

Raeburn Primary School and EYFS



BEHAVIOUR MANAGEMENT

The community of Raeburn Primary School seek to provide a well-balanced education which will develop and extend the whole child, ensuring the highest standards of achievement and personal growth.

NB

This policy should be read in conjunction with the school's anti- bullying policy.

BEHAVIOURAL MANAGEMENT

1. INTRODUCTION

1.1 Effective Behavioural Management is an essential part of every school's smooth functioning. It provides the framework for a positive approach to teaching and learning and encourages self-discipline. It is concerned with ensuring that all members of the school (i.e. children and adults) are treated with respect and dignity. It is linked with the Personal and Social Education Policy, which helps to develop the personal, social and moral development of children. A variety of management strategies are essential for the issue to be properly addressed.

1.2 All staff are responsible for the implementation of this policy under the guidance of the Headteacher who is responsible for monitoring its implementation and ensuring that meetings are held regularly to discuss areas of concern.

1.3 To support this policy we value the use of 'The Home-School Agreement'.

2. PHILOSOPHY

2.1 At Raeburn Primary, Behavioural Management is concerned with providing an environment where responsible attitudes exist and where we encourage the development of appropriate behaviour.

2.2 We believe that all adults responsible for the children in school should help to create a safe, secure, caring atmosphere, where each child feels valued and respected and is, in turn, able to value and respect others; where acceptable behaviour is rewarded by a variety of means and self-discipline is the key to acceptable behaviour

2.3 We believe that children should be responsible for being part of a caring school community. We want them to value others and to work together to foster self-esteem and confidence in one another.

2.4 At Raeburn we view all children as individuals and appreciate the need to adapt this system to meet specific needs, including SEND children and those who may be experiencing SEMH concerns in their life, both of which can lead to altered behaviours.

3. MANAGEMENT AND ADMINISTRATION

Aims and Objectives

These aims are part of the PSHE policy:

3.1 Personal

To enable each child to:

- Feel valued, respected and cared for, regardless of race, gender ability or disability;
- Increase self-awareness;
- Be aware of their feelings and be able to communicate them in an acceptable way;
- Experience success – to know that they can achieve;
- Be self-reliant, self-motivated and self-disciplined;
- Learn to accept challenge and cope with disappointment;
- Have a positive attitude to their health and lifestyle;
- Be safe.

3.2 Social

To enable each child to:

- Accept responsibility for their own behaviour;
- Communicate effectively with others;
- Encourage co-operation, sharing, caring;
- Encourage mutual respect;
- Encourage children to listen to each other;
- Make and sustain good relationships;
- Enable children to appreciate and respect differences between each other

3.3 Moral

- Provide opportunities for children to make informed choices in everyday situations;
- Develop strategies with children, which will resolve conflict situations;
- Provide opportunities for children to exercise responsibility and trust

4. OBJECTIVES

The following strategies will be the means of enabling the above aims.

4.1 Our Code of Conduct (APPENDIX 1)

A defined set of expectations ensures that everybody is sure of how they should behave at Raeburn Primary School. The children are reminded of these expectations throughout the school year in assemblies, in the classroom (where they are displayed) and in the playground when it is necessary.

We focus on simple expectations in our community:

We care for each other's safety and our school

We are helpful, kind and always do our best

We are truthful & respectful to all

We work and play together

We listen to others & are polite

A clear rewards and sanctions system is developed within school using 'Traffic Light System' which sees children starting on 'Green'. This uses a 'Reward and Sanctions' approach for children's choices.

Traffic Light Behaviour System

Rewards

1. In Key Stage 1 all children who have stayed green will receive 30 minutes Golden Time each week. In the event of any child being moved to red or amber they will have an appropriate amount of time removed from their Golden Time. Whilst they miss that Golden Time they will be given the opportunity to make amends and reflect on the incident e.g. at an age appropriate level, make a card or write a letter.
2. In Years 3-6 the same rules apply, however Golden Time only happens once per half term.
3. Praise of positive behaviours is used consistently. Age appropriate rewards will be used by staff to praise positive behaviour see chart below, these range from dojos to merits.
4. House points are given for work and behaviour above the expected level, both through individual and team work. Winning houses are announced each week in assembly. Half termly the winning house will have a group celebration.
5. Merits are given in Y3-6 for 'Wow' moments or consistently good attitude, effort, attainment or behaviour, on an individual basis. Children record these and are then presented with Bronze (25), Silver (50), Gold (75) and Platinum (100) certificates throughout the year.
6. Dojos are given in F2 -Y2 for 'Wow' moments or consistently good attitude, effort, attainment or behaviour, on an individual basis. Staff record these and each week will award a dojo champion and dojo effort certificate.
7. Headteacher awards for work/ behaviour are presented each week in a whole school assembly – up to 2 per class.
8. All Raeburn children in Years 1-6 work toward achieving their Raeburn Citizenship Award each year. During the Year children must demonstrate a different quality each half term (2 times in school and 1 time at home). They record this in a log book. Children who achieve the award are presented with their Citizenship Badge at the end of the year.

	Individual Rewards	Golden Time	Group Rewards
F1	Sticker chart- 10 stickers small prize		House points
F2	Dojos		House points
Y1	Dojos	Weekly	House points
Y2	Dojos	Weekly	House points
Y3	Merits	Half termly	House points
Y4	Merits	Half termly	House points
Y5	Merits	Half termly	House points
Y6	Merits	Half termly	House points

Sanctions

1 .All children have their name placed on green to begin each day. The aim of Raeburn's Traffic Light System is to be positive and encouraging, however if incidents occur children will move to amber or red and sanctions will be used.

2.If a child's behaviour is not within Raeburn's expectations, children will be given a reminder of appropriate behaviour. If they choose to continue with the behaviour they will be moved to amber. If they continue again they will go to red. Children may also be placed on red for more serious actions.

3.If children are placed on red they will miss a proportionate amount of playtime, where they will focus on restorative actions.

4.If a child is regularly on amber this should be brought to the attention of SLT.

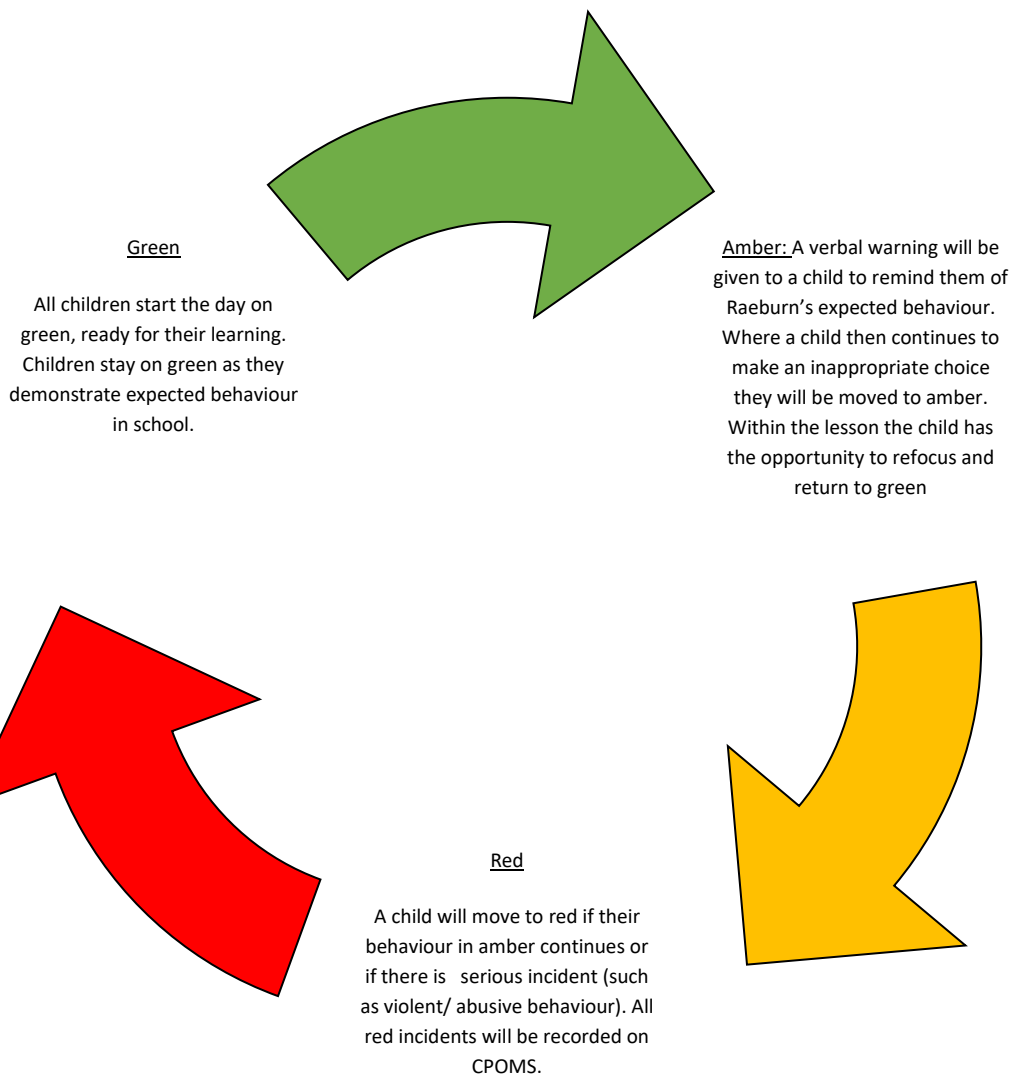
5. If a child is moved to red this will be recorded on CPOMS.

6. If a child continues to disregard the expectations or their behaviour is deemed to be dangerous to others, a temporary exclusion may be considered by the Headteacher in consultation with parents. Wirral guidance will be followed in respect of procedures.

7. Restorative approaches support child development in the best way and these will always be used to support sanctions, giving children then best opportunity to learn from their actions and make better informed choices in the future.

Green	Continually meeting expectations.	Children will be praised for positive behaviour. Staff will remind children of expectations if they deem there may be a need.
Amber	Staff will discuss actions with the child so they can see the impact of them. This discussion may take place at playtime.	Child has the opportunity to remedy behaviour, refocus and meet expectation. Once this has happened the child will remove their name from amber and return to green once again, with positive reinforcement from the staff member and emphasis on choice.
Red	Staff will discuss actions with the child so they can see the impact of them. Child will miss an appropriate portion of play/ lunch to do this. Further restorative actions may be taken dependant on nature of incident/ age of child.	Regardless of the consequence, if a child has been moved to red, the focus should be on the following: The child understanding why they were placed on red and how their behaviour was not meeting expectations.

	<p>These may include contact with parents and involvement with more senior members of staff.</p>	<p>How their behaviour was impacting others around them. How they can choose their behaviour to ensure repetition does not occur</p>
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4.2 Lunchtime Behaviour

To facilitate better communication between teaching staff and mid-day assistants during lunchtimes, the MDAs hold a 'red' book, in which aspects of good and unacceptable behaviour can be recorded. A smiley or sad face and brief reasons will indicate the nature of the behaviour. These notes are passed on to the appropriate classroom teacher at the end of lunchtime. The member of staff on duty at break times will report any incidents to the class teacher of the child involved.. To help with good behaviour during the eating of lunch, Year 6 Buddies help with KS1 children.

The class teacher can then reward good behaviour or, as necessary, select a form of sanction appropriate to the misdemeanour.

In the instance of extremely inappropriate behaviour occurring, the senior MDA will report it to the Headteacher or Deputy Headteacher immediately.

The teaching staff will bring to the attention of an appropriate member of SLT, the name of any child who persistently misbehaves at lunchtime.

4.3 House Point System

The aim of the house point system throughout school is to celebrate positive achievement and promote good behaviour within the context of the School Expectations. Points are awarded by all members of staff and are collected on a regular basis. This information is announced at the whole school celebration assembly, then once every Half Term, the house which receives the most points will be offered a reward (e.g. An extra playtime etc.).

Our houses reflect our Raeburn logo and are British owls – voted for by the Raeburn community.

4.4 System for Lining up Prior to Entry into School

To ensure that the children are calm and ready to settle to their work quickly and quietly, the following procedure will take place:

At the end of a break time a bell will ring. The children will make their way to their lines; staff will receive their classes and escort them into school. At the end of breaks, the children will line up and the expectation is that they will wait quietly for the member of staff on duty to signal to staff that the children are ready to enter the building.

This is done using a four bell system as follows:

- Bell 1 Stand still in silence
- Bell 2 Walk to class lines
- Bell 3 Silence
- Bell 4 Signals everybody can go in

The children will then be escorted into school by their teachers.

4.5 Bullying

The school's Anti- Bullying Policy should be read in conjunction with this document.

4.6 Dealing with Incidents of Bullying

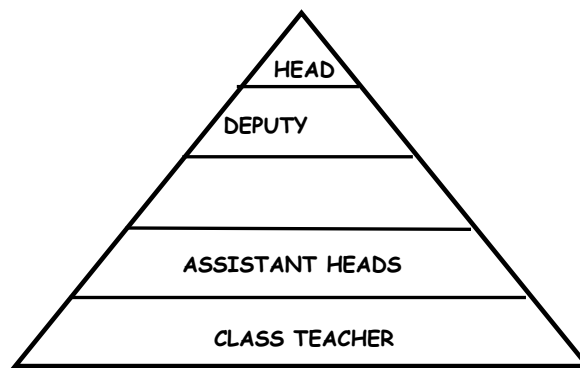
A behaviour log will be kept in each classroom for staff to record and date any incidents which concern them. This will be monitored by the class teacher and co-ordinator. If any pattern begins to develop eg same child as victim, same child as perpetrator, same time of day etc., this should be brought to the attention of the Headteacher. Using the form stated in the 'Anti-Bullying Policy' any incident of bullying should be recorded and reported to the Headteacher.

5. CLASSROOM MANAGEMENT

A variety of strategies will be used by staff to promote a positive working environment within the 'Traffic Light' behavioural system, eg drawing up class rules, praising a positive attitude to work, encouraging children to work co-operatively on tasks, using house points, using merits, using stickers, writing positive comments on a child's work and Headteacher awards. Curriculum strategies include the use of the PSHE and RSE curriculum and Circle Time activities.

6. SHARING OF INFORMATION

In order to ensure consistency in dealing with children's behaviour, staff should share strategies employed for individual children through informal or if appropriate, more formal confidential methods such as discussion during staff meetings. This is also the case if a child's circumstances mean that the sharing of information is necessary. If a teacher has concerns about a child's behaviour, this should be brought to the attention of the appropriate member of SLT who will liaise with parents/carers in the first instance – taking the opportunity to revisit 'The Home-School agreement'. Should further support be needed from within school then the following structure will apply:



7. EQUAL OPPORTUNITIES

The staff should ensure that high standards of behaviour are expected from all children eg rough play is not acceptable from either boys or girls. Children should be encouraged to contribute to providing a safe and happy environment for everyone. Please refer to the Equal Opportunities policy for more detail.

8. HEALTH AND SAFETY

The school follows the health and safety policy procedures as agreed. The Behavioural Management Policy contributes to ensuring the safety of the children in all parts of the school. The children will be reminded of the dangers of rough play in the playground when it is necessary. If it is necessary to restrain a child for their own or other people's safety, note should be made of guidance published by the DfES in the 2002 DfES Physical intervention in schools guidance to ensure minimum necessary restraint is used. These guidelines will be used to form the basis of the school's Physical intervention policy.

9. RECOGNITION

Staff should seek every opportunity to recognise expected good behaviours e.g. through school and class assemblies, in the classroom, to reinforce the value of the children's contributions to a happy, calm, safe environment.

10 EXCLUSIONS

Head teachers have the authority to exclude pupils from a mainstream primary school; these powers are legislated for in The School Discipline Regulations, 2012. Alternatives to exclusions are always considered and may include:

- Restorative justice
- Transfer to alternative locations within the school sites (internal exclusion)
- Mediation
- Internal Exclusion
- Managed moves Head teachers can decide to use a fixed term exclusion or permanent exclusion depending on the individual context of the incident.

The head teacher will take into account the following when responding to serious breaches of behaviour:

- School's behaviour policy;
- Serious harm to the education and welfare of pupils or others;
- Pupils opportunity to present their case;
- Contributing factors;
- Early intervention;
- Multiple exclusions.

Permanent exclusion can be used under the following circumstances if the head teacher is confident that there is evidence that there has been:

- Serious actual or threatened violence against another pupil or member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug
- Carrying an offensive weapon;
- Use or threatened use of an offensive weapon.

If an exclusion is made then parents will be notified in writing within a reasonable timeframe. They will be informed of the period of exclusion and reasons, including their right to appeal to the Governing Body Discipline Committee and their right to appeal later in the process to an Independent Review Panel. Parents have legally defined rights within the review process and should contact the school for more information if necessary. For example, all parents have the right, when appealing to an independent panel, to request the involvement and advice from a Special Educational Needs expert. More details can be found at www.parentpartnership.org.uk

The Governing body is responsible for approving the decision to exclude a pupil and may be present at appropriate parental meetings. The school follows Wirral Local Authority guidance.

Raeburn Primary School Code of Conduct



All those involved with Raeburn Primary School commit to the values below in order to support each other in a happy, healthy and stimulating learning environment. All the values fit together like jigsaw pieces, and when we demonstrate them we see the big picture of a successful community: family we love being part of.

We are helpful, kind
and always do our
best

We are truthful
and respectful to
all

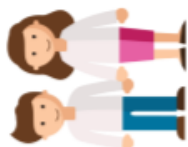
We care for
each other's safety
and our school

We work and
play
together

We listen to
others and are
polite



Children



Families



Staff

'Forward
Together'