

St Botolph's C of E (C) Primary School

Whole School Behaviour Management Policy

Micah 6:8

The Lord has told you what is good and this is what he requires of you; to do what is right, to love mercy and walk humbly with your God.



**Celebrating Faith,
Learning and Success**

Date: 26th March 2018
Review Date: Spring 2019

St Botolph's Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We welcome our duties under the Equalities Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender and gender identity), maternity and pregnancy, religion and belief. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

St Botolph's Church of England Primary School

Whole School Behaviour Management Policy

Our school fosters a caring, welcoming environment where everybody is valued and respected.

We believe in building on the positive self-esteem of each individual in order to encourage the very best in terms of effort, commitment, self-reliance and responsibility.

As far as possible, we use the principles of Restorative Justice in order to resolve conflict and encourage children to become responsible citizens.

1. Our Aims

- We aim to provide a safe, happy and caring environment in which everyone is given the opportunity to develop his or her positive attitudes and values.
- We aim to encourage everyone to take responsibility for their own actions and their consequences.
- We aim to provide a supportive, welcoming and friendly atmosphere where mutual respect is fostered.
- We aim to provide a clear set of expectations to which everyone can aspire.
- We aim to encourage children to become independent in their approach to work and play and in decision making.
- We aim to nurture Christian Values such as kindness, forgiveness and responsibility for ourselves.

2. St. Botolph's Vision Statement:

It is our vision that St. Botolph's will be recognised as a school, which has created an inclusive community and in so doing will have developed pupils who are:

- Caring
- Confident
- Creative
- Conscientious
- And be able to respond to challenge within a culture where achievement is celebrated by all.

3. Our Code of Conduct

At St Botolph's Primary School we will always try to do these things:

To take care of me I need to:

- Do my best at all times
- Find help if I need it
- Accept responsibility for the things I do
- Behave in a safe way
- Tell an adult a secret that is making someone feel unhappy or hurt
- Try to make right the things I have done wrong

To take care of other people I need to:

- Speak politely to everyone
- Listen to what other people say
- Be kind and caring towards others, respecting their feelings and beliefs
- Share with each other and take turns

We also need to:

- Look after our classroom, equipment and the school

This Code of Conduct applies to everybody in school and out of school on visits – pupils, staff, parents, governors and visitors.

5. Rules around school

Hall

- Keep the hall tidy
- Put unwanted food in the bin or take it home
- Listen carefully to all adults
- Pick up items dropped on the floor
- Talk in a calm voice at lunchtime

Corridors

- Walk quietly
- Walk smartly
- Walk in single file on the left when possible

Toilets

- Wash your hands
- Put paper towels in the bin
- Flush the toilet after you have used it

Cloakrooms

- Put everything back where you found it
- Look after your belongings
- Use a calm voice

Classroom Rules

Pupils write their own classroom charter at the beginning of each year. These are displayed in the classroom and referred to on a regular basis.

Classroom Environment

Children need to feel safe, valued, motivated, welcome and supported. The rules and routines within the classroom are very important. They are the structures which underpin and reinforce the smooth running of the classroom. The more habitual the routines become the more likely they are to be used.

Lessons need to be well planned, with appropriate resources supplied, and seating arrangements need to be well organised within an aesthetically pleasing room.

6. Rewards

Encouraging and rewarding good behaviour

Recognising and rewarding good behaviour is an important part of our positive behaviour management policy. We are aware of the need to be even handed when distributing rewards, examples of which are:

- Start the lesson by praising specific things from the last session
- Choose carefully when to give it
- Praise what matters to you as well as the children
- Keep going even if children do not acknowledge praise – it works on the inside
- Speak to individual children

7. Whole School rewards

At St Botolph's we have a whole school positive reward system, designed to value and reward the children's individual efforts and achievements. These achievements may relate to their work, attitude, behaviour and / or effort.

Achievement Awards

Children who produce high quality work where they have demonstrated a determination to do their best may be rewarded with an Achievement Stamp from their teachers.

Children collect these stamps and once they have gained 12 will be awarded their Bronze Achievement Certificate. Children then continue to earn achievement stamps and work towards their Silver and Gold Certificates.

Dojo (House) Points

Dojo points are given when recognising and acknowledging the good behaviour of children around the school looking particularly at aspects of social, moral, spiritual and cultural behaviours. Examples would be: good behaviour, good manners, setting a good example, representing the school, good sportsmanship, listening carefully, 'giving it a go', challenging themselves, showing school values.

Children and adults are allocated to one of the five houses: Fry (blue) Newton (red) Nightingale (yellow) Pankhurst (white) Stephenson (green). When a child is awarded a HP, the class teacher is informed and it is recorded on a tally chart against the relevant house.

Points are collected on a weekly basis starting on a Friday morning to a Thursday home time. On Friday morning, the sheets are collected and totalled giving a winning house for that week. The week's winning house is announced in Collective Worship each Friday.

There will also be a running total and the winning house at the end of every term will be able to come to school on a designated day in non-uniform.

Individual Class awards

As well as the achievement stamps, teachers give positive feedback to children in other ways within their own classrooms. Examples of reward are:

- Verbal praise
- Positive comments in books
- Names written on the board under a smiley face
- Stickers
- Choose where to sit on Friday afternoon
- Pupil of the week certificate
- Extra playtime / game / story
- Name on “Wow” board
- Note home
- Choose story
- Sit on special cushion for story
- Share good work with rest of class
- Silent cheers / clap from rest of class
- Chosen children to take class toy home
- Treat activities e.g. cooking
- Praise pads

AT THE END OF EACH TERM, THE HEADTEACHER WILL, IN CONSULTATION WITH TEACHERS, NOTIFY PARENTS OF CHILDREN WHO HAVE MADE EXCEPTIONAL PROGRESS OVER THE TERM, VIA A SPECIAL POSTCARD.

8. Sanctions

Children are encouraged to make choices about their behaviour and therefore take responsibility for their own actions. Choice is guided by their responsibilities and leads to positive or negative outcomes according to the nature of their choice

Responsible choices lead to positive consequences, whereas if children choose to behave inappropriately they will be asked to think of how they can redress their error in judgement.

Restorative Justice is a means by which we encourage the children to reflect on what has happened, who it may have affected and, as well as offering a sincere apology, how they could put things right. The process gives children time to calm down and think before a conversation about their actions takes place between all people involved in the situation; the adult supporting the conversation will follow a set of five questions:

1. What happened?
2. What were your thoughts at the time?
3. Who has been affected?
4. What need to happen to put things right?
5. What are you going to do differently next time?

If necessary, parents are invited to be part of these conversations. Appendix 1 shows the escalation of actions.

On occasion it may be necessary to handle a child when their behaviour is potentially dangerous to themselves or others around them, or likely to damage property. Within the school we have staff who are trained to handle children and will do so in pairs. Children who need time to calm down are taken to the green room.

Appendix 2: Code of Practice for Green Room.

9. Parents

At St Botolph's we believe that the partnership between home and school plays a vital role in ensuring that we provide the very best education, environment and example for all our children. We all have an equal responsibility and part to play in helping our children to develop into independent, responsible and caring individuals.

Good communication between home and school are crucial to the success of this policy. Meeting parents outside school on the playground at the beginning and end of the day can be a quick and effective way to mention problems. For children whose parents are not able to collect their child from school, staff are encouraged to use a simple "note from the teacher", e mail or a phone call. Other methods of communication could be a home/school diary for daily communications, a phone call from the Headteacher, an invitation to come into school to discuss any problems, either with the class teacher and/or with the Headteacher.

[A BOOKLET EXPLAINING THE SCHOOL'S BEHAVIOUR MANAGEMENT POLICY HAS BEEN SENT HOME WITH EVERY CHILD AND IS AVAILABLE ON THE SCHOOL WEBSITE.](#)

10. Support for Staff

It is recognised that dealing with behaviour problems can be very stressful for staff and it is not always easy to ask for help.

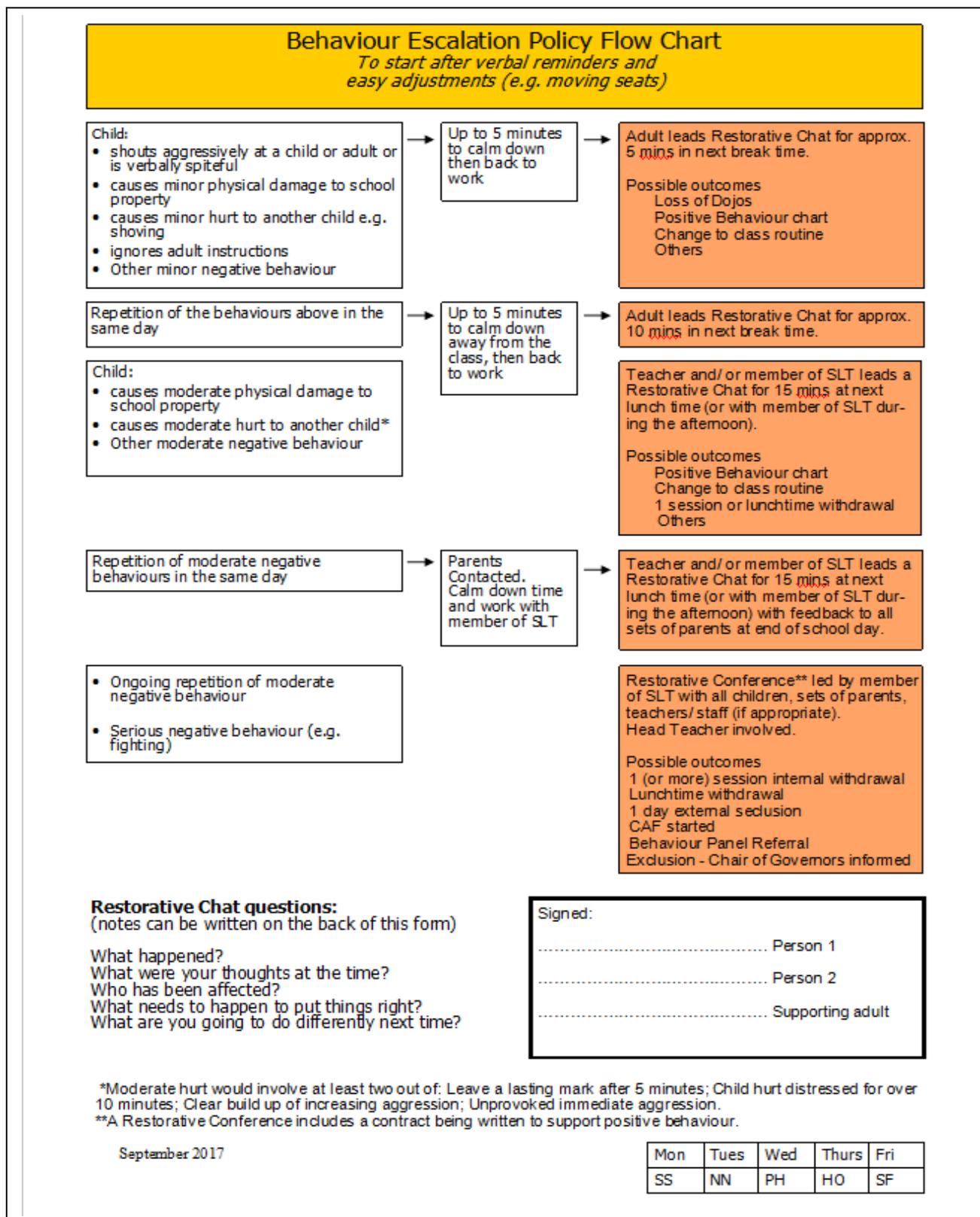
Dealing with difficult behaviour is the collective responsibility of all the staff in the school, not just the teachers immediately concerned with a child.

On occasions it may be beneficial to hold a conference with all those people involved, to express concerns, show empathy, allows the child to speak, clarify expectations and rules and state expected behaviour. Also, discussions could take place about the level of support to be given and by whom. There will be a need for another meeting, to monitor progression and the next step forward.

An important aspect of the implementation of these procedures is the support of parents. Regular and consistent reporting to parents whenever there are problems is a key feature of our system.

Appendix One

Behaviour and Restorative Justice flow chart



Appendix Two

Green Room Code of Practice

The Green room is set up to be a SAFE space in school. It is a low stimulus environment that offers security and privacy to children. It is not a place of punishment or imprisonment.

On most occasions, children will choose to use the Green Room as an opportunity to relax and unwind from whatever stimulus is causing them distress. Children should walk to the room escorted with an adult. The appropriate paperwork must always be completed when the Green Room is used. It is found on a clipboard outside the room.

Sometimes the Green room is used, when children have become upset and emotional. On rare occasions, these children are directed to the room because they are causing a danger to themselves and other children. This can involve physically restraining the children although this is always a last resort. Paperwork must always be completed when a child has been restrained.

The Green Room offers privacy. The windows are screened and the light can be dimmed. There is a door but it should be used on rare occasions only. If the door is shut, then there must be constant voice contact. The door would be shut for usually no more than 10 seconds and never more than 30 seconds. Reasons for shutting the door is usually violence being displayed by the child. This needs to be articulated and explained to the child.

No child should ever be left unaccompanied in the room although older children who have chosen to use the room might only need light supervision by a learning mentor. If a child is distressed then there should be two adults available.

Once the child has calmed down, then it is appropriate to discuss the events that led up to use of the room. If there is a consequence, this should be discussed. The paperwork connected to use of the Green Room should be filed with any behaviour form.

Remember – The Green Room is a safe room. It is a room for compassion.