



Baines' Endowed

Church of England Primary Academy

A member of **CIDARI**

Baines' Endowed Church of England Primary Academy

Behaviour Management Policy

Our mission statement at Baines' Endowed Church of England Primary is:

"With God, nothing is impossible" Luke 1:37

To support our pupils, staff, parents and governors in their quest to achieve the 'impossible', we will teach, guide and nurture our community in the following twelve values:

generosity	compassion	courage	forgiveness
friendship	respect	thankfulness	trust
perseverance	justice	service	truthfulness

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

This policy complies with Section 89 of the Education and Inspections Act and should be read in conjunction with;

- Behaviour and Discipline in Schools 2016
- Pastoral Care & Child Protection Policy
- Care and Control of Pupils Policy
- Equal Opportunities Policy
- Managing Allegations Against Staff Policy
- Valuing All God's Children document
- Children's promises
- Anti Bullying Policy
- Racial Equality Policy
- SEN Policy
- Children's promises

PHILOSOPHY

The behaviour of pupils is influenced by every aspect of the school's organisation. Thus the behaviour management policy influences and is influenced by all other policies and aspects of organisation. It requires the active, consistent, co-operative involvement of all those concerned with school: pupils, parents, governors, teachers, non-teaching staff, church, Cidari, LA (Local Authority) and external agencies.

The mission statement of the school is the starting point. This requires us to promote good behaviour in a positive manner in line with Christian values, encouraging pupils to value others and to develop self-control. The philosophy does however allow for sanctions, the efficacy of which is enhanced because of the overall positive framework.

INTENT

- To promote a caring Christian ethos.
- To have clear systems for pupils, staff and parents to follow and understand.
- To provide a positive learning environment in which children can achieve maximum success in all they do.
- To provide a positive, caring environment which promotes self-respect and respect for all others.
- To promote respect for, and appreciation of, all property and resources.
- To take positive action to reduce the possibility of individual children developing emotional and behavioural difficulties.
- Where children have emotional and/or behavioural special educational needs, to work together to overcome them.
- To prepare children to take an active part in the community in which they live

IMPLEMENTATION

School organisation

Children who feel secure within the school environment are more likely to behave well. For this reason continuity and stability in the organisation of the school are key features of our policy.

We employ additional teachers on a permanent basis so that children are taught by established staff, wherever possible, when their class teacher is involved in other aspects of their work outside the classroom. On the rare occasions this is not possible efforts are made to ensure that the teacher is one who the children know as being part of the school's regular back-up team of supply teachers.

Adherence to set procedures within the organisation of the school day is encouraged in the children by all the staff. Punctuality for an 8.55am start is encouraged. Children can enter the building from 8.45am onwards. A member of staff is on duty at each entrance to ensure children enter in an orderly and safe manner, class teachers are in classrooms and have established procedures for the children to follow when they enter. During the day children are escorted by staff into and out of the school building in an orderly and safe manner. At the end of the day each teacher escorts his/her class out of the building and remains there until the children are safely off the premises.

Children and staff gather together for daily worship in a hall or classroom. School worship follows a range of Christian values which often incorporate reference to our mission statement, children's promises and the reasons we care for and about each other and our school.

Classroom organisation is formulated by teachers and pupils but is in keeping with our policy.

At break times the children are supervised by the duty teachers and teaching assistants. Welfare staff are employed at lunchtime to oversee the orderly eating of lunch and playground activity thereafter. If a child has to be inside at breaktimes for medical or discipline reasons s/he is supervised at all times.

We encourage the children to move around the school in an orderly and polite manner. The children are encouraged to view themselves as jointly responsible, with teaching staff and support staff, in the care of our school environment. The children are made aware of the importance of treating with respect and the utmost care: cloakroom areas, toilet facilities, lost property and the movement of equipment. Lunchtimes are viewed as occasions for developing social skills. Whether eating a cooked meal or packed lunch, appropriate table manners are encouraged.

Equal opportunities

Behaviour problems are more likely to develop in children who do not have a positive self-image. For children to develop a positive self-image it is essential that they feel valued. The ethos of the school and our equal opportunities policy ensures that we value all people, promoting equality, respect and opportunity for all and that we work to develop the children's ability to do this.

Curriculum

All children are entitled to receive a broad and balanced curriculum relevant to their individual needs.

Through the range of positive strategies which teachers have at their disposal, access to the curriculum is ensured for all children including those with emotional and behavioural problems. No child is deprived of access to any subject area because of inappropriate behaviour unless that behaviour causes danger. Classroom teacher's work closely with our SENCo (Special Educational Needs Co – ordinator) and the Behaviour Team to ensure that pupils work at their own level, but in ways which meet national requirements.

Teachers use a variety of teaching and learning methods within their classrooms. Communication and interaction between teacher and pupil allows the aims of the classwork to be met and teacher expectation of pupils' performance to be matched to their needs. Teachers have high expectations of pupils but appropriate to the child's level of ability. Teachers aim to raise the self-esteem of all pupils through supportive marking and emphasising work well done.

Extra-curricular activities

Extra-curricular activities help to develop children's self-esteem, skills and interests as well as helping them to learn ways of spending their leisure time usefully. Involvement in these activities helps to build pupil-staff relationships and develops positive attitudes to school.

A very high standard of behaviour is expected of children taking part in extra-curricular activities. This is vital to ensure the safety of all taking part, but also necessary to ensure that all children and staff taking part get the greatest possible enjoyment and satisfaction out of the experience. Children who are involved in any activities which take them outside school are encouraged to take on the responsibility of being "ambassadors" for the school and to understand that the reputation of our school is in their hands. This behaviour management policy will be followed during activities off school premises where the pupil is under the lawful control of the staff member.

Children's achievements outside school are recognised by encouraging them to bring awards into school and where their success is explained to other pupils either in class or in assemblies.

The role of staff

All staff work together to develop behaviour management policy and practices. This results in commitment and consistency throughout the school. Consistency is seen as the key factor in promoting good behaviour in the children. Staff receive updates and guidance annually and more often should it be necessary.

Staff work together as a team offering mutual support, advice and practical help. This promotes good behaviour in a direct manner, ensuring consistency for the children and allowing staff access to a greater range of strategies for dealing with problems. It also contributes in an indirect manner as it presents to the children, a model of co-operative working and supportive relationships.

All staff act as models of good behaviour in that they treat each other, the children, their parents and all visitors with the courtesy and respect they want to encourage in the children.

The senior management team work together to develop and monitor behaviour in school:

- they continually emphasise to parents and children our high expectations of the children.
- they encourage the co-operative, positive working of all staff within school and are always available and willing to offer practical help, support and advice.
- they are available to children who need to discuss difficulties.
- they are alert to any teacher who may be experiencing difficulties in dealing with behaviour and are ready to offer the support necessary.

Ancillary and support staff are supported in fully implementing the school's positive approach to children's behaviour. Classroom support staff and Welfare staff have regular meetings with their line managers to discuss ways of dealing with situations and enhancing provision. This develops their ability to work in ways which promote good behaviour in children.

Parents

The encouragement of parental interest, both in the school as a whole and of parents in the education of their own child, is a high priority at Baines'. Parents/carers are encouraged to view their relationship with school as a partnership. This reduces the likelihood of behaviour problems arising, as boundaries for children are more clearly defined when parents and teachers are in agreement. If behaviour problems do arise, then the relationship already developed ensures greater co-operation, and thus problems will be easier to overcome. School has members of staff responsible, and policies for, parental/family partnership and pastoral care. These staff work closely together to co-ordinate our liaison with parents. Policies are available for parents on the website and during the Spring Term Parents' Evening, key staff are available to discuss the school systems and provide guidance and support.

Role of the governors

Governors are closely involved in developing the ethos of the school and in promoting a positive climate within it. One governor has responsibility for oversight of the special needs provision within school and one for pastoral care. If a child presents an extremely serious behaviour problem the headteacher will inform the chair of governors and arrange the exclusion of the child from school.

Community links

Community links, especially those with our Parish Church, are important in developing positive attitudes to behaviour. They develop the profile of the school within the community and so develop in the children, parents and staff, a sense of pride in, and commitment to, the school.

Rules, rewards and sanctions

Positive rules set standards of behaviour which require consideration for others and contribute to the efficient and effective organisation of the school.

Accompanying our mission statement we have a set of children's promises:

Baines Children Promise To:

- be polite and kind to everyone.
- care for each other.
- forgive others.
- care for property
- listen carefully when other people are speaking
- walk quietly and sensibly around school.

By keeping these promises the pupils get to wear a 'house badge' (An ALWAYS BADGE). Breaking a promise (Red and yellow listed behaviours) results in the Badge being removed by the class teachers (yellow behaviours) or Behaviour Team (red behaviours). Badges are returned at the end of the school day or following day (KS1 yellow behaviours) or after 3 days (KS1 Red/Blue behaviours) or after 5 days (KS2 Red/Blue behaviours).

Classroom rules are formed at the start of each year by each teacher with their own pupils. The rules therefore differ from class to class, but are always in keeping with the philosophy underlying the policy. The keeping of rules is regularly rewarded in both formal and informal ways. Verbal and non-verbal praise is used extensively to reward children who demonstrate good behaviour.

Adherence to rules is rewarded by moving the pupils up to the star. Merits are given as rewards for academic work and pupils have the opportunity to work through the rainbow gaining certificates as they progress. Merits contribute to team (house) points. The winning team is rewarded at the end of each term with a non-uniform day. A pupil must have had their ALWAYS badge on all term to participate. Postcards are also sent home via the postal service to praise behaviour.

The emphasis in school is on rewarding good behaviour so that it is encouraged in the child displaying the appropriate behaviour and in others observing the reward. However it is recognised that rules can be broken and both children and staff need to fully understand the consequences of doing so.

Avoiding and dealing with problems

The positive aspect of the policy is sufficient to promote good behaviour in the vast majority of children; however we operate a parallel, very structured sanction system, using traffic lights, as follows:

1. Reprimand/warning (care is always taken to ensure that it is the behaviour not the child which is labelled as wrong and that the reprimand does not hold the child up to public ridicule eg. That is inappropriate behaviour, please stop.....if you continue your name will be moved onto amber)
2. Repeat I have asked you to stop..... you have not and therefore your name now needs to be moved to amber. (Move name to amber) ** The child has the opportunity to move back to green by the end of the day for reverting back to good behaviour for the rest of the day.
3. Repeat I have asked you to stop..... you have not and therefore your name now needs to be moved to red. (Move name to red) and move to a thinking area in the classroom.
4. If behaviour continues the child should be taken out of the classroom by the TA for a walk and talk for maximum of ten minutes including a visit to the behaviour room. (BT – Behaviour Team/DHT – Deputy Head Teacher informed at this point via electronic app/ form PB)* (Complete form 1 - appendix 1)
5. Repetition of the above (point 4) one more time within half-term will result in
Behaviour Team sends a letter home – (RC1)
Behaviour support by SENCo/BT
6. Further repetition, third time, (point 4) within half-term will result in
Behaviour Team sending a letter home – (RC2) report card
A two week report card to be issued to the child (appendix 2)
Regular communication: report card to be sent home everyday.
7. If no progress throughout the report card – Plan - Do – Review cycle the SENCo/BT review the provision put in place. This will lead to;
A one-week report card reporting to Deputy Head daily.
Meet with parents/carers discussing consequences of
exclusion if
behaviour doesn't improve. (RC3)
Observation by SENCo/BT
Involvement of external agencies
8. If no progress throughout the report card/Plan – Do – Review cycle the SENCo/BT review the provision put in place. This will lead to;
A one-week report card reporting to Head daily.
Further meeting with parents/carers discussing
consequences of
exclusion if behaviour doesn't improve. (RC4)
Observation by SENCo/BT

Involvement of external agencies

9. The children will then move in reverse of this process back down to in class behaviour management procedures.

** It is important to acknowledge that some children have very specific needs and these will be taken into account on an individual basis to ensure the most appropriate system is in place to support them and their class teachers.

*Children who need to be removed from their class as a sanction:

- If a child is taken on a walk and talk. The period should not exceed 10 minutes and the child. Appendix 1 (Blue form) should be completed by the teacher sending the child out and brought on the walk and talk to be dropped off at the behaviour room.
- If the child's behaviour is such that time in another class is not appropriate, the child can be supervised outside the classroom by the BT if available. Proforma 1 should also be completed as above
- For specific children the support of the Behaviour Team (BT) specialising in working with children with behaviour difficulties can be called upon. The BT will keep the child out of class for the minimum time necessary to allow the child to be able to return to class calmly and willing to cooperate. Proforma 1 should be completed as above
- In very serious cases the child may need to be sent to a member of the senior leadership team, or a child may be sent to ask the senior leader to come to the class to deal with a child causing a severe problem. Children sent to a member of the senior leadership team should be accompanied by a reliable child with instructions to return immediately if the person is not in his/her office.

***Teachers should maintain half termly records of children who consistently stay 'green' and rewards given as appropriate. The behaviour team will analyse the G2BG data on a half termly, termly and yearly basis in order to provide appropriate support to both children and teachers. Parents will be informed at consultation evenings about their child's 'greenness'.

Types of Behaviours

At Baines' we recognise that there are different types of behaviours and that they should be dealt with in different ways on the day or following day an amber behaviour is displayed in the afternoon.

Low level behaviours (Amber behaviours – 5 minutes of break and lunch missed)

- Calling out/ Silly noises / Answering back
- Not following instructions
- Disruption of teaching and Learning
- Wandering around class
- Passing messages around class
- Chewing gum/
- Mobiles in class/cloakrooms
- Feet on tables/chairs

- Poor attitude – rolling eyes at adults/back chatting/stamping round class/stropping
- Unwanted touch/hurting – pinching/poking/flicking/kicking under table
- Refusal to accept consequences
- Poor attitude
- Telling lies

** This list is not exhaustive but a guide to these types of behaviours.

(Red behaviours – 10 minutes of lunch or break missed)

Serious misbehaviour can be described as:

- Repeated 'Amber' behaviours
- More minor but repeated aggression towards other children
- Leaving classroom without permission

(Blue behaviours – Miss 30 minutes of lunch time)

- Repeated 'Red' behaviours

More serious misbehaviour – (Purple behaviours) Half a day Internal Exclusion and straight onto Report Card

- Violent aggression towards another child – biting/punching/kicking/throwing things
- Inappropriate language – swearing at child or adult/more serious racist/homophobic/sexualised language
- Aggression towards adults, including verbal aggression if directed **at** the adult.
- Spitting
- Threatening behaviour
- Serious damage to resources/school property – electrical equipment/chairs/tables etc*

*Any damages to school caused by children's poor behavioural choices, will result in payment being requested from parents.

** This list is not exhaustive but a guide to these types of behaviours.

Every half term the good to be green percentage is analysed, any pupil under 75% has a meeting with the deputy head and behaviour team and a report card with key targets is put in place.

More Serious behaviour should always be reported to a member of the middle or senior management team. It will be handled as appropriate to the actual behaviour; it will require one of the following:

- A phone call to parent to arrange an appointment to meet with a parent to discuss the report card.

If serious behaviour is repeated this may result in:

- Immediate contact with the parent requesting they come to school to collect child.
- Internal exclusion break-time/lunchtime/class time
- Lunchtime exclusion from school

- Fixed term exclusion from school
- Permanent exclusion from school

All exclusions from school are logged and notified to the Chair of Governors and the LA. LA guidelines and DfE regulations concerning exclusions are carefully adhered to.

Teachers plan, prepare and mark work set for children for the period of their exclusion from school.

When a child returns to school after a fixed term exclusion a return to school interview (reintegration meeting) is held between the headteacher, parents and child to agree a means of working together to minimise the chances of the behaviour being repeated.

Playtimes

Equipment is available at play times to encourage appropriate and collaborative play.

At play and lunchtimes we operate a red/yellow/blue/purple system to support and encourage good behaviour.

If a child misbehaves in the yard during break-time the teacher on duty can decide to:

- Reprimand
- Require the child to stay with the duty teacher/teaching assistant for the rest/a portion of the break time
- If the behaviour is more serious send the child indoors to be supervised with a red or yellow card

*Another child can come and get the BT to collect a child needing to be brought indoors.

If necessary, playtime behaviour will be reported to parents in terms of the “Red/Blue/Purple behaviours” section above.

Lunchtimes

A zoning system **may be** in place to facilitate positive play experiences and discourage inappropriate behaviour. PALs also operate during this time along with peer mediators and anti-bullying ambassadors.

Misbehaviour at lunch-times results in the child being **sanctioned as above - yellow behaviours in the playground, red/blue/purple behaviours by the BT**. If the child does not accept this, or repeats the misbehaviour he/she is taken to the behaviour room where there is a member of the SLT and BT on duty every lunchtime. A record of blue forms is kept by the behaviour team. Parents are informed by the class teacher at the end of the day.

Two more repeated incidents of misbehaviour within the same half term will result in the child being given a report card for a one-week period. If, during this time, the child behaves inappropriately again they will be removed from the playground for a one-week period and placed in a nurture group (NG1) to undertake a variety of activities or games to help them develop a greater understanding of appropriate playground behaviours.

Following the two weeks in nurture group, the child will then be allowed out again with a one- week report card to remind them to continue to behave appropriately. Once the child has had a successful two weeks on report they will then be able to return to the playground.

Again some children have very specific needs and they will receive support in an individualised way depending on those needs.

In extreme circumstances the Head teacher may consider a lunchtime exclusion. This is where a child must be taken off site by their parents/carers during that time. It is managed in the same way as other exclusions from school.

Extended Services

At before and after School club provision we operate the same behaviour systems as we do in school to provide continuity for all our pupils. Withdrawal of a place may occur as the result of persistently unacceptable behaviour or a single serious incident. This is at the discretion of the head teacher.

Unacceptable behaviour

Certain behaviours are always totally unacceptable: bullying, recurrent violence towards other children, absolute refusal to follow instructions and violence towards staff, either physical or verbal.

These behaviours are dealt with by a member of the Senior Leadership Team as soon as possible in the way most appropriate for the particular circumstances. This would always include notifying the child's parents.

Bullying

Bullying is the use of aggression with the intention of hurting another person. It can involve persistent physical, verbal attacks, name calling, malicious gossip, damage or stealing the property of victims or coercing the victims into acts they do not want to do.

Bullying can be:

- **Emotional** – being unfriendly, excluding
- **Physical** – pushing, kicking, hitting, punching or any use of violence
- **Religious** – religious taunts, teasing and name calling
- **Racist** – racial taunts, graffiti, gestures
- **Sexual/Homophobic** – unwanted physical contact or sexually abusive comments
- **Verbal** – name calling, sarcasm, spreading rumours and teasing
- **Cyber** – all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities
- **Homophobic** – when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality.

Children can become upset because of normal peer conflict and it is important to differentiate between this and bullying. The following table is useful in determining whether conflict is in fact bullying:

NORMAL PEER CONFLICT OR BULLYING	
<u>Normal Conflict</u>	<u>Bullying</u>
Equal power – or friends	Imbalance of power
Happens occasionally	Repeated negative actions
Accidental	Purposeful
Reaction to provocation	Pre-meditated
Not seeking power or attention	Serious with threat of physical or emotional harm
Generally not trying to get something	May attempt to gain material things or power
Remorse – will take responsibility for actions	No remorse – may blame the victim

Procedures

Allegations of bullying can come in different ways:

- A member of staff may observe an incident
- A child may report an incident
- A child, other than the victim, may report an incident
- A parent may report an incident

However the incident comes to light it is reported to a senior member of staff who then investigates the situation by discussion with all parties, including the child, the alleged perpetrator, other children and any adult who may have information.

The children are encouraged to give their own full account of the incident and then to listen to the accounts of the others. Any staff who observed the incident are asked to give a full account of what they saw and heard. If from the information the conclusion is that the incident was not bullying, this is explained to the child but the child is also reassured appropriately.

If from the information the conclusion is that the incident was bullying the following steps are taken for the child who was bullied:

- The child is told that the incident was bullying
- Parents are informed of the incident, the accounts and the conclusions
- The class teacher is informed of the conclusions and asked to monitor the child over the coming weeks

The following steps are taken for the child who bullied:

- The child is told that the incident was one of bullying and the reasons for reaching the conclusion
- Discussion with the child is undertaken to try to bring him/her to understand the impact of their actions, the reasons it is inappropriate and to come to a genuine feeling of contrition.
- Sanctions are decided in terms of the seriousness of the bullying; sanctions are as below
- Parents are contacted, informed of the incident, the accounts and the conclusions
- Parents are informed of the sanctions
- Parents are asked to reinforce the discussions staff have had with the child
- The class teacher is informed of the conclusions and asked to monitor the child over the coming weeks

Sanctions

- Internal exclusion from class or from the playground
- Lunchtime exclusion from school
- Fixed term exclusion from school
- Permanent exclusion from school

Suspensions of Bullying

If a significant change in a child's demeanour or behaviour is noted staff consider the possible reasons and investigate in terms of them. If a possibility of bullying is detected the above procedures are followed.

Prevention

We operate a range of actions, procedures and activities to develop children's abilities to relate to each other, to play appropriately and thereby reduce the possibility of bullying. These include:

- School rules
- Classroom rules
- Provision of a variety of quality play resources for break-times
- Play-leaders
- Themes for Worship
- Spiritual, Moral, Social and Cultural Development activities
- Role Play
- Hot seating
- SEAL (Social and Emotional Aspects of Learning)
- Circle time and discussions
- Reading and discussing stories and poems
- Writing stories and poems

We monitor incidences to try to identify causal factors which we can plan to overcome.

Out of School Hours

Whilst it is recognised that the Head teacher is able to discipline pupils for misbehaviour out of school, it is the opinion of the school and governors that at these times it is the responsibility of the parents/carers to manage the behaviour of their children.

IMPACT

Monitoring and evaluation is carried out to enhance the procedures within our school to ensure children are safe, behave appropriately and make the best possible progress. Monitoring and evaluation takes place in a number of ways:

- personal evaluation by all members of staff involved with children;
- monitoring of incidences by the BT/DHT in order to identify any patterns;
- discussion with individuals or groups of children;
- monitoring of behaviour around school through observations;
- discussion with all members of staff involved with children.

Review

Policy to be reviewed February 2022 by Behaviour Lead/SLT

signed date Behaviour Lead/SLT

signed date chair of governors

Baines Endowed C E Primary School – Behaviour Log (Appendix 1)

Name:	Class:
Year Group:	
Date of Incident:	
Nature of Incident:	
Baines' Endowed Promises	

<u>Always be polite and kind to everyone.</u>	<u>Always are for each other. Forgive others</u>	<u>Always Care for property</u>	<u>Always Listen carefully when other people are speaking</u>	<u>Always walk quietly and sensibly around school.</u>	<u>Always try your best and be at the right place with the right things.</u>
Answering Back	Hurting each other	Feet on chairs or tables	Calling Out	Running around School	Lack of effort
Arguing	Kicking	Damage to property	Not following Instructions	Leaning on walls and displays	No care in presentation of work
Not listening	Fighting	Damage to display boards in the corridors		Wandering around the classroom	Not completing enough work
Poor Attitude	Aggressive Behaviour				Poor Attitude to learning
Violent towards other children	Unsafe Behaviour				No H/W
Aggression towards staff	Telling Lies				No PE/Swimming Kit
Threatening behaviour	Falling out and unwilling to make friends				No Reading Book
Lack of respect with words –					Disruption teaching and learning

swearing, racial,					
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Stage Child is on within behaviour system:

Stage 3 – Exited from Class	Stage 4 – Report Card with Behaviour Team	Stage 5 – Report Card – Deputy	Stage 6 – Report Card Head
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Action Taken:

Loss of time	Badge Removal	Parents In	Internal Exclusion	External Exclusion
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Action taken by Headteacher / SLT

Dealt with by: