



## **BERRYCOOMBE PRIMARY SCHOOL**

### **BEHAVIOUR MANAGEMENT**

#### **AIMS**

- To establish and maintain consistent approaches towards behaviour management that are consistent throughout the school.
- To ensure that all members of our learning community feel safe, valued and respected within the environment we collectively create.
- To establish a clear understanding that we all have a right to learn to the best of our ability and to ensure that everyone has equal opportunity to do so.
- To ensure that behaviour strongly supports our school values and high expectations at all times throughout the school.
- To celebrate positive behaviours which are rewarded and praised consistently both formally and informally by teaching and non-teaching staff.
- To ensure the consistent implementation of sanctions which are clear and fair.
- To ensure that all members of our learning community behave with respect, care and consideration for others.
- To ensure that parents understand and are directly involved, wherever appropriate, in implementing and supporting school policy.

#### **Berrycoombe Primary School Code of Behaviour**

All members of Berrycoombe Primary School will:

- Work hard and always try our best in all areas of our learning and teaching
- Be courteous, considerate and respectful towards everyone
- Treat everyone equally, honestly and fairly
- Take pride in ourselves, our achievements and our school

## CLASSROOM MANAGEMENT

Class teachers and teaching assistants **must** have consistent, high expectations of children's behaviour.

The following are examples of strategies to promote effective classroom management:

### Moving around school, entering and leaving the classroom/hall

- Walk quietly in single file - 'pause and praise'
- Go directly to their 'work place' in the classroom
- No entry to classrooms permitted during break times unless supervised by staff

### Classroom organisation

- Seating plan - at tables, carpet work
- Visibility eg of whiteboard, learning/teaching resources
- Access to resources
- Flow of movement around class
- Differentiation of activities and level of adult support

### Staff positive role modeling

- Model highest standards of courtesy, respect, care, helpfulness and expect same of all children

### Use of Good as Gold board

Each classroom will have a good as gold board displayed.

This will be used as a session by session reward and reprimand system., with a fresh start given after breaktimes/lunchtimes (if the behaviour happens in the afternoon, then the consequence carries over to the following day).

If a child's name is still on the good as gold section (or higher) at the end of the day, then the child should get a sticker as they leave the classroom.

#### **Reward route**

- good as gold
- verbal praise and name moved to platinum
- verbal praise and name moved to diamond (a child has to have done something truly amazing/consistently good to reach the platinum...otherwise the effect of the ultimate reward becomes diluted)

### **Reprimand route- sequential** (Use reprimands sparingly and effectively)

- good as gold
- verbal reprimand and warning - a chance to change and stay on good as gold
- verbal reprimand and name moved to amber...5 minutes off playtime, with class teacher discussing their choices
- name moved to red...miss 10 minutes of break/lunch
- need to leave room...SLT involvement

(nb. In Y5 and Y6 the system is slightly different...2 warnings, whole break missed for name on amber, whole lunch missed for name on red, if behaviour is still repeated then the child goes to a member of the SLT and misses the whole of that session.)

### **BEHAVIOUR TEAM**

The Behaviour team positively support children in the first instance, ensuring that they are settled in their classroom, offering support when and where needed.

The staff at Berrycoombe school are responsive to children's difficulties and, should the need arise, a quiet space to withdraw to (and work if possible) is available. The staff at Berrycoombe School recognise that sometimes children may need to be encouraged to work in a space away from their peers. It is acknowledged that sometimes children can recognise their own needs/difficulties and request the space.

All classrooms have 'walkie talkies' and can request the support of the team for individual children.

As soon as the child has calmed and is ready for learning, they will return to the classroom. It is an expectation that the members of the behaviour team supporting the child will help to integrate them back in and settle them into their work.

### **THE ROLE OF TEACHING AND NON-TEACHING STAFF**

The responsibility for ensuring that our behaviour expectations are effective and consistently applied belongs to all members of the school community throughout the school day, in all parts of the school grounds and includes journeys to and from school.

Where pupils operate under different expectations and interpretations of our code of conduct, the policy is undermined and compromises the ethos of our school.

Where any member of staff considers that the aims of this policy or code of behaviour is being breached during lesson time, they have a responsibility to address this in line with the appropriate range of agreed sanctions and with reference to the teacher in charge of the lesson.

Where there is the opportunity to reward or praise positive behaviour, all staff share the same responsibility to do so.

### **THE ROLE OF LUNCHTIME SUPERVISORS**

The role of **Lunchtime Supervisors** is crucial to the smooth running of the school and to the effectiveness of pupils' learning.

Lunchtime Supervisors will award a place on the Captain's table (Monday lunchtimes), where the children's positive behaviour is celebrated. This is intended to encourage staff to look for pupils who are 'doing things right'. Lunchtime Supervisors use the Yellow and Red Card system. If the behaviour code is broken they will:-

1. Remind the pupil of the appropriate behaviour
2. If the problem persists, issue a Yellow card and make the pupil aware that you are doing so, and the reason/s for it.
3. If the misbehaviour persists, or other serious behaviour occurs, issue a Red Card and make the pupils aware of the reason/s for doing so. Send the pupil into school to see the Headteacher or other member of the SLT (usually in the Rainbow room).
4. At the end of lunchtime the responsible member of the SLT will pass on any relevant behaviour concerns to the class teachers.

### **REWARD SYSTEM**

Positive behaviour and effort will be rewarded by:

- Written praise and encouragement on pupils' work.
- Individual verbal praise.
- Daily in-class reward systems/points for group effort and achievement.

- Stickers for good work, behaviour and positive attitudes around school.
- Teachers' commendations are recorded on the school website and certificates given out in Friday's Celebration Assembly.
- Attendance awards are made termly and annually to pupils who achieve 100% attendance.
- Weekly class attendance is displayed
- Lunchtime supervisors recognize positive behaviour in the dining hall and on the playground, and recommend children for 'The Captain's Table' on Monday lunchtime.

## **CONFLICT RESOLUTION**

All children from time to time have conflicts over a wide range of issues. It is vital that these are dealt with correctly.

Dealing with serious conflicts:

1. Decide upon a suitable time to deal with the issue. If you are unable to investigate immediately, explain to the children when you will do so. Always follow-up at the earliest opportunity.
2. Listen to all parties concerned individually or collectively and record important details in a brief report. Use open questions and deal with the primary behaviour.
3. Assure the children that the situation will be dealt with until it is resolved.
4. Make the children aware of the consequences of their actions and the rules they have disregarded.
5. Offer appropriate pastoral support or mediation to the children.
6. Take the necessary action in line with the Formal Sanctions Procedure including informing relevant adults in and out of school as appropriate eg class teacher, senior leadership team, Headteacher, Lunchtime Supervisor, parent.

### **Pupils' response to dealing with conflict:**

Pupils are aware that conflict can be made smaller, and this is actively encouraged and supported by all staff working in the school.

- thinking about their own body language
- thinking about the verbal language that they use
- not involving themselves in others arguments
- walking away from conflict and seeking adult support/reassurance

## **FORMAL SANCTION PROCEDURE**

If an informal strategy fails to bring about a change in a child's behaviour, or an individual incident is considered to be of a sufficiently serious nature then the Formal Sanctions Procedure will be applied.

This procedure is an escalating scale of response designed to manage all unacceptable behaviours whilst providing opportunities for children to improve their behaviour.

In the case of serious misdemeanours, a teacher may wish to 'fast track' the process eg bullying, theft, violence, extreme behaviour, rudeness or racism. In such cases the member of staff should refer the behaviour to a senior colleague. (Headteacher or Assistant Headteacher)

### **Sanctions in this process include:**

- Verbal reminder/warning
- Yellow and Red cards
- Isolation
- Removal of privileges
- Informal and formal meetings with parents
- Home-School Book
- Pupil Contract
- Debarment during midday break
- Exclusion (Fixed term and permanent) - see section on exclusions

**Corporal punishment will not and must not be used under any circumstances.**

**Corporal punishment** is defined as any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation (Sections 548 to 550 of the 1996 Act). The ban on this is absolute. It applies regardless of the seriousness of the pupil's misbehaviour, or the degree of provocation involved. In addition, depriving a child of food or drink is unlawful. In the school situation this covers those times such as breaks, lunch and periods where children normally have access to food and drink.

## **EXCLUSION OF PUPILS**

There are three types of exclusion:

**Fixed term for 15 school days or less.**

If a pupil is excluded for 15 days or less, parents have no right of appeal. However, the Discipline Committee of the Governing Body has a duty to listen to any representation a parent may wish to make, although they can not overturn any exclusion of less than 6 days.

### **Fixed term of 16-45 days**

For fixed term exclusions exceeding 15 days and permanent exclusions, the clerk to the Disciplinary Committee must convene a meeting to consider the exclusion. (Including any amalgamation of more than 15 day exclusion in any one term.) The school remains responsible for setting and marking work during the exclusion process. When exclusions exceed 15 days the LA will liaise with the school to ensure educational provision is being provided, and will assist with these arrangements if necessary.

### **Permanent**

A permanent exclusion means that a child is not anticipated to return to that school. During an exclusion of any length it is important that the child does not go into the school site **at any time**, unless invited for a Discipline Committee Meeting.

The decision to exclude a pupil from school for any length of time should not be taken in the heat of the moment. The Headteacher should ensure he/she has all the relevant facts and firm evidence to support any allegations made before making a decision.

### **When is exclusion appropriate?**

A decision to exclude a pupil for a fixed period or permanently should only be taken :

- In response to serious breaches of the school's Discipline Policy.
- If a range of alternative strategies (Using the Formal Sanctions Procedure) has been tried and the unacceptable behaviour continues to present itself.

- If allowing the pupil to remain in class would seriously harm the education and welfare of the pupil and other members of the school community.

Only the Headteacher can exclude a pupil from the school. In the Headteacher's absence, authority is delegated to the Assistant Headteacher.

Before the decision to exclude is taken, The Headteacher (or Assistant Headteacher) will take the following steps

- Take time to consider all the relevant facts and not act 'in the heat of the moment'.
- Allow the pupil/s concerned to give their version of events.
- Check whether an incident appeared to be provoked by racial, verbal, emotional or physical harassment.

After the decision to exclude has been made (**fixed term of 15 days or less**) the Headteacher will:

- Notify the parents immediately, ideally by phone and send a letter within one school day.
- Inform the Discipline Committee and the LA immediately if the exclusion means in total that the pupil has missed more than 5 days in a term or will miss a public examination.
- Collate all the relevant evidence.

After the decision is taken to exclude (**fixed term more than 15 days, or an aggregate of more than 15 days in any one term**) the Headteacher will:

- Notify the parents immediately, ideally by telephone and send a letter within one school day.
- Inform the Discipline Committee and the LA immediately.
- Collate all the relevant evidence.

After the decision has been made to **permanently** exclude a pupil, the Headteacher will:

- Notify the parent immediately, ideally by telephone and send a letter within one school day.
- Inform the Discipline Committee and the LA immediately if the exclusion means that in total the pupil has missed more than 5 school days in a term or will miss a public examination.
- Complete and collate all relevant evidence, including the PEX form.



Parents have a right of appeal against a decision to exclude the pupil if he/she is excluded for more than 5 days. Parents should contact the school and ask to speak to the Clerk of the Discipline Committee.

Written by: Michelle Smith, May 2014

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