



St. Ethelbert's R.C.P.

Positive Behaviour Management Policy



Our Mission Statement

Our Mission Statement says that we:

“Love learning as friends;

Care for our community as neighbours;

Share our faith in Jesus as disciples”

In caring for our community, this policy supports our aim that:

“We provide a clear and consistent behaviour management framework, underpinned by reconciliation.”

Positive Behaviour Management Policy

The Positive Behaviour Management policy is in conjunction with The Home School Agreement and the Anti Bullying Policy.

The Pupil Voice, Parents, Staff and Governors have been consulted in the writing of this policy

We believe that everyone in school has a right to be respected as an individual. Good relationships are vital to the successful working of our school. Everyone who is a member of our school community shares a responsibility to make it a happy, safe, pleasant and productive environment.

We believe that teaching children the skills of self discipline, cooperation, respect and tolerance towards others are an important part of the curriculum. Without these skills our academic objectives can not be achieved. In addition, we aim to strengthen our partnership with parents by working with them in order to achieve our goals.

Good standards of behaviour in the classroom are to a large degree determined by the quality of the curriculum, by the use of lively, stimulating and varied teaching styles and by the amount of specific praise used.

All our staff, in the classroom and on the playground share a positive approach to behaviour management and emphasis is on rewards to reinforce good behaviour at all times. We believe that rewards have a motivational role, helping to see that good behaviour is valued.

Praise for behaviour is as high as for academic achievement.

Whole School Behaviour

The use of **Housepoints** is the basis of our whole school behaviour reward system. There are four house teams (**Matthew**, **Mark**, **Luke** and **John**). Every child is allocated a house for which they can earn housepoints. House points can be awarded for behaviour and/or academic achievement.

Classroom Behaviour

At the beginning of each school year, teachers and teaching assistants will work together with their class in order to negotiate class rules, which will be displayed prominently.

Each classroom will display a zone board for behaviour comprising of three sections: **GREEN**, **ORANGE** and **RED**.

In addition, children will be awarded dojos for a range of good behaviours, wearing full school uniform and for arriving to school on time.

The zone board is to be the mainstay of the school rewards and sanctions policy for individual behaviour.

At the beginning of every new day, all children's names will be displayed on the **green zone**. Throughout the day pupils may stay on green (promoting the motto, '**It's good to be green.**') or move down the zone board according to their behaviour. The child will be given two verbal warnings before being moved zones. It is important that children realise they will be treated in the same way by all staff. **There will be no exceptions.**

Zone Board Key:

GREEN ZONE

- **Everyone begins the day in green: New Day - New Start!**
- **Everything is as expected (work, play, behaviour)**
- **Being kind and considerate**
- **Doing voluntary jobs**
- **Being very polite and well mannered**

ORANGE ZONE

- **Disrupting lessons**
- **Wasting time in lessons**
- **Spoiling other children's playtimes**
- **Talking when the teacher is talking**

RED ZONE

- **Physical violence**
- **Verbal violence**
- **Swearing**
- **Stealing**
- **Dishonesty – lying**
- **Bullying of any kind**
- **Racial comments**
- **Continued persistent disruptive behaviour**
- **Name calling**

Pupils can at any point move straight to **RED** should they display any of the behaviours listed.

These rules will be placed in each classroom and communal areas. When not with their class teacher, the adult with responsibility for the children will follow this policy, including lunch time welfare assistants.

Behaviour Beyond the School Gates

The Headteacher has the power to discipline pupils beyond the school gates; this might be where a pupil is:

- On an out of school activity
- Travelling to and from school
- Wearing the school uniform within the community

If a pupil exhibits a red zone behaviour out of school or where the reputation of the school is adversely affected, then a sanction will be given.

Zone Board Rewards and Sanctions

GREEN ZONE

Pupils who remain in GREEN will:

1. Be congratulated by their class
2. Receive 5 dojos at the end of the day.

ORANGE ZONE

Pupils who move into ORANGE will:

1. Have to explain the reason for their move to ensure they know what was wrong with their choice of behaviour
2. Apologise for their behaviour
3. Lose 5 minutes of play/lunchtime for each incident

RED ZONE

Pupils who move into RED will:

1. Have to explain the reason for their move to ensure they know what they was wrong with their choice of behaviour
2. Apologise for their behaviour
3. Receive a red dojo.
4. Lose 10 minutes of play/lunchtime for each incident. (Including writing lines for swearing)
5. Be sent to a member of the SLT at an appropriate time during that day to explain their behaviour
6. Parents/carers will be informed of the child's behaviour.

If a child is placed in the red zone, the SLT will record each incident in the **behaviour log** together with the number of incidents for each particular child.

After three incidents, the class teacher, the parents, the child and the Head Teacher will meet together in order to discuss the matter further. After the sanctions for the incident have taken place and an improvement in behaviour has been demonstrated, a new start will be given for that pupil.

At the beginning of each new school year, a new start will be given for all pupils, any existing RED incidents are not carried over to the next year.

Children with Special Educational Needs may have some specific needs with regards to their behaviour. For those identified as having additional behavioural needs, the school's systems for managing behaviour may be altered or adapted to meet the needs of the individual child. They stand outside the policy according to their Education, Health & Care Plan (EHCP) or Individual Behaviour Plan (IBP) which will indicate the actions planned to address and support their needs.

Where appropriate, the expertise of Bolton Council's Behaviour Support Team will be enlisted; children may receive 1:1 interventions to support them in managing and regulating their behaviour.

General Points about Rewards

Wherever possible, we aim to be positive in our approach and to notice and reward good behaviour, rather than take it for granted. We believe that everyone should have equal access to rewards, not just those who are academically able.

Staff use a wide variety of rewards in order to promote good behaviour.

These include:

- Use of praise
- Use of stickers/smiley faces

- Dojos
- Certificates
- Notes home to parents
- Dojo of the day
- Star of the week.
- House points / Raffle tickets
- Where necessary, individual reward charts/systems
- Approval by other staff – visiting other teachers or the Head Teacher

Many of these rewards are easily visible to parents and therefore parents may choose to continue the praise process at home. Parents may also be informed of good behaviour via discussions with a member of staff, by text message or via the access to the online dojos.

Guidelines for using rewards effectively

1. Rewards are more effective if they are given immediately.
2. We will reward the behaviour every time it occurs, especially initially.
3. We will only reward when the required behaviour has been demonstrated.
4. Once behaviour has become established, rewards will be made a little harder to achieve and may be given less frequently as it is expected that that behaviour will become the 'norm'.

Further Sanctions

Further sanctions which may be used when necessary.

- Loss of playtime in order to complete work or not adhering to classroom rules.
- Time out from the classroom to work under the supervision of another member of staff.
- Repeated unacceptable behaviour at playtimes and dinner times may result in time off the playground and have a cooling off time.
- Writing lines for swearing.
- Loss of privilege is an option, e.g. time out/banned from school clubs or attending school events. In serious cases, pupils may not be allowed on school trips or educational visits if it is felt that they may be a danger to themselves or to others.
- For persistently bad behaviour class teachers may also wish to utilise their own individual positive strategies. These could include: sticker charts, smiley face charts, jigsaws, home-school liaison book.
- The ultimate sanction of exclusion from school will only be used in exceptional circumstances. In such cases the Head Teacher will follow the Bolton Authority guidelines for exclusion.

Guidelines for using sanctions effectively

1. Pupils need to know why they are being punished and will be given an opportunity to make amends.
2. Sanctions will be applied fairly and calmly and in a way that maintains self-respect and will not be used to humiliate.
3. Sanctions will be used consistently.
4. As far as possible sanctions will be given immediately after the misdemeanour.
5. Care will be taken to ensure that the sanction is appropriately matched to the nature of the offence and the characteristics of the pupil.

Allegation Against Staff Members

If a pupil makes an allegation against a member of staff, then the school will follow Bolton's '*First Five Minutes*' protocol; whereupon an investigation will follow. If an allegation is found to be intentionally

fictitious or malicious, then there will be a disciplinary sanction for the pupil. In some cases, this might be an exclusion or a referral to the police if the school thinks a criminal offence has been committed.

Reviewed by the Curriculum, Pupil Welfare, Inclusion and Community Committee

13th December 2021

Appendix

Behaviour Policy in response to reopening school (COVID – 19) September 2020

This appendix is a supplement to our main behaviour policy to support the health and safety of both staff and pupils, due to the increased risk of infection presented by the COVID virus.

Children will be expected to follow the rules set out below to reduce the risk of the virus spreading:

- Do not bring equipment from home and when the weather is warm do not wear a coat
- Follow any altered routines for arrival or departure. If you arrive after your arrival time, you will have to wait until all other children have entered school
- Wait in designated place on arrival at school
- Wash hands on arrival.
- Only mix/socilaise with the children in your group
- During outdoor time maintain 2m distance where possible.
- Move around the school following instructions given by an adult, queue at a 2m distance if needed, stay away from areas that are out of bounds
- Follow school instructions on hygiene, such as handwashing and sanitising
- If you sneeze or cough use a tissue and then dispose of the tissue and wash your hands
- Avoid touching your mouth, nose and eyes with hands
- Tell an adult if you are experiencing symptoms of coronavirus
- Don't share your pack of equipment or water bottle with anyone else
- Leave all equipment and books at school
- Only use the toilets you have been told to use
- Do not cough or spit at or towards any other person
- When leaving school go straight home and do not mix with children from another group

Communication

These rules will be sent home to parents, via letter, prior to a child returning to school. They will be shared with children when they return to school and discussed and explained.

Sanctions

Any child who fails to follow these rules, depending on the severity, will be given a warning. If they continue to break the rules they will be asked to continue their learning from home as they are putting the health and safety of other pupils and staff at risk.