



Dream Believe Achieve

Behaviour Policy

Reviewed June 2015

Whittlefield Primary School

Behaviour Management: A School Policy

Philosophy

Our school believes in the positive management of behaviour. We aim for all the children to achieve their maximum potential in a caring and safe environment. We accept that children make mistakes and believe it is the responsibility of all the adults in the school to help the children to learn from their mistakes. We aim for our children to become independent and self-disciplined learners.

The importance of good behaviour

The school ethos is based upon a positive, consistent and structured approach to appropriate behaviour management where expectations are clearly modelled and communicated to provide a secure environment. The ability to adapt behaviour which is appropriate to a variety of situations is an essential life skill. We believe that it is our responsibility to help children to understand the importance of good behaviour and therefore learn to make the right choices at school and as future citizens.

In implementing this policy the school will:

- Establish systems which are consistent throughout the school and which are clearly communicated to children, parents and staff
- Encourage children to respect the needs and well-being of others
- Promote by example acceptable standards of behaviour
- Encourage positive relationships throughout the school community
- Consider the special needs of individual children
- Encourage children to incorporate respect for everyone and everything into their daily lives.

Roles and responsibilities:

The Headteacher should:

- Promote a consistent approach throughout the school
- Support members of staff in their implementation of the school's policies
- Oversee the implementation of the policy throughout the school
- Provide behaviour management training at least every two years
- Ensure that the policy is reviewed and revisited annually

The Governors should:

- Ensure that the policy is updated regularly by the Headteacher and reflects the ethos of the school.

All staff should:

- Establish and encourage positive relationships
- Implement the school policies for behaviour
- Encourage the pupils to gain team points, merits and other rewards

Parents and Carers should:

- Support the school in implementation of the policy to ensure a cohesive and cooperative approach to managing their child's behaviour

Children should:

- Take responsibility for their actions

School Expectations

It is the belief of the staff and governors that close attention should be paid to on going day to day rules and regulations in order to establish a firm basis for courtesy and consideration for others. All staff, therefore, must use positive behaviour management strategies to:

- Reinforce the codes of common decency and courtesy in order to help the children to grow up to be polite and caring members of society
- Make certain that children show respect for each other and for all members of the school community
- Encourage children to move around the school appropriately without running and with consideration for others
- Prevent the use of inappropriate language
- Encourage children to show care for our school environment
- Foster good relationships within our school

Below is a list of actions and strategies all staff working within Whittlefield School agree to implement:

- **Smile** - passing along positive energy and creating a sense of security and belonging
- **Display only behaviour which you would want children to replicate.** Staff will demonstrate respectful interactions with all members of the school community.
- **Use of positive language (verbal and body) e.g. *please put your hand up* rather than *do not shout out* and *finished* rather than *no*.** This also includes positive body language and the avoidance of fear, anger and frustration in adult behaviour.
- **Giving time to 'Noticing' children will be a priority for all staff.** Traditional activities such as 'show and tell' are celebrated as an opportunity to build connections and relationships with children. Children will be greeted positively when they enter the classroom each morning. Staff should notice that children are not ready for learning, they will intervene with nurturing strategies (time out, 1-1 talk time, engagement of the Pastoral Support Worker)
- **Consistent Celebration** of children's achievements through the presentation of merits, team points, 'public praise', notes and phone calls home.
- **Closing the gap and turning down the volume.** Staff will not correct behaviour in school by shouting over distances, through crowds, or over noise. Signs, positive indicators, should be used wherever possible. Children will be spoken to privately in behaviour correction in order to maintain the child's self esteem.
- **Wait, watch, wonder.** Becoming attuned to the child's behaviour is key in assessing behaviour, preventing the escalation of situations and connecting with the child. Staff will endeavour to think empathetically when dealing with behaviour and understand that all behaviour is a form of communication.
- **Necessary involvement.** Staff will avoid unnecessary involvement in behaviour issues that they are not dealing with. This includes questioning and approaching children who are being dealt with by other members of staff for a behavioural issue.

School Systems for Behaviour Management

Team Points

There are four teams in school. They are Brun, Ribble, Calder and Hodder. All children and staff are divided into one of these four teams. Team points are awarded to children by all adults in school for good behaviour, manners, attitude to work and work in class. Team points are totalled every Thursday and the winners of each class along with the winning team overall are announced in Celebration Assembly on Friday. The team icons are then placed on a display board which runs an accumulated total over each half term. The winning team each half term are rewarded with a non-uniform day the first Friday in the following term. Weekly and termly winners are reported on the weekly newsletter for parents. Parents of children in the winning team receive a text prior to the non-uniform day informing them of their child's success.

Merit System

Praise for positive behaviour from any member of the school staff and record of achievement may be celebrated during Celebration Assembly where children are presented with Merit Certificates and badges. These merits are totalled and when a child has received five they are presented with a Gold Award and badge. As children may not receive five merits during one academic year they are carried forward into the next academic year.

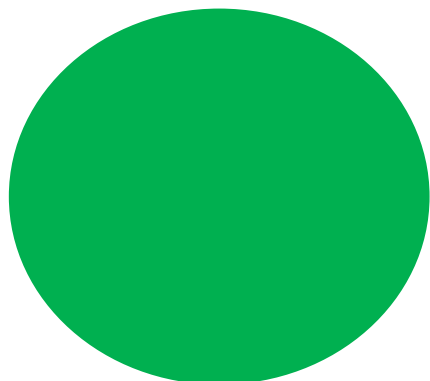
Golden Time

Children are rewarded, and thanked, on Friday afternoons for good behaviour by receiving Goldentime. Each child is invited to select an activity from a choice provided by the class teacher. These activities are designed to be fun and offer a range of activities which children might otherwise not encounter through the standard National Curriculum.

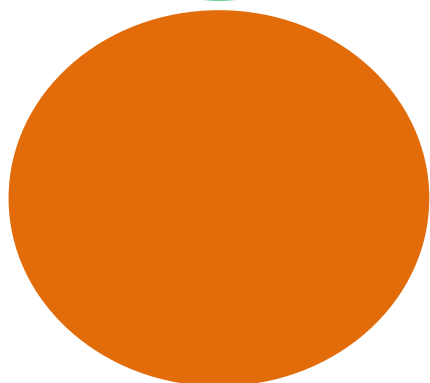
Traffic Light System

Every class has a traffic light system in place for behaviour management. At the beginning of each day every child's name is placed in the top green section of the traffic light. Staff are then able to move individual children's names down into the amber section if they require a warning for poor behaviour choices. If a child does not rectify their behaviour and receives a further warning their name will be moved down into the red section of the traffic light. In extreme circumstances staff may decide to move a child directly into the red section. Children who are in the red section face the sanction of missing a playtime and complete a think sheet. The think sheet provides them with opportunities to reflect on their actions and the effects it has on them and others. In addition, it provides opportunities for them to take restorative measures. This is recorded in the class/ lunchtime behaviour log which is monitored weekly by the Pastoral Support Worker. If a child misses three playtimes in one half term the Headteacher will contact the parents to discuss ways of helping their child with behaviour management. We consider it very important that every child has the opportunity to correct and improve their behaviour to have their name moved back up the traffic lights to the green section.

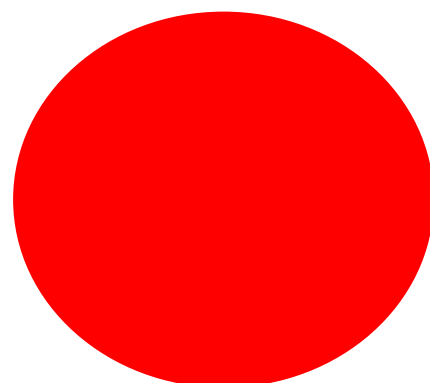
Below is a list of suggestions which is used to guide decisions about behaviour when using the traffic light system. It is by no means exhaustive and should be interpreted in a way which takes into account the differing needs of individual children.



Children earn Merits and team points
Name may be moved onto a 'Gold Star' and/or receive special rewards in class.
Positive note home
Stickers
Raffle tickets
Reward box
Incentive/ positive consequences as agreed by the class



Behaving in an unfriendly way to another child, calling someone an unkind name
Talking out of turn, calling out, disturbing/ disrupting other children learning,
Off task (fiddling, talking etc)



Continuation of behaviour resulting in amber warning
Speaking/ behaving in a disrespectful way to an adult
Using inappropriate language
Covering up the truth
Misuse of/ damaging property
Disturbing the class
Physical contact to another child (low level)

Immediate notification to the Headteacher

Behaviour which may endanger self or others
Physical contact to an adult
Hurting another child (serious)
Fighting
Serious damage to school property
Swearing at an adult
Using racist language

Procedures

- The school's ethos is that reward and praise are more effective in the long term. Teachers should develop their own strategies for encouraging good behaviour.
- It is important that all staff should establish a positive and welcoming atmosphere for children by welcoming them inside the classroom on their arrival.
- Merits can be awarded each week when good behaviour is observed. When a child earns five merits they will be awarded a Gold Award in Celebration Assembly.
- Team points are to be awarded by all staff and visitors.
- Acceptable behaviours should be discussed with children and their views (phrased in a positive way) posted on the classroom wall and reviewed. These should form the basis of the whole Class Agreement developed at the beginning of each academic year with teachers and their class.
- All school staff have the same authority as teachers in matters of behaviour, i.e. they are expected to insist on correct codes of behaviour and to issue routine rewards and/or sanctions.
- Where unacceptable behaviour occurs the adult in charge will make the initial decision regarding the appropriate course of actions (see also Anti-Bullying Policy)
- The School Council and Pupil Forum have an active role in the review and implementation of the behaviour policy
- Each class operates their own positive behaviour management system of traffic lights
- The Headteacher may in certain circumstances refer difficulties to parents and the Governing Body
- Teachers may determine whether the circumstances require that parents should be informed about behaviour issues

When sanctions are necessary they may include:

- A child being isolated within the classroom
- Keeping a group of children indoors under supervision to discuss behavioural issues
- A child missing a playtime whilst completing a think sheet
- A child sent to an adjacent class with work to complete
- A child being sent to a member of the Senior Leadership Team to complete work
- Sending incomplete work home for completion
- Parent's being verbally informed by the Class Teacher with the Headteacher's knowledge
- Parents being informed by the Headteacher either verbally or in writing

Exclusions

The school will avoid exclusions (both fixed term and permanent) whenever and wherever possible. However, in extreme cases, where behaviour has become violent and aggressive towards staff and other children, and is endangering the safety of staff and children, and preventing other children from their right to education, then a short term fixed exclusion may be implemented. A return to school meeting will take place before the child returns back into their normal classroom provision. A parent or carer for the child must be present at this meeting. A permanent exclusion would only be issued if violent or aggressive behaviour is prolonged and every other possible intervention and strategy (including external services) has been exhausted and has failed.

Supervision

It is essential that adequate and effective supervision is provided. To this end the following systems are in place:

- Staff on supervisory duties in the playground should distance themselves from the children and each other by positioning themselves strategically to establish good sightlines.
- Playground supervision begins at 8.45am each morning and is undertaken by a member of staff plus a member of the School's Leadership Team. Children enter the building from 8.45am.
- Pupils should be discouraged from re-entering the building during break times, but should be encouraged to ask permission to use the toilets during break and lunchtimes.

Playground Issues

Because behavioural issues are most likely to arise during unstructured break times the school has the following procedures in place to ensure a positive playtime experience:

- There are four adults on duty during morning playtime - two on the KS1 playground and two on the KS2 playground. There are two members of staff on duty during afternoon playtime on the KS1 playground. Their purpose is to oversee safe play.
- The playgrounds are separated for Key Stage 1 and Key Stage 2 children.
- There are designated areas for football games
- There are designated quiet areas
- Key Stage 2 Play Leaders facilitate play with the younger children
- Playground equipment is provided by the school and is stored on the trolley in the KS1 entrance.
- The pastoral support worker is on duty every lunchtime and playtime to support positive behaviour.

Strategies to Encourage and Support Good Behaviour:

- Asking support staff to spend regular one to one time with a small groups for a specified period, or to hold small circle-time group sessions
- Adopting a more proactive approach during circle times and raising behavioural issues, perhaps using puppets for younger age groups
- Giving learners an overview each morning of the day ahead to alleviate anxieties and insecurities
- Referring children to the school's Pastoral Support Worker for proactive behaviour intervention
- Positive Behaviour Booklets (under the direction of the Headteacher)
- Antecedent Behaviour Consequence (ABC) Logs (under the direction of the Headteacher)

Dissemination of Rules and Regulations

All staff are asked to reinforce rules on an as needs basis but to avoid negativity and actively promote positivity. The Headteacher communicates with the whole school where necessary, again in a positive manner. All staff are provided with training in behaviour management. Lunchtime staff are issued with stickers and may award lunch time merit awards and team points.

Monitor and review: annually in the Autumn Term

Approval Date: Summer 2015

Review Date: Autumn 2016