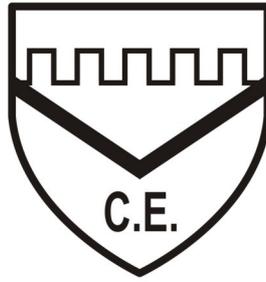


CLEARWELL



PRIMARY SCHOOL

CLEARWELL C. OF E. PRIMARY SCHOOL

# BEHAVIOUR MANAGEMENT POLICY

## CLEARWELL C. OF E. PRIMARY SCHOOL

### BEHAVIOUR MANAGEMENT POLICY

***Behaviour is the way we act and respond to people and to situations we find ourselves in.***

None of us behaves perfectly all of the time. We all behave differently in different situations, but we all have standards below which we try not to slip

At Clearwell School, we consider that the best way to encourage good standards of behaviour is a clear code of conduct and a system of rewards and sanctions within a positive community atmosphere.

#### A. AIMS & VALUES.

The school aims to provide a happy and secure environment for all those who work or study in it or visit it.

Our aim is that all of the children should be able to behave in socially acceptable ways.

To be socially acceptable, we believe that children should be able to:

- treat other children and adults with respect
- speak politely to other people
- have self confidence and high self-esteem.

We believe that it is important:-

- To encourage caring and positive attitudes towards one another.
- To acknowledge and appreciate the personal qualities of everyone within our community.
- To give help and encouragement and build self-esteem.
- To listen to and respect the opinions of others.
- To treat each other politely and with respect.
- to fulfil our responsibilities as pupil, teacher or helper regarding:
  - (i) punctuality
  - (ii) completing tasks to the best of our ability
  - (iii) caring for buildings and equipment
  - (iv) co-operating with other members of our community

To encourage this, we expect all adults to :

- act as good role models
- treat all children and adults with respect
- speak politely to all other people
- praise children's efforts and achievements as often as they can
- explain to children what they should have done or said when they get it wrong
- tell parents about their child's efforts and achievements
- avoid using critical or sarcastic language.

We are totally opposed to all forms of bullying and any instances will be dealt with in accordance with the anti-bullying policy ( to be considered alongside this policy see appendix 1)

## **B To Promote Agreed Acceptable Behaviour**

- The whole school community has adopted the agreed and shared GOLDEN RULES which are displayed in each classroom .
- We praise good behaviour regularly and believe that this helps to reduce unacceptable behaviour.
- We explain why certain types of behaviour are good or unacceptable to reinforce our aims.
- We promote a well-managed, orderly atmosphere in school to encourage positive behaviour in our children.
- We encourage pupils to take pride in their personal appearance, to wear school uniform and keep clean and tidy to help to build self-esteem.
- The school has introduced a House System as a means of fostering pride in achievement for personal and group activities. House Captains and Vice Captains are appointed termly and are expected to set a good example to other children.
- Achievements are celebrated in the School's newsletters, on the notice boards in the school and in the press as appropriate.
- The same high standards of behaviour are expected when children are on visits out of school, whether walking through the village to PE lessons or being involved in community projects, such as delivering Harvest baskets to senior citizens, attending church services, or on day visits further afield in connection with a particular topic or area of the curriculum, or on longer residential visits. It is expected that children will always give a good account of themselves and of the school by being polite, respectful and well-mannered at all times.

## **C To promote Positive Behaviour**

### **ENCOURAGEMENT**

Our Golden rules are discussed and agreed with the pupils at the beginning of the school year (or when a new pupil joins us) and referred to in class and when the whole school comes together for worship

We are all aware of the importance of encouraging good behaviour in school and this process begins when the children first start school. Children are encouraged to work hard and expectations are high, taking into account age and ability.

- Generous praise is given for effort and achievement.
- Children need to know that good work is valued and so it is shared publicly when the whole school gathers for worship.
- A positive reward system is in place to acknowledge achievement, whatever size the step. Children work towards Bronze, Silver and Gold awards as they move through each Key stage of the school. When they are half way to achieving their certificate, a letter is sent home to the parents / carers to inform them of their child's progress and celebrate the success.
- The whole school community explores 'Values for Life' together through our worship. House-points and certificates are awarded to celebrate attitudes, behaviour and responses which we seek to promote: helpfulness, kindness, generosity, courage, honesty, hard work, politeness and good learning behaviours
- Green cards are given for excellent behaviour and represent 5 house points.

- House Captains collect and collate house points on Fridays and announce the results during worship, when the whole school celebrates the successes. A cup is presented to the winning house.
- Each week 4 pupils are chosen taking into account social skills, table manners, politeness, etc to sit on a special table with a special visitor, a member of staff or governor. Certificates are given during the good work assembly on Fridays.

### PLAYGROUND BEHAVIOUR

At Clearwell School we acknowledge that playtimes can be the most happy time of day for children, but also a potential time when problems occur as they learn about sharing, caring, socialising and resolving issues.

- The importance of friendships, coping with difficulties, safety awareness and play are promoted and explored through the PSHE and SRE curriculum
- All playtimes are supervised by at least one responsible adult and another adult is always available to support as necessary
- Pupils in Y6 are voted in by the children to act as Buddies. They are trained to support their peers if issues arise in school, helping them to resolve issues and seeking help when appropriate. The children have opportunity to contact the buddies by leaving a message in the 'buddy Box' if they want support or need help. Alternatively they can go to the 'Buddy bench in the playground where the buddies will notice that they are asking for support
- When new pupils come in to the school they are also allocated a special buddy who looks out for them at playtimes until they feel confident in their new environment

## **D To deter unacceptable behaviour**

At Clearwell C of E Primary School we take seriously any bullying behaviour ( ref anti bullying Policy document) or behaviour which has a negative impact on the well- being of any adult or child in our school community.

This includes:

- use of rude or unkind language
- hitting, kicking, biting or other such physical responses
- racist or sexist remarks
- If a child behaves in an unacceptable manner, they are reminded of our agreed rules. If they continue, they are given an agreed warning first and if the behaviour continues a red card is issued as a sanction. If this happens, the child is given time to reflect on the cause and consequence and encouraged to talk with the head teacher or senior teacher about the situation
- Whilst will try to find out why the child is behaving this way, if the child does not respond and continues to repeat the behaviour, his/ her parents/carers will be contacted to discuss and work together to support the child and resolve the behaviour.

When issues do arise which are not acceptable, a process of intervention is enacted. This was drawn up and agreed with pupils and staff. (see appendix 2)

- **SANCTIONS and SUPPORT**

When issues arise, it is always made clear that it is the behaviour, which is unacceptable, not the child. However, the following sanctions may apply to instances of inappropriate behaviour in a variety of situations:-

- (1) If the above has not been effective a period of withdrawal of privileges might be implemented , such as missing part of favoured activities or playtime, remaining on the time out bench, withdrawal from out of hours activities. The time period should be appropriate to the age of the child.
- (2) If the problem persists parents may be contacted and an agreed behaviour programme is established to monitor behaviour between home and school.
- (3) If appropriate, referral may be made to outside agencies, such as the Educational Psychologist, School nurse or a referral to the County Behavioural support team
- (4) Exclusion from the school on a fixed term or permanent basis is seen as a last resort. Governors are informed if a child is excluded. The school is obliged to follow the LEA's exclusion process

## **E Responsibilities**

The school regards the behaviour of pupils as a joint responsibility between pupils themselves, parents and staff.

The behaviour of pupils is seen as being very much a part of their spiritual, moral, cultural and social development.

As a church school we regard our standards and values as having their origins in Christian teaching.

The school is proud of the good reputation of its pupils when engaged in out of school visits. Members of the public frequently comment on their good behaviour and pupils, parents and governors are always told about this.

Governors are kept informed about the management of behaviour and contribute to the ethos by their visits to the school and interaction with pupils, where possible.

In this way we aim to maintain the happy, caring, family community of this school.

This policy was written after discussions between all members of staff, governors, parents and children.

It will be reviewed regularly (usually annually) and amended when necessary.

*This policy has been adopted by the Governing Body, on .....  
and will be reviewed and updated annually if necessary.*

*Signed .....*  
*Headteacher*

*Signed.....*  
*Chair of Governors.*

Appendix 1 – Anti bullying policy – see separate PDF doc

Appendix 2

**AGREED PLAYGROUND RULES**

1. Everyone agreed to stick to our school Golden Rules for behaviour.
2. Everyone agreed that no-one should be physically hurt, or have their feelings hurt by anyone else.
3. Everyone should feel able to have a happy, safe playtime.

**Problems that sometimes happen**

Possible Problem	Consequence
1. Ball games – There is not enough space for ball games when all children are on the playground as the ball might hit the younger children	If just one class is outside, the adult on duty will decide whether balls may be used.
2. Tag – there is not enough room on the playground for tag if all children are outside	If just one class is outside, the adult on duty will decide whether tag may be used.
3. Skipping ropes – sometimes these are used to play 'chase' or horses. This can be dangerous when other children are running around	Skipping ropes are only for skipping! Try to keep to one area of the playground.
4. Running around the side of the school or on the decking can cause accidents.	We have agreed that we need to walk in these areas. If you forget you will be given time out on the bench
5. Rough play – sometimes the imaginary games that are played get a bit rough and involve play fighting.	Remember – rule number 2 – no-one should be hurt by anyone else. You will be reminded of this <u>once</u> . If you continue to play too rough, you will be given time out on the bench.
6. Deliberate rough behaviour to another child eg hitting, tripping, throwing equipment at them. <u>Thankfully this is not very common.</u>	The adult on duty will send you straight inside. When you are calm you will explain your behaviour to Mrs Williams or a teacher. This will include listening to all children involved. You will miss the rest of that playtime and be given a red card. If the incident occurs at the end of playtime, you will miss the next playtime.

**REMEMBER**

If you have a problem

**First** – Try to sort it out yourself. Remember you can talk to the buddies or put a request in the Buddy Box.

**Second** - Tell the adult on duty. If they are busy sorting something else out, wait by them until you have their attention. Explain clearly what the problem is, If you feel the problem is not solved, politely ask them again.

**Third** - Talk to your class teacher or Mrs Williams

**I have read and agree to these rules and know how to keep safe at playtimes.**

**Signed** .....