child in their class, both formally and informally throughout the school year. The class teacher or member of the Leadership Team can also contact a parent if there are concerns about the behaviour or welfare of a child.

Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Details of procedures can be found in our Anti Bullying Policy / Procedures.

### **Principles**

□ Good behaviour is an essential condition for effective teaching and learning to take place. At our school, we believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, respectful, peaceful and fair.

□ Good behaviour must be carefully developed and supported.

□ High self-esteem promotes good behaviour, effective learning and positive relationships.

□ The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure.

□ Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept early learning challenges and develop self-discipline.

□ It is the responsibility of parents to share with the school in helping their children to behave well.

### **Purpose of the policy.**

□ We want everyone who enters our school to feel respected and valued during the time they spend here.

- To establish a clear and consistent set of high expectations that everyone knows and understands as acceptable or unacceptable behaviour
- To provide a safe and healthy environment
- To strive to achieve our school expectations and make sure that everyone, particularly the young children in our care, fully understands the reasons why these expectations and 'rules' exist
- So that parents are encouraged to share in the responsibility of the school as a positive and responsible community
- To ensure that equal opportunities issues are considered in all aspects of policy procedure.

### **What we expect of adults and children.**

We want our school to be a place where we:

- Value and respect each other
- Care for others
- Are honest and can be trusted
- Are polite and considerate.

School will then be a place where we can:

- Learn to work together
- Enjoy achievements
- Find new friends
- Feel safe and share ideas and problems.

### **Our aims for good behaviour**

- To work consistently and fairly in the positive management of behaviour
- To help our children develop into caring, thoughtful people who respect and value the feelings, opinions, beliefs, property and differences of others
- To encourage staff, children and parents to value good behaviour
- To develop our children's self-discipline
- To help our children to feel good about themselves and others
- To create a positive and stimulating learning environment, having high expectations of children's learning
- To work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

### **We support positive behaviour and a positive environment through:**

- a consistent approach by the whole school community
- constructive whole school planning for PSHE
- appreciating and following agreed codes of behaviour, developed as class charters

- encouraging our children to see themselves as a member of the school team and recognise their responsibility within this
- developing the skills of co-operation and discussion
- encouraging everyone to take care of and have respect for their own and each other's belongings
- encouraging everyone to take pride in our environment
- having a positive and consistent approach to playtimes and lunchtimes
- creating a stimulating classroom environment
- providing clear and positive learning experiences fairly and consistently
- offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child
- ensuring that curriculum issues concerning organization, methods of teaching and learning, content, differentiation are addressed.

**As adults we have a vital part to play as role models.**

**We do this through:**

- demonstrating good manners
- practising good behaviour to each other as well as to the children
- teaching appropriate behaviour and giving feedback when pupils are behaving well
- showing respect for every child as an individual
- making every child feel valued
- not accepting bullying, anti-social behaviour in school, on any level, at any time
- being aware of vulnerable children
- being seen to be fair and consistent
- responding quietly, calmly, consistently and positively
- criticising the behaviour not the child
- avoiding labelling
- listening with empathy and tact
- handling confidential information with sensitivity
- having regular liaison and update meetings internally and with relevant outside agencies to make our policy effective
- an awareness of our appearance and demeanour and the messages it gives.

**We have school wide general expectations that all children will**

- do their best in all areas of school life
- think before they act
- take responsibility for their own actions
- treat others as they would like to be treated themselves
- consider the feelings of other people

**Pupil Support Systems**

**Emotional Well-being Inclusion Support**

Sometimes, despite school led interventions, some children require additional support to modify their behaviour. The SENCO will ensure that referrals are made to the appropriate outside agencies to ensure advice and support mechanisms are identified and put into place for the child in school and if necessary within the family setting. These will involve for example classroom

observations, meetings with parents/carers, taking views of the child, discussion of strategies with the Class teacher/ Leaders and monitoring the progress of the intervention. A small number of children may require substantial additional support. A small minority of children continue to present challenging behaviour, despite the support identified. A Pastoral Care Support Programme/Behaviour Plan with identified targets for improvement is put in place when a child is in danger of fixed term or permanent exclusion. If a child continues to present difficulties then the need for alternative provision is considered.

### **The Role of Parents and Carers**

The school collaborates actively with parents and carers, so that children receive consistent messages about behaviour.

We work with parents as partners in the education process and expect parents and carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher, followed by the Assistant Heads and then the Head of School. If the concern remains, they should contact the Executive Head Teacher and school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. A copy of our policy can be found on the school website.

### **Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called 'Exclusion from maintained schools, Academies and pupil referral units in England' (DfE June 2012). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on academies and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Executive Head Teacher (or the Senior Leader acting in his place) has the power to exclude a child from school. The Executive Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one academic year. In extreme and exceptional circumstances, the Executive Head Teacher may exclude a child permanently. It is also possible for the Executive Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Head Teacher excludes a child, he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Executive Head Teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents or carers how to make any such appeal.

The Executive Head Teacher informs the LA and initially the Chair of Governors about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Executive Head Teacher.

The Governing Body has a discipline committee which is made up of between three members. This committee considers any exclusion appeals on behalf of the governors. 8

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Executive Head Teacher must comply with this ruling.

### **Exclusion**

Any child returning to school following an exclusion is involved, along with parents, in a reintegration meeting. At this meeting a Behaviour Support Agreement is drawn up and signed, a Pastoral Support Plan discussed and a review date set. The Executive Head Teacher or a member of the SLT along with the class teacher/Year leader (and SENCO if appropriate), would attend this meeting

### **Health and Safety/Physical Restraint**

We believe that everyone is entitled to feel safe.

To ensure the safety and well being of pupils, staff and visitors, in extreme circumstances, it may be necessary to physically intervene if a pupil is likely to hurt themselves or others and the pupils have not responded to verbal requests to modify their behaviour. This is only in line with Team-teach training for staff. Parents and carers will always be informed if their child has been physically restrained. All persons involved will be given the opportunity to discuss how the incident arose and how to avoid repetition.

### **Monitoring and review**

The Head of School and Executive Head Teacher monitors the effectiveness of this policy on a regular basis and also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour.

The class teacher records minor classroom incidents on scholar pack..

The Assistant Head Teachers and Head of School record those behaviour incidents where parent have been notified. A member of the SLT will also record incidents in which a child is sent to the Executive Head Teacher on account of bad behaviour.

The Executive Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; and ensure that no child is treated unfairly because of race or ethnic background.

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**Policy reviewed: September 2019**

**It will be reviewed annually**

### **Dealing with Misbehaviour**

EYFS and KS1 Rainbow Chart - Brief explanation (see appendix 1)

KS2 Smiley Face Chart (see appendix 2)

### **Rewards for expected behaviour**

#### **Whole School:**

Verbal Praise

Stickers

Certificates

House Points

Journey to 100

**As a RRS (Rights Respecting School - UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):**

**Article 3 The best interests of the child must be as top priority in all actions concerning children.**

**Article 19 Children must be protected from all forms of violence, abuse, neglect and mistreatment.**

**Article 28 Every child has the right to an education.**

# Reach for the Stars

## EYFS AND KS1 Rainbow System



All children start on the sun shine at the beginning of each and every day.

If a child goes up the chart it means...

The super star = 2 stickers

The rainbow = 1 sticker

(received at the end of the day)

If a child needs reminding of the Pinchbeck East high expectations during the day, a verbal warning is given.

If a child goes down the chart to...  
the white cloud = misses 5 minutes of a play time.

the dark cloud = misses a playtime

the rain cloud = go to another teacher and Mrs Green is informed.

If unacceptable behaviour continues, a child is sent to Mrs Green and Mrs Vayro is informed.

## Behavioural Key for KS2



2 Housepoints



1 Housepoint



**R1**

Remind the children of their rights

**R2**

Remind the children of their rights



Miss playtime



Send to the Assistant Headteachers and inform Mrs Vayro