

BLEAKHOUSE PRIMARY SCHOOL **BEHAVIOUR MANAGEMENT POLICY**

RATIONALE

Our vision is to raise the expectations and aspirations of our children by encouraging them to be the best that they can be. We encourage them to develop friendships, show respect, aspire to excellence, show determination and courage, treat each other equally and be inspired in their work, so they succeed in all that they do.

Positive behaviour management encourages a sense of responsibility and self-discipline in pupils. It also seeks to develop mutual respect for others and their property. To ensure that the Behaviour Management Policy is effective, it is important that there is a consistent whole school approach which provides clear direction and guidelines for staff and sets out the boundaries, rules, rewards and sanctions in a way that is understood by all pupils, parents and staff.

A school's approach to mental health and behaviour includes:

providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems.

Mental Health and Behaviour in School (DfE, 2018)

This policy has been informed by the school's duty under:

- the Equality Act (2010)
- guidance issued by the Government (May, 2011) which describes the greater powers that schools and their staff have
- Statutory Guidance from the DfE (March 2012 and 2017)
- Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement (DfE July 2022 updated May 2023 and then August 2024)
- Behaviour in Schools (DfE July 2022)

Teachers have statutory authority to discipline pupils for misbehaviour in school and, in some circumstances, outside of school. In addition, all paid staff have this authority unless the Head teacher says otherwise.

OBJECTIVES

- To make all stakeholders aware of positive behaviour management strategies.
- To support children to take responsibility for their behaviour and actions.
- To recognise children who do show the school values in their behaviour.
- To operate a system of rewards and sanctions.
- To encourage all members of staff (teaching and non-teaching) to take responsibility for the behaviour management of children in their care and throughout the school generally.
- To provide a network of support for all staff to assist in the application of this policy. Such support will be provided by colleagues, SENCO, Deputy Head teachers and Head teacher as well as support from Child Psychology Service and Inclusion Support.
- To consult with pupils about their behaviour by rewarding and encouraging good behaviour and by identifying and making pupils aware of inappropriate behaviour.
- To work with pupils on issues related to their behaviour in a sensitive manner, tailoring responses to meet the individual needs of each pupil.

WHOLE SCHOOL VALUES AND RULES

The whole school values underpin the rules. Values allow for the recognition of positive behaviour and a mirror to discuss inappropriate behaviour and actions.

- Show **friendship** to everyone.
- Show **respect** to everyone.
- Strive for **excellence** in what you do.
- Show **determination** to succeed in what you do.
- Show **courage** to succeed in what you do.
- Show **equality** to everyone.
- Be an **inspiration** to others.

In the interests of the safety of everyone using the site, scooters and/or bikes are not to be used inside the school grounds.

Mobile phones/smart watches brought to school by pupils are to be placed in the telephone box upon entering school and collected when leaving school at the end of the day.

Banned Items

The following items are banned and a search can be made for: knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that are reasonably suspected have been or are likely to be used to commit an offence.

GUIDELINES

The following guidelines were agreed by the staff and Governors as recommended strategies for encouraging good behaviour in school.

At the start of each academic year, teachers negotiate a set of classroom rules for their class which aim to create a positive, supportive, safe and secure environment. These should be based on the whole school rules and values. These should apply to EVERYONE in the classroom. Children should be expected to look after the school environment and property, taking responsibility for keeping their surroundings attractive and tidy.

Each classroom and other areas such as the Community Room has a Good to be Green chart that displays each of the children's names. At the start of each lesson all children are shown as being green. Individual classroom rewards such as table points may be used alongside the whole school rewards.

Rewards

- Verbal praise including the value shown by the child.
- Team points (Keely Hodgkinson, Toby Roberts, Dame Sarah Storey and Alex Yee)
- Children who demonstrate one of the whole school values are awarded a bronze card on the Good to be Green Chart. If they demonstrate one or more of the school values a second time in the lesson the bronze card is replaced by a silver card. For children who sustain this exemplary attitude, showing one or more of the whole school values in the lesson, they are given a gold card. The child takes this to the Head teacher or Senior Deputy Head who will record this in the Gold Card Book.
- Gold stars are awarded by teachers for one single excellent piece of work or outstanding effort. The child takes the piece of work to the Head teacher or Senior Deputy Head to receive their gold star.
- Postcard sent home from the Head teacher.
- Asked to be a Monitor or Prefect as a reward for being a good role model (Y6 only).

- Children remaining green for a week have Good to be Green Time at 2:35p.m. on Friday afternoon and are entered in the class 'raffle'. The child with the winning 'ticket' is awarded a certificate in Key Stage assembly.

Children who show the weekly Jigsaw PSHE focus have their names added to their class' Celebration Sheet. Their teacher recognises these children each Friday afternoon.

Consequences of not following the school values.

Staff should deal with incidents promptly, in a calm and fair manner. We avoid shouting, blanket punishments, sarcasm and over reacting as this does not give children a means of improving their behaviour. Secondary behaviours, such as answering back and rolling eyes, should be dealt with after the lesson, by the member of staff involved during a playtime or lunchtime. It should be made clear what value/s the child was not showing and the expectations of their behaviour.

A firm but consistent approach needs to be adopted to ensure the safety and appropriate behaviour of everyone which includes sanctions. This includes the completion of assigned work. Reasonable adjustments for individuals under Equality Legislation will be made as necessary.

Sanctions

At the start of each lesson all children start at the beginning of the hierarchy of sanctions. The sanctions are:

- A discouraging look.
- A reminder of which school value is not being shown.
- **Good to be Green Chart**
- 1. Warning the child's Good to be Green card is reversed. This can be turned back to green during the lesson if the child shows they are using the school values before the end of the lesson.
- 2. Stop'n'Think Card.
The child is told which school value they are not showing and moved seats so they are sat separately to continue with their task and also have the opportunity to reflect on how they can show they are using the school values.
This is to be for no more than ten minutes.
- 3. Yellow Warning Card
During lesson time sent to another class for 10 minutes, with an escort (if necessary) and with work to complete.
If a task is not completed during lessons because of inappropriate behaviour by an individual, they may lose a playtime with the person who led the lesson so that they can complete the task.
- 4. Red Consequence Card
At this stage of the lesson a child has had five opportunities to change their behaviour. The child is sent to Key Stage Leader for 10 minutes.
- 5. If the inappropriate behaviour continues in the same lesson after the child has returned from being with the Key Stage Leader the child is sent to the Deputy Head teacher or Acting Deputy Head and parents informed as necessary. The child completes a Thinking Sheet.
- 6. Deputy Head or Acting Deputy Head to send child to Headteacher as necessary.

Children who receive a Stop'n'Think, Yellow Warning and/or a Red Consequence Card have their name recorded on the Record Log. These sheets are monitored by the Deputy Head and children who are persistently not showing the school values, with the discretion of the Senior Deputy Head, will miss weekly lunchtime and parents will be informed as necessary.

NB Children are not to be left unsupervised outside the classroom- sending children to stand outside the classroom does not address the behaviour of that child and puts them and the teacher at risk.

Early Years

As in Key Stage 1 and Key Stage 2 teachers establish classroom rules for their class. These are informed by the whole school rules and values as well as the effective characteristics of learning.

Young children need to have expected behaviours to be explicitly taught and modelled by the adults around them. The rewards and sanctions below are implemented to reinforce what is expected.

Rewards:

- Children given verbal praise that includes talking about the behaviour that has been shown.
- Children given verbal feedback about the behaviour being shown and given a sticker that names the characteristic of effective learning behaviour that the child was showing
- Parents may be spoken to at the end of the day/certificate as appropriate.
- Children who have shown appropriate behaviour all week are included in the weekly Good to be Green certificate raffle.

Sanctions:

- Verbal warning
- No more than 5 minutes away from peers/activity that the child was with
- Sent to partner class
- If inappropriate behaviour continues when returned from partner class then child is spoken to by a member of SLT.

Playtime behaviour

- During playtime stand beside the teacher on duty.
- If necessary, inform the class teacher.
- Class teacher will discuss persistent inappropriate behaviour with the Deputy Head.

Midday Supervisors' Rewards and Sanctions

The MDS follow the general guidelines for behaviour management.

Rewards

- Each supervisor nominates a child/children for a Team Point Token every day for excellent behaviour. When these are given the child is told which of the school values they are showing. These are placed in the Team Point tubes in the relevant building.
- Each lunchtime the class earns points from the MDS for showing appropriate behaviour. At the end of the week points are added together to find the winning class who are presented with a certificate during assembly.
- Each week a child is nominated by MDS, as "Child of the Week" and the child receives a certificate in assembly.

Sanctions

- Children who exhibit inappropriate behaviour are reminded by the MDS.
- If inappropriate behaviour continues they are asked to take "Time Out" with the MDS for up to five minutes. The MDS then speaks to the Principle or Senior MDS who will write the child's name on the Lunchtime List as needed.
- The Lunchtime List is given to a member of SLT at the end of each lunchtime.
- Children who show persistent inappropriate behaviour may be put on a "yellow card" by a member of SLT.

- Children who show serious or repeated incidents of inappropriate behaviour are put on a “red card” by SLT and parents may be contacted by a senior leader.
- Further action to be taken will be discussed during this conversation and may include alternative lunchtime arrangements or loss of privileges.

Child on Child Abuse

The implementation of this policy and the Anti-bullying Policy as well as the PSHE curriculum support the prevention of Child on Child abuse. Any report of Child on Child Abuse reported to a member of staff, including from a third party is taken seriously. Staff act in line with the Safeguarding and Child Protection Policy procedures when managing such reports. This includes dealing with the issue sensitively while completing an assessment of the incident. Records of the incident and actions taken are kept.

Involvement of S.E.M.H. Advisory Teacher

The school may seek advice from the Social, Emotional, Mental Health Advisory Teacher if a child has Special Educational Needs or Disability.

Suspension can be used for instances such as prolonged non-cooperation of school rules, for bad language to staff, some instances of fights, theft, prolonged bullying, inappropriate use of the internet and ICT, deliberate damage to school property, arson, extortion or continued disruption. They can be for parts of the school day such as if a child’s behaviour during the lunchbreak is disruptive they can be suspended for the lunchtime period. Following a suspension parents will be asked to attend a reintegration interview. Failure to attend may make it more likely that the court will impose a Parenting Order if the school or Local Authority apply for one.

Permanent Exclusion for a serious breach or persistent breach of this policy or if allowing the pupil to remain in school would seriously harm the education or welfare of others in the school. This includes for such instances as possession of weapons, dealing in drugs, serious physical or verbal (including protected characteristics) abuse to staff or children, sexual abuse/assault, continued disruption or persistent bullying. These incidents may result in police involvement where appropriate.

- o The whole school values are relevant to outside school when children are attending educational visits. If staff note that, whilst on such a visit, a child is spoken to several times for not showing these values a member of SLT will speak to the child upon return to school. Parents may be informed of their child’s behaviour. If the child’s behaviour puts themselves/others at risk a call will be made to school and the child will be brought back to school as soon as is reasonable.

CONFISCATION

Staff will confiscate any dangerous items such as weapons. Such items are stored by the Headteacher. Inappropriate items/items causing disruption during lessons e.g. mobile phones, games will be confiscated and returned at the end of the school day. If an item is brought into school several times parents will be approached to request the item is kept at home.

THE ROLE OF PARENTS

Parents are asked to sign a Home School Agreement at the start of each academic year which outlines the responsibilities of the parent and the school including supporting the Behaviour Management Policy. Parents do have a role in ensuring their child is well behaved at school. The school may ask parents to sign a Parenting Contract or may apply for a court imposed Parenting Order when their child persistently does not behave well in school.

If a parent should have a concern about their child they should raise this concern with the class teacher in the first instance. If the concern remains or escalates the parent needs to speak to the Acting Deputy Head. This will allow for the concern to be dealt with quickly and at an appropriate level. Continuous or serious issues can then be passed to the Deputy Head then Headteacher if the need arises in the most serious cases. Appointments can be made to see class teachers before school between 8:30a.m. and 8:40a.m. and then after school.

CONCLUSION

Children with identified SEND including Social, Mental and Emotional Health Needs will follow termly SEND Provision Plan reviews and other SEN Code of Practice recommendations. Reviews of sanctions/Behaviour Charts will form part of these reviews. Children who are felt to pose a health and safety risk to themselves/ others will be subject to a Risk Assessment reviewed in line with its recommendations.

This policy is reviewed annually by staff and Governors to meet the changing needs of the school and to continue to be in line with guidance issued by the Government or any other appropriate agency.

This policy needs to be read in conjunction with the:

- Jigsaw PSHE Curriculum Document,
- SEND and Inclusion Policy,
- Anti-bullying Policy,
- Children's Anti-bullying Policy,
- Safeguarding and Child Protection Policy
- Drugs Policy,
- Restrictive Physical Intervention Policy,
- Equal Opportunities,
- Racial Equality Policy
- Behaviour in Schools Advice for headteachers and school staff (DfE, July 2022)
- Searching, Screening and Confiscations Advice for schools (DfE, July 2022)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement Guidance for maintained schools, academies and pupil referral units in England (DfE, July 2022)
- Other related policies as these outline the action to be taken for specific issues.

RLS September 2024