

BILLINGE CHAPEL END PRIMARY SCHOOL & NURSERY

Behaviour Management Policy

(2017-2020)



PHILOSOPHY

The philosophy of this school is to provide a stimulating, caring environment in which each child will learn to become a valuable member of the whole community.

We believe this can be accomplished by developing a well ordered environment where each child can feel secure, confident and happy.

AIMS FOR PUPIL CARE

To create an atmosphere where children are able to develop a moral awareness and a sensitivity to the needs of others and one in which they will show respect and consideration for other people and property.

To praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline.

PRINCIPLES

- Positive approach to discipline based on praise, reward and mutual respect.
- Whole school approach to discipline with a clearly defined code of conduct.
- Sense of community/collective responsibility which will involve all agencies, i.e. children, staff, parents, governors, support staff.
- Effective communication systems.
- Parental involvement - active partnership to promote good behaviour.
- Early support for developing problems.
- Corporate approach but with due regard for individual circumstances.
- Opportunities for responsibility and recognition for non-academic achievement.

- Realistic sanctions consistently and fairly applied in agreed manner.
- Emphasis placed on the development of self-esteem.
- Opportunities targeted within teaching and learning which can positively influence behaviour patterns.

IMPLEMENTATION

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.

ROLE OF THE HEADTEACHER

- It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher has access to records of all reported incidents of misbehaviour in the Concern Files.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

THE ROLE OF THE CLASSTEACHER

- It is the responsibility of the classteacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- The classteachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The classteacher treats each child fairly and enforces the Code of Conduct consistently. The teacher treats all children in their class with respect and understanding.
- It is the responsibility of the classteacher to record significant incidents of inappropriate behaviour in the Concern Files
- The classteacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- The classteacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

THE ROLE OF NON-TEACHING STAFF

- It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner during lesson time.
- The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- All non teaching staff treat each child fairly and enforces the Code of Conduct consistently and treat all children in their group with respect and understanding.
- Support staff should report any significant incidents back to the classteacher.

PARENTAL INVOLVEMENT

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others.

If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- by ensuring that pupils arrive punctually for the start of the school day.
- by ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- by supporting us in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times. (See Code of Conduct Appendix 1)
- by ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- by ensuring regular attendance at school and avoiding unnecessary pupil absence.
- by adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers. (See Appendix 2. Home-School Agreement)

Behaviour Policy

At Billinge Chapel End Primary School, discipline is recognised to be a collective responsibility between parents, staff, children and other agencies involved with school. If this partnership is working effectively then we expect:

Parents:

- To be aware of Code of Conduct and the Home/School Agreement
- To co-operate with school
- To ensure children's regular attendance and punctuality

Staff:

- To follow and apply the behaviour policy
- To be fair and consistent
- To develop an effective working atmosphere

Children:

- To move in an orderly manner around school
- To show respect for people and property
- To demonstrate appropriate levels of concentration and self-discipline
- To take responsibility for their own actions
- To co-operate with and respond to the schools code of conduct
- To be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school.

Through praise and encouragement, we aim to emphasise the following positive qualities:

- Kindness
- Consideration
- Tolerance
- Respect
- Co-operation
- Patience
- Empathy
- Good Manners

The following behaviour is considered to be unacceptable:

- Bullying - individual or group; verbal or physical abuse (including race, gender, sexual orientation, creed, colour or religious belief); taunting; mimicking
- Aggression towards pupils and adults
- Swearing
- Rudeness
- Stealing

We aim to encourage the children to exercise self-discipline and develop the ability to:

- Control their feelings.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to the teacher's voice.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, always giving their best.

Work Matched to Needs/Self-Esteem

Staff aim to promote positive self esteem:

- Providing opportunities for children to work at their own level in order to achieve success.
- Helping children gain confidence in their own ability.
- Motivating children to improve their performance.
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others.

Parental Support

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- welcome parents into school and make them feel valued.
- clearly define the role of parents in school, matching interests and skills to activities.
- develop good communication between parents and school.

STRATEGIES

In order to assist with the implementation of our discipline policy, staff should:

- Aim to be good role models.
- Supervise children to and from classrooms, into cloakrooms and to and from playgrounds. (Where possible year groups can work together)
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.
- Encourage toilet visits at breaks and lunchtimes.
- Encourage group/ring games in the playground, placing emphasis on taking turns
- Provide opportunity for everyone involved to give their point of view before arriving at a conclusion.

- Give reasoned explanations for the Code of Conduct and resulting sanctions
- Use key words for reinforcement e.g. kindness, care and consideration, sharing, friends.
- Use a common reward system throughout school with merit points and tokens awarded for academic and non-academic achievement and effort.
- Praise individuals, groups, classes or departments as and where appropriate.
- Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.
- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Ensure copies of the Code of Conduct are included in parental information booklets.
- Utilise present communication systems in school.
- Use identified procedures for non-attendance, persistent lateness.
- Involve outside agencies where necessary through consultation with the Special Needs Co-ordinator.
- Arrange for counselling in school with an appropriate adult.

CLASSROOM MANAGEMENT PROCEDURES

To promote good discipline within the classroom staff should aim to:

- Establish defined classroom areas.
- Label resources clearly and make them easily accessible.
- Design classroom layout to facilitate ease of movement.

- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Place emphasis on independent learning.
- Avoid queues.
- Be well prepared and organised.
- Allow adequate time for tidying up.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Avoid shouting, use eye contact, gesture, etc.
- Maintain a quiet, calm atmosphere.
- Encourage children to raise their hands rather than interrupt.
- Send children to collect resources in small groups.
- Be ready in the classroom to greet children before the start of each lesson.
- Involve children in the organisation of systems wherever possible.
- Be positive e.g. use of 'please walk', rather than 'don't run'.

The use of Golden Rules is now in place in all classes in the school. **This is based on the principle that everyone has a right to learn and a responsibility to allow others that right.** The rules are drawn up at the beginning of the year in consultation with the children. The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone.

Children begin the day on the white cloud/green traffic light. If they stray from the rules they go onto the grey cloud/amber. Provided they do not stray again they go back to green/white cloud at the end of the day. If however a second misdemeanour occurs they go into the black cloud or red. This triggers an exclusion from Golden Time/Treat day which is the reward for all children who do not stray into the Red during the week/term.

BEHAVIOUR MODIFICATION

Can be used with individual groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work corporately and consistently.

Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with Senior Management and Special Needs Co-ordinator.

Compliance Training i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.

Code of Conduct/Rules i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.

Modelling i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.

R.A.I.N

i.e. REINFORCE/APPROPRIATE/IGNORE NEGATIVE where practical, ignore inappropriate behaviour, praise appropriate behaviour (role models).

Distraction i.e. if a difficult situation is likely to develop, distract the child's attention, e.g. give a specific task, send a message, etc.

Time Out i.e. pupils given 'time out' - an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.

Behaviour Contract

Liaise with parents/class teachers/pupil to draw up a contract which outlines expectations and rewards and sanctions. (usually over a two week period).

REWARDS AND SANCTIONS

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, sanctions should be needed only for a minority of children.

It is essential that the main focus for rewards and sanctions should be within the classroom, extending to Senior Management where necessary. They should be applied in a fair and consistent manner with appropriate parental involvement.

Rewards

These can be given to individual children, small groups, classes, year groups or departments as appropriate by:

- Classroom Assistants, all support staff and volunteers
- Class teachers
- Peripatetic teachers
- Key Stage Managers
- Deputy Headteacher
- Headteacher
- Midday Supervisors
- Caretaker

Rewards can include the following:

- Written praise e.g. a positive comment on work, report,
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- Merit points, certificates for academic and non-academic achievement
- Tokens and smiles, Headteacher award on work or as a sticker
- Trophies and Special Awards e.g. Citizenship
- Placing value on achievements eg. work shown to another class, name in Newsletter, part of Celebration Assembly
- Special responsibilities e.g. being a monitor/house captain
- Child, group or class, singled out as a role model

- Weekly award of merit point and token trophies and pupil of the week.

House/Token System

The House system should operate consistently throughout the School as follows:

- Classes will be divided into 4 houses - mixed ability and behaviour.
- Weekly group merit and token sheets will be displayed in classes.
- Children will be awarded merit points for academic achievement and tokens for non-academic achievement. When merit points or tokens have been awarded they should not be taken away.
- Children may mark up their own individual points, under supervision. The teachers or Year 6 monitors will total up the points on a weekly basis.
- At the end of each week the winning House and class will receive a trophy. The name of the winning House and class will be read out in the weekly Celebration Assembly.
- The class winning the token trophy will be rewarded with a treat eg. - non-uniform day.

SANCTIONS

The following can be imposed by the Class Teacher:

- Withdrawal of privilege relative to misbehaviour
- Playtime detention may be given for a serious offence
- Parents informed and involved in the behaviour management process
- Use of report card or progress book (SLT member informed)
- Time out e.g. outside area under supervision, another group, another class
- Child to sit by teacher
- Reasoned explanation of why the behaviour is unacceptable, followed by an appropriate sanction e.g. a verbal or written apology, repetition of an unsatisfactory task.
- Child to assist in rectifying the problem they have caused
- A verbal reprimand appropriate to the child and misbehaviour e.g. within the group, individually
- Developmental written comment on work
- Work to be completed in the child's own time or at home.
- Child sent to another appropriate adult to explain their misbehaviour.

- Referral to Senior Management/Headteacher

Further Sanctions

In addition the classteacher would seek the involvement of the Headteacher. The Headteacher can impose further sanctions.

- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Fixed exclusion
- Indefinite exclusion
- Permanent exclusion

Exclusions will be carried out in accordance with LEA policy and Governors directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.

Prior to the exclusion of a child these steps must be taken:

- Full consultation with parents well before the stage of considering exclusion is reached unless in response to a serious incident
- Full consultation with all relevant staff about the child's problems
- Involvement of the child where appropriate including reasons for action taken
- Discussion with the Educational Psychologist and/or outside agencies
- An opportunity for parents to present their case
- Pastoral support plan written

STAGES OF INTERVENTION

The school's discipline procedures can be summarised into five stages. These stages of intervention should be logged and dated in the Concern Files.

Stage 1

- The classteacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties.
- If there is no improvement, assistance should be sought from another adult in school
- If there is no improvement the child should be informed that parental contact will be made by the classteacher and the reasons should be made clear.

Stage 2

- Joint intervention by the classteacher and parents. The child should be included in discussions as appropriate.
- If there is no improvement the classteacher should inform the parents and child that the matter will be referred to the Head of Department, stating the reasons why.

Stage 3

- Discussions between Head of Department and parents, involving the child as appropriate, to try and resolve the problem. The Deputy Headteacher may become involved if a resolution cannot be reached. IEP written if appropriate.
- If there is no improvement, the Head of Department or Deputy Headteacher should inform the parents and child that the matter will be referred to the Headteacher stating the reasons why.

Stage 4

- Discussions between the Headteacher and parents involving the child as appropriate. The class teacher, Head of Department or Deputy Headteacher to be included as necessary. Involvement of appropriate external agencies may be considered.
- A contract may be agreed between school, parents and child.
- If there is no improvement the Headteacher should inform the parents of any further action which is likely to be taken, stating the reasons why.

Stage 5

- The Headteacher refers the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.

The use of positive handling to support the management of physically challenging behaviour

There may be times when a child is in school and displays behaviour that is likely to have immediate and severe consequences unless physical intervention takes place. A statement about the School's Discipline and Behaviour policy is made to parents in the School prospectus and within each Home School Agreement. By signing Home School Agreements parents are acknowledging the school's power to use reasonable force in the circumstances described in the school's '**Control and Care**' policy. (this is available to pupils and parents on request).

Please Note: **Parental consent is not required to restrain a pupil.**

**Policy Agreed Summer 2017
To be Reviewed Summer 2020**

Appendix 1

CODE OF CONDUCT

Do's of the playground

- Do look after the younger children
- Do pick up litter
- Do stand quietly after the bell and walk into school
- Do stay off the grass unless given permission
- Do stay on the playground
- Do play safely and treat each other with kindness and consideration
- Do let everyone join in
- Do use respectable language
- Do walk away from trouble and tell an adult

Do's of the classroom

- Do be punctual
- Do use your manners
- Do put your hand up
- Do listen to the teacher and one another
- Do your best
- Do walk in class
- Do tidy up
- Do remember homework
- Do sit correctly
- Do talk quietly
- Do bring PE kit in on correct days

Do's of the school areas

- Do walk and keep to the footpaths
- Do look after school property
- Do respect all grown ups
- Do keep the school tidy
- Do hang up coats
- Do wear correct uniform
- Do make visitors welcome
- Do smile and be happy

Appendix 2

Billinge Chapel End Primary School - Home/School Agreement

The parents/guardians

I/we shall endeavour to:

- see that my child attends school regularly, on time and properly equipped
- inform the school as soon as possible on the first day of my child's absence
- keep the school informed of any concerns or problems which may affect my child's work or behaviour
- support my child in homework and other opportunities for home learning
- get to know about my child's life in school by attending Parent's Evenings to discuss progress, reading weekly newsletters and endeavouring to support school events
- support the school policy for behaviour and encourage my child to keep to the school's Code of Conduct and School Rules
- support the school's policy on uniform

The school

The school will endeavour to:

- care for your child's safety and happiness
- provide a balanced curriculum whilst meeting the needs of your individual child
- keep parents informed as to their child's progress and any concerns about behaviour, work or attendance
- hold regular Parent's Evenings and provide an annual written report

- set and mark homework
- be open and welcoming and offer opportunities for parents to become involved in the daily life of school

Signed: _____ Parent of:

Signed: _____ Headteacher

Appendix 3

SCHOOL RULES

Children must not bring toys or any valuable equipment to School.

The School complies with the Local Education Authority rule that TIPPEX must not be used by children.

For safety reasons long hair should be tied back.

Make up and jewellery, including earrings, should not be worn in School.

Chewing gum and sweets are not allowed in School. One item of snack food, to be eaten at break times, is sufficient. e.g. apple, biscuit, crisps etc
Drinks, not in cans, vacuum flasks or glass bottles, may be consumed at lunchtime only.

The Governors of the school have agreed that any loss or damage to school property must be paid for by the children concerned.

Appendix 4

ANTI-BULLYING POLICY

Chapel End School recognises that over recent years bullying in schools has attracted increasing attention. It is a highly emotive subject and a serious concern for school staff, children, young people and parents. The staff must consider the procedures for dealing with bullying and aggression as part of the Discipline Policy.

With regard to bullying the following definitions could be considered:

'Bullying is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked and is often repeated and can continue for a long period of time. It usually reflects an imbalance and abuse of power. Bullying behaviours are aggressive although they may not seem so.'

(Sonia Sharp)

'Bullying is a multi-faceted problem, rooted in a variety of inter-related factors such as: the child's temperament, social behaviour, communication skills, level of self-esteem and self-confidence; in addition to family, school and societal influences.'

(How to Promote Children's Social and Emotional Competence 1999)

Types of Bullying

Bullying takes a variety of forms. The following covers the most significant of these:

Physical	Hitting, kicking, taking or damaging belongings
Verbal	Name calling <ul style="list-style-type: none">▪ Insulting▪ Repeated teasing▪ Remarks about protected characteristics: gender, race, sexual orientation, religion, disability▪ Threats

**Indirect- Psychological
(emotional)**

Spreading nasty rumours
Excluding someone from groups
Moving away as a person approaches
Leaving notes
Failure to speak to acknowledge a person
The 'look'

Cyber Bullying

Cyber bullying is the use of ICT, particularly mobile phones and the internet, deliberately to upset someone else. The whole school community has a duty to protect all its members and provide a safe, healthy environment. The Education and Inspections Act 2006 states that Head teachers have the power; 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off site. Although bullying is not a specific criminal offence in the UK law, there are laws that can apply in terms of harassing or threatening behaviour, for example menacing and threatening communications (Please see the school's Anti-Bullying Policy). There are many types of cyber-bullying. Here are some of the more common:

- Text messages — that are threatening or cause discomfort - also included here is "bluejacking" (the sending of anonymous text messages over short distances using "Bluetooth" wireless technology)
- Picture/video-clips via mobile phone cameras - images sent to others to make the victim feel threatened, upset or embarrassed.
- Mobile phone calls — silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
- Emails — threatening or bullying emails, often sent using a pseudonym or somebody else's name.
- Chatroom bullying — menacing or upsetting responses to children or young people when they are in web-based chatroom.
- Instant messaging (IM) — unpleasant messages sent while children conduct real-time conversations online using Chat
- Bullying via websites — use of defamatory blogs (web logs), personal websites and online personal "own web space" sites such as Bebo and MySpace.

The best way to deal with Cyberbullying is to prevent it happening in the first place and to have clear steps to take when responding to it

The E safety policy and Acceptable User Agreement detail how we deal with this aspect of bullying.

Factors which may encourage children to become bullies

- Home-** Little social status available - little verbal interaction, high physical/verbal aggressions
- Individual** - Charismatic and/or dominant within the peer group
Limited inter-personal skills
Likely to have been a victim of bullying in the past
May have a high degree of stress in their own lives
Lack of tolerance to diversity, sexuality and homophobia
- School** - Opportunities to bully

Factors which may make children more likely to be the victim of a bully

- Home** - Lack of independence
Lack of awareness about growing up
Appearance/social life that is 'different' including homophobic issues
Too frightened to tell, scared of repercussions/escalation
- Individual** - Minor disabilities
Clumsiness
Physical features/colour of skin/colour of hair/dress/speech/height/weight
Unassertive
Sensitivity - highly sensitive or apparently insensitive
Few friends, difficulty in forming friendships
Low self-esteem - few attributes esteemed by peer group

Aims of the policy

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available in school.

Through this policy Billinge Chapel End Primary School aims:

- To raise awareness of bullying as a form of unacceptable behaviour;
- To create school ethos which encourages children to disclose and discuss incidences of bullying behaviour;
- To develop procedures for recording and reporting incidents of bullying behaviour;
- To develop procedures for investigating and dealing with bullying behaviour;
- To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.

Strategies for preventing bullying

- Reward co-operative, helpful behaviour, pointing out examples and encouraging good behaviour.
- Supervision by teachers, learning assistants, welfare staff.
- Space - use extended areas of playground space whenever possible; provide appropriate playground equipment e.g. skipping ropes, chess sets etc., playground markings.
- Bullying addressed via curriculum - PSHE & Citizenship/ Assembly.
- Train welfare staff - games / strategies.
- Review deployment of welfare staff.
- Co-operation of parents on school policy e.g. signed Code of Conduct.

Strategies for dealing with bullying

- Set achievable targets for and with the bully.
- Individual report book.
- Avoid direct attention as a means of dealing with the situation, as appropriate.

- Work with parents when bullying identified.
- Clearly identify the bully - to other members of staff, when appropriate only.
- Support the victim.
- Explain the difference between 'telling tales' and things the teacher needs to know.
- Try to build a positive relationship between bully and victim.
- If, after a period of time, the strategies of the discipline policy have proved ineffective, persistent bullying may result in a period of exclusion.

Recording and Reporting incidences of bullying

- All reports of bullying, no matter how trivial, will be investigated and dealt with by class teachers.
- Non-teaching staff are encouraged to report any incidents of bullying behaviour witnessed by them to the teaching staff.
- Serious cases of bullying will be referred immediately to the Head Teacher or a member of the Senior Management Team.
- In serious cases of bullying parents or guardians of victims or bullies will be informed. They are then in a position to help and support their child.
- Where cases remain unsolved at school level, advice would be sought from the LA.
- All incidents of bullying behaviour will be recorded in the child's Concern File.