



## **BARTONS PRIMARY SCHOOL** **BEHAVIOUR MANAGEMENT POLICY**

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### **INTRODUCTION**

We believe that all children and adults have a right to work in a safe and caring environment where they feel respected and valued. This policy was developed through consultation with staff, children and governors.

### **PRINCIPLES**

In our school community everyone is expected to:

- demonstrate the core learning values and skills
- to work collaboratively using the WWO skills foci
- be polite and show respect at all times
- respect the rules of safety and care of equipment and premises
- be cooperative and thoughtful towards others
- treat others as you would wish to be treated

We believe that children have a right to be happy, feel safe and to be respected. All adults will work positively with all children. Children will be encouraged to be responsible for their own behaviour. Any adult working in school will follow the procedures in the policy. We will not accept any form of bullying and will take all allegations seriously.

### **AIMS**

- To create a caring school with a positive working environment for all.
- To enable children to develop a clear view of what is right and what is wrong.
- To enable children to appreciate the needs of others and society around them.
- To promote good behaviour to ensure spiritual, cultural, mental and physical development of our pupils.
- To promote the school core learning values and respect for others, property and their environment.
- To establish rules that protect the rights of all individuals.
- To establish consequences for those who break rules.

### **RESPONSIBILITIES**

#### **Teachers will:**

- maintain a calm, organised learning environment with clear rules and routines that have been discussed and agreed with the pupils.

- establish class rules that are simple to understand and are adhered to
- provide a stimulating, differentiated curriculum to engage the interest and enthusiasm of the children
- reward good behaviour and use strategies to enhance a child's self-esteem
- use the outlined procedures (see appendix 1 and 2) to praise children for positive behaviour shown and to effectively deal with children who display unacceptable behaviour
- show respect to everyone and be clear, consistent and fair

**All adults will:**

- adhere to the procedures outlined in the Behaviour Policy
- treat pupils with respect and expect the same from them
- investigate the circumstances behind any unacceptable behaviour and take appropriate action.

**The SENCO will:**

- offer advice to teachers and help them to monitor behaviour
- enable teachers to identify targets for individual children
- refer pupils, where appropriate, to the Inclusion Team
- discuss the pupil, where appropriate, with the Educational Psychologist (EP)
- help teachers to write risk assessments
- start an Early Help Plan where needed

**Pupils will:**

- be polite and show respect to everyone
- make positive choices and be reflective when things have gone wrong
- develop a positive Growth Mindset and attitude to learning
- abide by the school rules and take responsibility for their own behaviour
- work hard to develop the school core learning and WWO skills

**Parents will be expected to:**

- support the school in matters of discipline and reinforce school rules at home
- ensure that their children have good attendance and arrive at school on time, with the appropriate resources
- encourage and support their children so that they can participate fully in school
- be good role models setting a good example to their children
- sign and support the Home-School Agreement

**The Headteacher will:**

- determine the standard of acceptable behaviour in the school and support the school community in achieving this
- regularly monitor the behaviour and conduct of pupils
- use assemblies to promote, encourage and reward good behaviour, good manners and achievements
- promote the house system and use of house points for rewarding positive behaviour
- keep the Governing Body informed on standards of behaviour in school

**The Governing Body will:**

- have general responsibility for monitoring high standards of discipline in the school and approve and regularly review the Behaviour Policy
- delegate the day-to-day procedures and practice to the Headteacher
- deal with any complaints that are unable to be resolved through discussion and negotiation with the Headteacher and staff.

**PROCEDURES**

Please see Appendix 1 and 2 for specific guidance on rewards and consequences agreed by all members of staff.

Adults will fairly and consistently apply the Behaviour Management Policy. Each Class Teacher will establish clear routines and a code of conduct with their class each September to complement the school rules. These will be regularly revisited for discussion and reinforcement. Class teachers will ensure that children take ownership of the rules. Class Teachers will support the children to develop their skills in the core learning values and skills and the WWO foci skills.

All adults will respond to children positively and act as role models. Adults will use praise and reward to promote good behaviour. This can be through being given verbal praise, stickers, house points, showing their work to other adults, sharing their work with the Headteacher, be awarded a Star of the Week certificate and being recognised in assembly on Fridays. They may also have a postcard sent home to share positive attitudes to learning.

Adults will talk to children calmly but firmly, when necessary, making it clear what is expected of the child. If a child does not respond to this then the adult will give choices and consequences. Children who show poor behaviour may be referred to another adult, be asked to miss some of their playtime, lunchtime or Golden Time. They can also be sent directly to the Headteacher or Deputy Head. Adults have a red card that enables them to send for help if they are dealing with a disruptive child and need support. Any adult receiving a red card must respond immediately and the child may be withdrawn and receive Time Out in a supervised place. Parents may be notified and a record kept of the incident.

There should be a debrief session when all involved have calmed down. A log will be kept of all such incidents. Further support and advice may be sought from external agencies such as the Educational Psychologist, if necessary.

### **Playtime procedures**

These should be discussed with the children to maintain consistency and clarity. The children will walk calmly out to the playground. Children may use the equipment selected by the adults. Teaching Assistants and Midday Supervisors will be proactive on the playground; they will participate in the games and activities undertaken by the children and encourage and support pupils to resolve differences of a minor nature for themselves.

Fighting, physical aggression and hurtful words that are likely to hurt a child or their feelings, will not be allowed. If a child misbehaves the adult may ask the child to walk with them or give them Time Out in order to calm down. Further help should be sought from the Headteacher, Deputy Headteacher or member of the Senior Leadership Team if a child does not respond to firm but polite requests.

### **Return to class**

When the music plays at the end of break time, the children will walk calmly back to their classroom. The School Council will be encouraged to retrieve any equipment left outside and put them away. Playtime and lunch time staff will communicate any issues or incidents to class teachers. If necessary, a green slip will be passed to the class teacher and then to the Headteacher or Deputy Headteacher.

### **Wet Playtime**

Quiet activities, organised by the class teacher, will be available for the children to do. Teaching Assistants and Midday Supervisors will be in charge and children will be expected to respond to what they say. The teacher on duty will circulate around the classrooms during morning play.

## **Bullying**

We believe that everyone has the right to feel safe and happy at school. Bullying involves the dominance of one pupil by another or a group of others, is pre-meditated and usually forms a pattern of behaviour rather than an isolated incident. It may involve physical, verbal or mental intimidation.

Bullying will not be tolerated at Bartons Primary School and all adults must be alert to any signs and act promptly and firmly to eliminate it. All incidents must be taken seriously and pupils must be made aware that any form of bullying is unacceptable. Teachers will ensure that through the PSHE curriculum, the core learning values and skills and WWO work that there will be regular opportunities for discussions with the children about how to recognise and deal with bullying. These discussions will also reinforce the message that bullying will not be tolerated at Bartons.

If bullying is suspected or reported:

- The Class teacher will keep a written log with the details
- Other teaching and support staff will be informed
- The Headteacher will be informed and Parents may be notified
- An Action Plan may be formulated
- If necessary, a Behaviour Modification Plan will be put in place.

Pupils will:

- Be taught strategies of how to recognise bullying behaviour
- Be encouraged to talk to a trusted member of staff about any incidents of poor behaviour affecting them or upsetting them
- Walk away and get help if they witness or encounter an incident
- Make good choices about how they act and what they say to others
- Be asked to reflect on their own conduct

## **Racial Harassment**

Racial Harassment can take many forms and such incidents will be taken seriously. It will be made clear to the children that racial harassment will not be tolerated. Any incidents will be reported to the Governing Body and to WSCC using their pro-forma and according to their procedures.

## **Violent behaviour**

If a child shows violent behaviour towards an adult or another pupil they will be removed from the classroom. Adults will use the red card to summon help.

Parents will be informed and the incident will be logged. If there is another incident it may lead to fixed-term exclusion. The WSCC procedures for exclusion will be followed.

## **Positive handling**

At Bartons we will follow the procedures set out by WSCC regarding the positive handling / Team Teach approach. Staff members have undertaken training to ensure that de-escalation strategies are used before positive handling has to be used.