

# THE RICHARD PATE SCHOOL



## Behaviour Management Policy

September 2020

The purpose of this policy is to give a clear code of conduct for the use of all at The Richard Pate School, both adults and children. It reflects the values and principles that we consider to be important for the School.

### 1. Aims and Values

Our school aims to provide a happy, caring and secure environment for all those who work in / or visit it. As well as the School's aims stated on our website, we believe that it is important:

- a) for the happiness and smooth running of our School, that we foster positive caring attitudes to one another and the environment.
- b) acknowledge that each and every person who joins the community has a personal part to play and each person's talents will be valued and enjoyed.
- c) to support each member who needs help and encouragement, in particular nurturing the self-esteem of all. We realise particularly the importance to children of approval by their peers.
- d) to listen with care to the views and opinions of one another and value them.
- e) on occasions when an injustice or injury has been done, that we should provide a time and space in which the 'wrong doer' can reflect on his / her actions and, where relevant, make reparation through providing support and comfort. It may be appropriate for the Head or Pastoral Lead to agree a 'contract' with the 'wrong doer'.
- f) that we respond in a polite and thoughtful manner to one another.
- g) that corporal punishment is never used or threatened to be used in our school.**
- h) that we each fulfil our responsibilities whether as pupil, teacher or assistant with regard to:
  - i. punctuality
  - ii. completing tasks to the best of our ability
  - iii. taking responsibility for our buildings and equipment
  - iv. co-operation with other school members

We believe that emphasising positive behaviour in School tends to marginalise poor behaviour and decreases the number of misdemeanours. A well managed, orderly environment in school will encourage children to react in a positive, caring way.

### 2. Encouraging Good Behaviour

It is made clear to children that they must follow our Golden Rules:

- 1 We will always act with **kindness**

- 2 We will show **respect** for other people and their possessions
- 3 We will ensure we are **honest** in all that we do
- 4 We will always invest 100% **effort** in all activities within and beyond the classroom
- 5 We will always take **responsibility** for our own actions

All staff must be aware of the importance of encouraging good behaviour in School and also of the different ways this can be achieved.

The idea of what is appropriate school behaviour is not automatically learned; we must help to show children what is appropriate.

Consideration should be given to children with SEND. In cases of misbehaviour advice should be sought from class teachers and members of the Learning Support Department before sanctions are applied.

### **3. Rewards**

(a) Positive encouragement should be given to pupils wherever possible. This may take the form of:

- Verbal praise
- Positive written comments when marking a pupil's work
- Nursery / Prep. Kindness Tree
- Year 3 Child of the Week
- Golden Time in Prep Dept, Privilege time in Lower Juniors
- Treasure Box
- Merit stickers / stamps in exercise books
- Children's good work displayed on classroom walls
- House point given (Junior Dept)
- Entry in Commendation Book → e-mail to parents for special praise by Head and recognition by whole school in assembly.

(b) House Points (Junior Dept)

House points will count towards the House Trophy, to be awarded at the end of the school year.

House points may be won as the result of school competitions:

House points may be awarded to individual pupils for:

- Work – of a high standard or for effort
- Attitude to others e.g. kindness, consideration, helpfulness
- Behaviour – politeness, manners
- Smartness of dress

House points may be deducted for:

- Sub-standard work, lack of effort – after warnings

- Late homework – after warnings
- Failure to respond appropriately to school rules
- Unkindness, poor attitude to others
- Incorrect or scruffy uniform, no P.E. kit, frequent forgetting of library books
- Perpetually losing belongings

#### **4. Misbehaviour**

We recognise that there will be occasions when there will be problems of behaviour. We strive to understand the reasons behind the misbehaviour so that we can deal with it most effectively.

Some of these reasons may cause children to be in distress, thus affecting behavioural patterns. There may be some children who are living in unhappy home circumstances. For such children the school can provide a stable and consistent setting for at least part of the day in a world which may otherwise be confused, irrational, even frightening. School can also be a source of stability where achievements, as well as difficulties, are recognised. What is certainly essential is that it should not be a place where a child's sense of low self esteem, inadequacy and helplessness are actually endorsed and confirmed.

Reasons for distress could include:

- a. Children who are abused, whether emotionally, physically or sexually (see Safeguarding Policy)
- b. Family breakdown
- c. Bereavement
- d. Bullying (see Anti-Bullying Policy)
- e. Exposure to inappropriate online material (see E-Safety policy)

#### **5. Dealing with unacceptable behaviour**

There is no place for violence, bullying, harassment (racial or sexual) including 'banter', vandalism, rudeness to adults or bad language in the school community and these must always be discouraged. Children observing or experiencing bullying, harassment or vandalism are encouraged to enlist the help of adults in the School to resolve problems of this type. All occurrences of this type of behaviour should be noted (including the name of the "target" if any) and, if happening at playtime, communicate to the class teacher or Pastoral Leads, who may or may not involve the Head. Repeated occurrences will need to be noted on the child's profile record. Sanctions exist to protect individuals from these negative forms of behaviour. Solutions to problems of bullying, harassment and vandalism should offer opportunities to support and guide the 'perpetrator' to take a more positive role within the School. Parents will be kept informed and advice from outside agencies taken if deemed necessary.

#### Malicious Allegations against Staff

These will be taken very seriously and dealt with immediately by the Headmaster, liaising with the DSL.

(See Safeguarding Policy)

## 6. Sanctions

### General – Whole School (including EYFS)

Where rules are contravened there must be a system of appropriate sanctions: where possible, sanctions should be seen to match the offence in order to be most effective. The most powerful sanction is the disapproval of those whose views the perpetrator respects, so we should create a climate of opinion in which that sanction will have the greatest effect.

In line with the Anti-Bullying Policy, pupils who have been bullied will be supported by:

1. Offering an immediate opportunity to discuss the experience
2. Reassuring the pupil
3. Offering continuous support
4. Restoring self-esteem and confidence
5. Teaching pupils to be assertive

Pupils who have bullied will be helped by:

1. Discussing what happened
2. Discovering why the pupil became involved
3. Establishing the wrong doing and the need for change
4. Informing the parents to help change the attitude of the pupil

Disciplinary action will be taken according to the seriousness of the incident in line with the School Behaviour policy and our Safeguarding Policy.

**We use physical restraint, such as holding, only to prevent physical injury to children or adults. If this occurs it will be recorded in School Manager and parents informed on the same day or as soon as reasonably practicable.**

### *Persistent poor behaviour*

If persistent poor behaviour is exhibited on a regular basis (either in or outside the classroom), parents will be informed at an early stage. If the problem persists, it may be necessary to involve outside agencies. The last resort is exclusion from the School on a temporary or permanent basis following in accordance with the School's Exclusion Policy.

### Sanctions - EYFS (Nursery) Care and Discipline

The aim of our caring Nursery is to encourage the children to respect themselves, each other and their belongings.

Discipline in the Nursery involves early intervention to prevent disagreements that children cannot handle. We make the child aware that it is their behaviour that is not acceptable not the child personally. We discourage unacceptable behaviour and are positive about good behaviour. This involves encouraging the child to realise what he/she has done is not acceptable behaviour.

If the unacceptable behaviour continues we use the following strategies:

- Support children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough toys and activities available so that children are meaningfully occupied.
- We try and avoid creating situations where children receive adult attention only in return for inconsiderate behaviour.

If unacceptable behaviour recurs, we will discuss the problem with the child's parents/carers and a decision will be agreed upon how it is best to respond to it. Parents are also encouraged to discuss with the staff any concerns they have with regard to unacceptable behaviour.

Behaviours considered to be unacceptable are:

- Physical abuse – including biting, hitting, punching, pinching, scratching, kicking and pushing.
- Verbal abuse – including name calling and racist or sexist remarks.
- Bullying – defined as persistent name calling, minor harassment (such as taking things, toys etc. away from someone) and more major incidents involving physical violence or a group of children picking on one child (see whole school Anti-Bullying Policy).
- Spitting.
- Screaming and shouting.

Staff will work with parents and carers in managing the child's behaviour.

A child will never be punished by smacking or made to feel frightened.

We have a named person – Mrs. Paula Hunte who supports personal, social and emotional development, including behavioural issues.

### Sanctions - Prep (including Reception (EYFS))

Minor issues are dealt with by the class teacher. If more serious the class teacher will send the child to the Head of Department who decides on appropriate sanctions. They may include any or all of the following:

- Verbal Rebuke
- Time out (i.e., withdrawal from an activity for a short period of time)
- Phone call home to parents

- Exclusion (Temporary or Permanent in cases of severe or persistent bullying)  
(See Exclusion Policy)

We have a named person – Mrs. Jo Jones who supports personal, social and emotional development, including behavioural issues in EYFS Reception.

### Sanctions – Junior Department

Minor infringements will be dealt with by the adult responsible for the child at that time; sanctions to be used (in increasing order of seriousness) are:

#### 1. *Verbal warning*

For classroom misbehaviour a verbal warning will be issued. The final sanction is a minus house point ~ e.g. inappropriate shouting out, continual talking,

#### 2. *Minus House Points*

A blue slip is filled in and given to the child to take home and returned signed by a parent / guardian. These slips should be taken to the office where they are filed. This enables us to monitor behaviour over an extended period of time. These will be given at the class teacher's discretion after a child has received two warnings or in the case of more serious offences they are given immediately. See list of examples.

#### **Examples of behaviour leading to a minus house point**

- Stealing - and Defaulters Book.
- Swearing - and Defaulters Book.
- Lying.
- Cheekiness / answering adult back.
- Deliberately hurting someone.
- No homework : Yr. 3 after 2 warnings / Yr. 4 and above after 1 warning.
- Thoughtless actions, e.g. pulling chair from under someone.
- Writing on books and folders.
- Forgetting library books 3 weeks in a row (+ a letter of apology to librarian).
- Forgetting games kit for 2 weeks ~ Head of Games will issue these.
- Lateness to lessons after a warning.
- Not having the correct equipment after a warning.
- Untidy dress after 2 warnings. If the child is without a coat please tell the class teacher who will then speak to parents.
- Running in the corridor after a warning.

#### 3. *Defaulter's Book*

If a child's name appears in this book they are seen by the Headmaster and parents are notified. An appropriate punishment will then be given. A behaviour or work card may be issued. In the case of Year 6 a red button may be removed.

#### 4. *More serious contraventions*

More serious contraventions of rules and all instances of "unacceptable behaviour", including bullying, must be dealt with in a more formal way:

- Minus house point (Juniors only)
- Referral to Pastoral Lead or Head
- Contact parents
- Entry in Defaulter's Book and referral to Head (Juniors only)
- Removal of 'red buttons' where appropriate (Juniors only)
- Issue of 'the blue behaviour report card'
- A behaviour log.
- Discussions with parents about the problem (records of conversations and all letters ***must*** be 'kept on file' – recorded in School Manager under Profiles / Meetings).

For more serious infringements the class or subject teacher will send the child to one of the Pastoral Leads or the Headmaster who decides on appropriate sanctions.

The following sanctions are available:

- Time out (i.e., withdrawal from play time or an activity – under supervision)
- Name in the Defaulters Book (but issue dealt with immediately)
- Phone call home to parents
- Issue of a Smiley-Face Book to be signed by teachers and lunchtime supervisors
- Issue of a Blue Behaviour Report Card signed by the above as well as parents
- In-school Suspension (under direct supervision of a member of staff throughout the day)
- Exclusion (Temporary or Permanent – See Exclusion Policy)

## 5. Transitions

If a pupil leaves us before the end of Y6 we will make contact with the new school if we feel that it would be helpful to pass on information to ease the transition.

We have a good relationship with the Y7 transition staff at our local secondary schools and pastoral and behavioural issues are always discussed. This could involve a meeting with parents as well.

We would always contact a new pupil's previous school to ask for any relevant and helpful information.

## 6. Summary

To summarise, we must work to a four point plan:-

1. The Teacher or adult in charge will address the problem at source.
2. Should this prove to be unsuccessful, referral is made to the Pastoral Leads or Head of Prep, who may involve the Head.
3. Should this be unsuccessful, the Head will meet with the parents.
4. Should this be unsuccessful, the Head will consult with trustees, the final sanction being suspension or even permanent exclusion – See Exclusion Policy.

We should discourage the punishment of a whole group of children and encourage flexibility in the application of sanctions to suit individual circumstances. Reasonable adjustments may need to be made for pupils with special educational needs/disabilities after taking advice from our SENCo. It is important too for adults to be careful not to damage relationships and children's self-esteem by the use of sanctions or any other means (e.g. sarcasm or destructive criticism).

## Potential Problems

Problems with behaviour are more likely at certain times of the day, usually when children are not actively involved in the classroom. We should all be aware of the potential for problems, and try to minimise them. Such times include:

- when waiting in line and moving about the School (e.g. for Assembly P.E., between lessons and during the lunchtime routine)
- when going out to play and coming back in
- when in the School building before the start of the school day when wet outside
- when leaving at the end of the school day

## Playtimes

Playtimes can be problematic for children as they are in school but outside the normal classroom environment. We do expect that the same school rules will apply at playtimes as well as during the rest of the school day and that children will respond to the supervision of playground supervisors, who must be treated with the same respect as other adults. An Accident Book is kept in which details should be entered of any incident involving physical injury to a child; this is kept in the sick bay.

## E-Safety

Our aim is to promote responsible behaviour with regard to e-based activities (See E-Safety Policy). All Junior children read and sign an agreement regarding E-Safety rules. Any mis-use of computers, etc should be reported immediately to our DSL (SW), our E-Safety co-ordinator (LK) and our Head teacher (RM). The matter will be dealt with immediately and appropriate sanctions applied.

## **7. Review**

**Reviewed annually by the Headmaster - see top of policy for last review date.**

## **8. Related Policies**

Anti-Bullying Policy  
Complaints Policy & Procedure  
Exclusion Policy