

Behaviour Management Policy

Wheelwright Lane Primary School



Learning For Life

Good behaviour and effective discipline are essential to the smooth running of our school. By all working together we can ensure that we are promoting a happy, caring and secure environment. We also maintain that effective learning can only take place in a calm and orderly environment where there is mutual respect between all members of our school community.

Our policy is based on the belief that consistency will ensure the success of this policy.

2 minutes of inconsistency can undo 2 weeks of consistency.

Development:

Because we are always responding to the ever changing needs of our children, this policy will be reviewed every year.

The purpose of the policy:

- To promote equal opportunities and ensure all children are treated fairly and consistently.
- To encourage the development of self discipline.
- To establish clearly defined and agreed behaviour expectations.
- To have a clear rewards and sanctions system.
- To establish good communication between everyone in our school community.

Guidelines:

Our procedures are consistent throughout the school and apply the principles of rewarding the positive but making it clear that negative behaviour is unacceptable. There will always be a consequence or sanction for negative behaviour. Our behaviour consequences go in progressive stages. Positive rewards are given at the lead adult's discretion where appropriate.

The positive; rewards.

Good work and behaviour is expected throughout the school.

Whole school Learning Behaviour Assemblies promote positive attitudes to learning and take place on Friday afternoons.

In the classroom, around school and outside, good work and behaviour are rewarded by:

- Verbal praise
- Stickers and house points
- A move up the zone board and a further move up the zone board
- The zone board is a visual tool used by school adults and is displayed in the classroom. It has 4 zones; red at the bottom, yellow above, green above yellow and blue at the top. Each child has their name in yellow at the start of the day. Good behaviour means they can move their name up the zone board. The aim is to reach

the top. Over the week if they reach the top 4 times out of five they are rewarded with extra playtime, privileges or golden time. However negative behaviour means a move down the zone board. If a child ends the day in red they will have to explain their behaviour to the headteacher and this may result in a letter being sent home. Children have the opportunity to get themselves out of the red zone by demonstrating positive behaviour. The premise of the zone board is that each day is a new day and a new start. Children will always start the day in yellow zone.

- Moving up and down the zone board will take place throughout the lesson and not at the end to reinforce positive behaviour. This should always be at appropriate times according to the age group of the children, for example, teachers may be working with older groups of children and need to focus on teaching the group and not interrupt to move children on the zone board.
- House points
We have four "houses" with House captains. Each class has a chart which collects the house points. The charts are collated each week and the winning house is announced in Assembly.

The Negative; Consequences

Consequences are as a result of breaking the school and/or class rules.

Putting these guidelines into practice requires all adults to be consistent, firm and fair. Every adult needs to treat each child the same. This is how we put these sanctions into practice;

EYFS

- Teacher will explain to the child why they are moving down the board. Needs to be a visual consequence of negative behaviour (verbal warnings only are not effective).
- If the child persists with the same poor negative behaviour then they will be moved down the zone board and a time out within the classroom and apologise before rejoining the class.
- If behaviour persists then a move down the zone board and time out of the classroom until ready to rejoin and an apology.
- If behaviour still persists then child taken to the Head or Deputy (similar to the rest of the school).

KS1

- A verbal warning from our teacher.
*We always explain to the children that the negative behaviour is unacceptable and this warning is stage 1. We ask them not to do it again.
(Teachers may recognise that a child will need some time out to calm down and may choose to move or remove a child to quiet space)*
- A move down the zone board

We explain that as they have continued with the negative behaviour this means they are now on stage 2 and they will have to move their name down on the zone board

- A move within the classroom or phase for time out (1 minute per year of age).

We explain that as they have continued with the negative behaviour this means they are now on stage 3 and they will have to complete their time out in the defined area in the classroom. The child must always apologise before they are allowed to rejoin the group. We do not interact with the child while they are in time out.

- The Head Teacher or Deputy Head Teacher is sent for.

The Senior member(s) of staff will be firm and assertive and make it absolutely clear that they are on the final stage. They will be taken away, spoken to about their actions and it will be made very clear that this is not how to behave. When the child is calm and ready they may rejoin the group or be given an activity to do away from the classroom. In this instance spending time with a senior member of staff is not a treat.

Sometimes extreme behaviour may warrant a fixed term exclusion if all the above stages have been applied. A decision to exclude is not taken lightly but it is important to send the message that extreme behaviour is not tolerated in our school.

KS2

- A verbal warning from our teacher.

We always explain to the children that the negative behaviour is unacceptable and this warning is stage 1. We ask them not to do it again.

(Teachers may recognise that a child will need some time out to calm down and may chose to move or remove a child to quiet space)

- A move down the zone board

We explain that as they have continued with the negative behaviour this means they are now on stage 2 and they will have to move their name down on the zone board

- A move to another classroom in the Key Stage.

We explain that they are still showing bad behaviour and they are now on stage 3 they will move to another classroom for an agreed period of time. We also make them aware that they are also close to stage 4.

- The Head Teacher or Deputy Head Teacher is sent for.

The Senior member(s) of staff will be firm and assertive and make it absolutely clear that they are on stage 4 and they will be asked to come and explain their actions. Work will be provided for an agreed period of time. Time out with Senior Management is not to be seen as a treat. Depending on the severity of the negative behaviour a letter will be sent home or a phone call will be made.

This will be to reinforce that their behaviour has been unacceptable and we will follow through on this action.

Children who are in the red zone on the zone board at the end of the day will be sent to the Headteacher to explain. This will also warrant a letter sent home.

Sometimes extreme behaviour may warrant a fixed term exclusion if all the above stages have been applied. A decision to exclude is not taken lightly but it is important to send the message that extreme behaviour is not tolerated in our school.

Playtime/lunchtime

Playtime can be a difficult time for children and the behaviour should be dealt with by the Midday Supervisors. This is not separate to behaviour in the class but supports the child's behaviour throughout the day. Any serious event will be referred to the Headteacher straight away.

Children who misbehave during lunchtime play are sent to a quiet space by the wall/fence for 5 minutes to cool down. If children persist in being sent to the wall then further action may be needed.

Positive behaviour during lunchtime play will be rewarded by moving up the zone board. Midday Supervisors will inform the teacher if a move is required.

Golden Time in the Early Years and Key Stage One

Golden Time is held on Friday afternoon for 20 minutes. All the children have the opportunity to attend Golden Time as a reward for good behaviour. As a school we also appreciate that most children are always good and can sometimes be overlooked by high profile children. Golden Time gives the children a chance to choose an activity.

Key Stage 2 Privileges

Children in KS2 will enjoy extra privileges such as extra break time, choice, and time in the IT suite. This is to send the message to the majority of children that are positive that they will be rewarded and we always encourage this.

Children who are not entitled to their Golden Time due to behaviour will be sent to a senior leader for the duration of the time.

How Parents can help at home:

- You could try using the same rewards and sanctions principles as we do at school.
- Always be consistent and follow through what you say with definite actions.
- At school we work on the principle that as adults we are in control and not the children. Children feel secure with clear boundaries.
- Communicate with school if there are any issues at home which may affect children's behaviour in school.

Other things we do as a school

- One of the main things that worry children or constitute negative behaviour is unpleasantness to other children. As a school we have clear stages the children can go through if they are experiencing unpleasant behaviour.
- Included in this policy is our anti-bullying policy statement. (**Appendix 1**)

- We liaise very closely with outside agencies such as the integrated disability team, Early Intervention Service, educational psychologists and the school nurse.
- We have a clear home school agreement. (**Appendix 2**).

We are also working hard on giving the children an opportunity to be responsible and accountable for decisions they make with regards to behaviour.

The school council comment in meetings with staff about their views and opinions on all aspects of school life and are able to make suggestions for improvements.

We are a listening school. Children are encouraged to express their concerns trusted adults in the school community.

We expect consistency and good behaviour.....

- At lunchtimes, our Midday Supervisors use the same rewards and consequences as we do in the classroom - see the playtime section in this policy.
- During Assembly, again the Teacher on duty will use the same rewards and consequences procedure.
- With whichever adult is in the classroom. This policy is available for everyone in the school community.
- From everyone in our school community. We treat each other and any adult within the school in the way in which we would like to be treated ourselves. Nobody should be subject to physical or verbal abuse of any kind.
- When representing our school on school visits.*

*When children are out on school visits, the same standards of behaviour as in school are expected. Children who will not comply with an adult's instruction or who act in a way that is likely to cause harm or danger of harm to others will:

- Be collected by a member of the school's senior leadership team (where this is practicable) and returned to school
- Be collected by a parent (or nominee of the parent) and returned to school
- Run the risk of being excluded from future visits unless accompanied by a parent

Use of Reasonable Force

Principles advised from DFE guidance on the use of reasonable force (July 2013)

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

It is recognised that there may be situations where physical contact may be necessary in order to stop a child from hurting another child, hurt themselves or wilfully cause damage to property. Wheelwright Lane staff follow guidelines set out in the Warwickshire 'Guidance on the use of Force and Physical Intervention,' and the DFE guidance on 'Use of Reasonable Force (2013).'

Personal Intervention Plans (**Appendix 3**) and an individual Risk Assessment will be put in place for children with complex needs who may need an individual response to a crisis situation. The PIP is designed to support everyone involved in returning to a calm stage as effectively as possible. Plans will be shared with key staff and parents/carers who will be encouraged to contribute. Any use of Team Teach strategies will be discussed with parents/carers and recorded.

Where possible, staff will use non-contact interventions to diffuse potential difficult situations.

All members of staff are trained in restraint techniques through the 'Team Teach' programme in order to restrain children with very complex needs. All staff have received training, including bespoke training for Early Years and Nursery staff, in October 2016. Records of 'Restraint intervention' are kept in the Head teacher's office.

This policy has been reviewed by all staff on 1st September 2017

This policy has been approved by the Governing body on 21st September 2017

This policy will be reviewed annually and updated as necessary.

Appendix 1

Anti Bullying Policy Statement

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the *continued* use of aggression or intimidating behaviour with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology, i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Our School has a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Procedures

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

Appendix 2

WHEELWRIGHT LANE PRIMARY SCHOOL HOME/SCHOOL AGREEMENT

The Parents/Carers

We shall

- See that our child attends school regularly, on time (8.45am for 8.55am registration) and properly equipped
- Telephone the school on the first morning before 11am to give a reason why our child is absent
- Ensure our children are dressed in school uniform, including sensible footwear (no trainers) and do not contravene school guidelines on jewellery and extreme hair styles.
- Make the school aware of any concerns or problems that might affect our child's work or behaviour
- Support the school's policies and guidelines for behaviour and anti-bullying and the school ethos of "no hitting back"
- Support our child in homework and sign their homework book.
- Attend parents' evening and discussions about our child's progress
- Not take our child out of school in term time for family holidays except in exceptional circumstances
- Support any special needs requirements
- Support the provision of a broad and balanced curriculum, including educational visits to museums, art galleries, sports venues and places of worship

Signed _____ (Parent/Carer)

Wheelwright Lane Primary School

The school will

- Care for your child's safety and happiness
- Support your child in achieving their full potential as a valued member of the school community
- Provide a balanced curriculum and high quality teaching to meet the individual needs of your child
- Provide a variety of rich experiences to enhance the curriculum and the social and emotional development of your child.
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- Keep you informed about general school matters and about your child's progress in particular
- Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school
- Encourage your child to take care of their surroundings
- Welcome your suggestions for improvement
- Encourage your child to lead a healthy lifestyle

Signed _____ (Teacher)

The Pupil

I shall

- Attend school regularly and on time
- Bring all the equipment I need every day
- Wear the school uniform and be tidy in appearance
- Do all my classwork and homework as well as I can
- Be polite, helpful and kind to others
- Look after the school and keep it free from litter

Signed _____ (Pupil)

Appendix 3

Positive Intervention Plan - based on stages of a crisis (Team Teach workbook)

This plan is intended to support everyone in returning to a calm stage as effectively as possible.

Pupil _____

	Signs of agitation for this pupil		Staff interventions which work for this pupil
0	ALL CALM Pupil on task and behaving appropriately	0	
1	Low level behaviours which signify observable tension/anxiety	1	Supportive responses
2	Medium level behaviours	2	Limit setting responses
3	High level behaviours	3	High level responses JUDGEMENT re use of Physical Intervention

4	Recovery behaviours	4	Recovery responses
5	Depression After serious incident people can become depressed, may not want to interact	5	Depression supportive handling responses
6	Pupil ready to respond and communicate - Positive Debrief	6	Follow up

Agreed by

Pupil _____

Parent/Carer _____

School staff _____

Support/agency staff _____

Date _____ To be reviewed on _____