

BEHAVIOUR MANAGEMENT POLICY

1 AIMS

Staff and Governors believe that effective learning takes place when:-

- Good behaviour is consistently and positively encouraged and valued
- Anti-social behaviour is consistently and positively discouraged and instead negotiation is encouraged between individuals
- Children develop self-esteem and understand the value of mutual respect
- Each child is aware that adults have the highest expectations of the child both in terms of achievement and behaviour

Our policy aims to present a system of rewards, sanctions and strategies for developing children's self-esteem that is linked to agreed codes of conduct. This is then applied consistently throughout the school.

RATIONALE FOR PRACTICE AND PROCEDURES TO BE FOLLOWED BY THE STAFF OF THE SCHOOL

2 Ethos

We recognise the value of:

- Clear information to children, staff, parents and governors
- Rewarding good behaviour and discouraging unacceptable behaviour
- Consistent practice throughout the school
- Linking rewards and sanctions to established codes of conduct
- Fostering a warm, supportive climate within an orderly and structured environment
- High expectations of behaviour made explicit
- Working closely with parents in matters relating to children's conduct

3 Teaching and learning

We also recognise the interrelationship between effective behaviour management and effective teaching and learning strategies. The latter are dealt with in full in our teaching and learning policy. In brief, research has shown that certain features of effective teaching have a direct bearing on effective behaviour management as follows:

- High expectations of the achievement of all children
- Acceptance of only the best of and from pupils
- Belief that all pupils can learn
- Positive attitudes exhibited towards pupils
- Provision of large amounts of on-task time
- Significant time spent on active teaching
- Use of a wide range of instructional strategies

4 Parent Partnership

At the beginning of Nursery and when new children join the school a home-school agreement is signed by the Head teacher and sent home to be signed by the parent/carer and the child. It is then returned to the school, stamped and sent home to be kept for reference. Parents should be kept informed as much as possible both about behaviour which meets the expectations of the school as well as that which gives cause for concern. Postcards may be sent home to inform of special effort, application or improved behaviour. In Nursery an intimate care is also signed by parents and staff as appropriate.

5 The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.

6 INFORMATION, EXPECTATIONS, PRACTICE AND PROCEDURES FOR ALL THE STAFF

School staff provide clear guidance to children on the appropriate behaviour for any given space in the school; e.g. classrooms, playgrounds, corridors, dining hall etc. Children are asked to contribute to the formulation of this guidance.

7 Behaviour Policy in the Nursery

The aims and ethos of the behaviour management policy are upheld and applied in an age-appropriate way as follows:

- Children in the Nursery are encouraged to behave in a manner suitable for working together in a community.
- The aims of behaviour management are achieved by positive interaction and providing examples of good behaviour
- Our expectations are made clear to the children by discussion and by using other children and ourselves as role models.
- Parents are involved in our behaviour management by discussing and by acting as role models.
- Children are discouraged from playing fighting games
- We have a weekly circle time where all children have an opportunity to talk and the expectation is that everyone participates by listening and taking turns to contribute. The children can share something about themselves, or about what they have done, or their feelings, with the group.
- In this way, it is our intention to prepare our children for the expectations of the behaviour policy in the Primary School.

Please also see the Nursery Behaviour Policy

8 Behaviour Management Policy in the Primary School

It is essential that staff familiarise themselves with the expected behaviour in any part of the school and always act to enforce correct behaviour.

From Nursery to Year 6 we follow the Jenny Moseley theme of 6 golden rules which are the same for every class. At Windrush we call them our classroom values as these underpin the way we expect every child to behave.

1. We are gentle
2. We are kind and helpful
3. We listen
4. We are honest
5. We work hard
6. We look after property

8.1 Each class will have a weekly circle time to foster skills in association with SEAL (Social and Emotional Aspects of Learning)

9 SYSTEMS OF REWARDS

All rewards should be linked to children adhering to the agreed rules or codes of conduct

9.1 Keeping Green cards:

- In Reception children who keep their green card all day will receive a “Good to be Green” sticker at the end of the day.
- In Year One, children who keep their green card all day will receive a “Good to be Green” sticker at the end of the day. Pupils who have been green the whole week names will be recorded on a Happy board and their names will be drawn for the end of the week raffle
- Year 2 -6 Children who keep their green card all week will receive an ‘I’ve been green the whole week’ sticker.

9.2 Class rewards

- Gold cards are given to children for “Wow” moments – excellent answer, a personal achievement, outstanding work. When a gold card is given a postcard will also be sent home to parents/carers.
- Children can be sent to subject leaders and other members of the SLT to receive praise for work or behaviour.
- Parents will be informed of good behaviour/work etc., whether in person at the end of the day or by a phone call.
- In Reception and KS1 stickers will be used for immediate praise. (If teaching whole class for example; names can be written on board and stickers given out at an appropriate time)
- In Reception classes there will be ‘Sticker time’ before lunch and the end of the day to reward good work and behaviour. Children are awarded ‘star of the week’ and given a commendation certificate

In KS2 a “Best Guess” systems is used. Children will write their name on a number on a 100 square and at the end of the week 3 numbers are chosen and those children will receive a prize (pencil/rubber/bubbles etc. from Poundstop. The frequency of these ‘best guesses’ will be up to the discretion of the teacher.

Good work/behaviour postcards are also sent home weekly to children in each class. The amount sent home is at the discretion of the class teacher.

9.3 Headteacher

For exemplary work/behaviour a Headteacher’s sticker/reward wristband is given. A lunch is held with the Head for those children nominated in the praise assembly (see below)

9.4 Other Rewards

Every week Teachers / support staff and /or pupils nominate a child from their class who has shown for example, good work, acts of kindness or exemplary behaviour. During the course of the year every child will be nominated. A certificate is presented in the Friday Commendation Assembly in the hall where the whole school is present.

Reception children attend the Commendation Assembly as the year progresses, until this point Commendation certificates are awarded in class.

10 SYSTEMS OF SANCTION

At Windrush we use the behaviour management system called “It’s good to be green.” Three colours of cards are involved in the system- green, amber and red. There is also a coloured card placed behind the green card

10.1 Reception and Year 1(until Christmas)

Infringement	Action	Sanction
First verbal warning		
Second warning	Blue card is removed	
Third infringement	Green card is turned vertically. (To be turned back after lunch)	
Fourth infringement	Green card is removed and yellow card is inserted	5 minutes time out given in class
Fifth infringement	Yellow card is turned vertically	10 minutes time out in another class/or phase leader when available
Sixth infringement	Red card	Sent to Head/Deputy or other member of SLT if appropriate

The cards are used in two sessions, morning and afternoon for Reception and Year 1 (until Christmas). At lunchtime all cards that had to be turned or replaced with amber and red will return to green for the start of the afternoon. This allows children who struggled with their in the morning to have a fresh start in the afternoon.

In Reception, emphasis is placed on talking with children about their behaviour; if a child has been spoken to and displays the same behaviour repeatedly a yellow card and time out may be given to that child. An adult would speak to the child at the start and end of time out explaining why they were on timeout. If the inappropriate behaviour continued the child would be taken out of class to another class for time out.

10.2 Years 2-6

Infringement	Action	Sanction
First verbal warning		
Second infringement	Green card is turned vertically and blue card removed.	
Third infringement	Green card is removed and yellow card is inserted	5 minutes time out given in class
Fourth infringement	Yellow card is turned vertically	10 minutes time out in another class/or phase leader when available
Fifth infringement	Red card	Sent to Head/Deputy or other member of SLT if appropriate

If a child has been sent to the Head or Deputy with a red card, the expectation is that the pupils is accompanied to the office by a member of staff with a list of the five infringements that have lead up to the red card.

The Head will then talk to the child about their behaviour and will call the parents/carers to inform them that their child was sent out of class. The pupil will then spend the rest of the session working with the Head. Should the Head have to contact a parent on 3 occasions

then a meeting will be arranged to discuss what support will need to be put in place to improve behaviour and whether any further sanctions are put in place.

Individual incidents, which fall out of the realms of the 'normal' steps of behaviour, must be referred to the Head/Deputy and Parents informed as soon as possible.

10.3 Other sanctions which all staff can apply to children

- Verbal disapproval and correction. This should relate to the deed and not to the person. As the responsible adults, we should be setting the standards of interacting, showing respect and modelling constructive ways of dealing with potentially negative situations, for example: withdrawal of privileges or responsibilities, change of place in the classroom.

10.4 Useful strategies for all staff

- Always use children's names and insist on them using your name not just 'miss' or 'sir'. Greet the children each day by name and say good-bye to them individually as often as possible.
- Insist on good manners
- Occupy rather than contain a bored child..... otherwise he or she can soon become a disruptive child.
- Talk to children, don't shout at them. If you speak quietly and slowly children will invariably respond accordingly.
- Give praise and encouragement as often as you can. Catch them being good!
- Treat children fairly as often as you can - short term investment of time investigating, enabling you to be as fair as possible, will reap long term rewards in terms of their trust and respect for you.
- Be positive rather than negative wherever possible. Avoid 'don't'.....e.g. 'Would you play outside please' rather than 'don't play in the hall!
- Wherever possible talk through problems with children. Treat each child with respect and expect them to treat you in the same way.
- Anticipate problems before they happen and try and prevent them.
- Try to divert a difficult child into a different activity so occupying him/her rather than having to punish.

10.5 Avoidance of negative situations and confrontations

No member of staff should use an inappropriate voice. NEVER use verbal abuse or swearing. Use a calm, firm, and wherever possible a quiet voice - this establishes you are in control. We are models of responsible behaviour and social skills not only in the way we speak with children, but also with each other. When speaking to children always ask yourself the question, "Would I like to be spoken to in this way?" If the answer is 'no' then it is likely to be inappropriate. Always try and be aware of correcting. Shouting should not be used as a way of communicating as it is counterproductive. It could be used occasionally as a way of making a point, never as a usual way of addressing anyone.

All members of staff are aware of the regulations regarding the use offered by teachers, as set out in DFEE circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers at Windrush do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions we take are in line with Government guidelines on the restraint of children.

10.6 Special Educational Needs -FOR THOSE CHILDREN 'BEYOND'THE USUAL RANGES OF BEHAVIOUR

Appropriate targets will be set in the Individual Action Plans by the SENCO and class teacher. These will then be monitored and re-evaluated within a set time scale. These children often come to school from an experience of unmet emotional needs and low self-esteem. Use circle time to involve the rest of the class in helping. Some children are very imaginative in thinking of supportive strategies.

10.7 Raising self esteem

Children can be given the chance to redeem themselves and by doing so will be helped to feel better about themselves. Regular 'telling off " without any strategies does scar children. Punishment should be seen as a debt to pay off; once over, everybody concerned in the incident should put it behind them and the emphasis should be on beginning once more to meet the targets set and reaping the rewards of success.

NB If behaviour is continuously persistent the child should be referred to the Headteacher.

11 PLAYTIME AND LUNCHTIME BEHAVIOUR MANAGEMENT

Lunchtime supervisors occupy a very special role during a significant time in every child's school day. Supervision of children is based on the same principles of valuing good behaviour as in classroom behaviour management. All adults in the school are accorded the same level of value and respect.

Teachers and midday supervisors help the children to be occupied constructively during their leisure time by:

- Teaching and joining in playground games
- Encouraging the children to care for playground equipment and to use it responsibly
- Helping children to resolve disputes constructively and fairly
- Helping children to relate to each other and to adults with mutual respect and care
- Using the buddy system.
- Time out against the wall is used- maximum time 5 minutes in KS2. 2/3 minutes in KS1.

11.1 Sanctions

If there is an incident that needs to be referred it should be referred to the class teacher. If unacceptable behaviour persists, playtimes should be withdrawn for a specified amount of time and supervision arranged. When the child is allowed out to play again, targets should be set for her/his behaviour in the playground.

12 MONITORING THE IMPLEMENTATION OF THE BEHAVIOUR POLICY

It is the responsibility of the Headteacher, under the school standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors when requested, on the effectiveness of the policy. The Headteacher will focus on behaviour management as part of her regular monitoring of classroom management.

The Headteacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

12.1 Fixed Term and Permanent Exclusions

- Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the

Headteacher to convert fixed-term exclusion into a permanent exclusion of the circumstances warrant this.

- If the Headteacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling. Headteacher monitors the effectiveness of this policy on a yearly basis and reports to the governing body on the effectiveness of the policy. If necessary, makes recommendations for further improvements. The school keeps a variety of records of incidents of misbehaviour. The Headteacher records those incidents where a child is sent to him/her on account of acceptable behaviour.
- The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded and sends the relevant information to the LEA.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

12.2 Constraint and Reasonable force

At Windrush Primary School we recognise that there are occasions when the use of reasonable force to control or restrain pupils is necessary. This policy is intended to raise staff awareness of the possibility of such occasions and assist staff in preparing and planning a response if such action is required.

12.3 Definitions:

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.

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.

Reasonable, means using no more force than is needed.

12.4 Objectives of using reasonable force:

- The key objective in using any form of force or restraint is to maintain the safety of pupils and staff
- Secondly, the use of force or restraint may be used to prevent serious breaches of school discipline.
- Thirdly the use of force or restraint may be used to prevent serious damage to property.

12.5 Minimising the need to use reasonable force:

All staff should work together to:

- Create a calm environment that minimises the risk of incidents that might require using force.
- Use Social and Emotional Aspects of Learning (SEAL) approaches to teach pupils how to manage conflict and strong feelings.
- De-escalate incidents as they arise.
- Only use force when the risks involved in doing so are outweighed by the risks involved in not using force.

12.6 Staff authorised to use reasonable force:

Normally, only those staff who have been trained in 'Safe Handling Techniques' will restrain pupils. However, all employees at Windrush Primary School are authorised by the Headteacher to use reasonable force to control or restrain pupils should the need arise.

12.7 When reasonable force can be used:

Reasonable force can be used to prevent pupils:

- from hurting themselves or others
- from damaging property
- from causing disorder

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force may be used:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- To restrain a pupil at risk of harming themselves through physical outbursts.

Force will never be used as a punishment - this is always unlawful.

12.8 Application of force

Only the minimum force necessary should be used. Listed below are examples of force that may be used but no form of restraint should be used that is likely to injure the pupil (particularly anything that could constrict breathing), other than in extreme emergencies and where there is no viable alternative.

As far as possible, staff should not use force unless, or until, another responsible adult is present to support, observe and call for assistance.

The following are examples of 'force' that may be used in exceptional circumstances:

- Physical interposing between pupils
- Blocking a pupil's path
- Leading a pupil by the hand or arm

- Ushering a pupil away by placing a hand in the centre of the back
- In more extreme circumstances using restrictive holds ('Positive Handling')

12.9 Practical Considerations

Before intervening physically a teacher will, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he/she does not.

The teacher should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish a pupil.

A teacher should not intervene in an incident without help if he/she believes that there is the risk of personal injury. The age and level of understanding of the pupil and the severity of the incident are important factors to consider. Staff must always bear in mind their legal duty to make reasonable adjustments for disabled children and children with SEN.

12.10 Recording Incidents

All incidents which necessitate the use of force to control pupils must be recorded by the staff member/s involved as soon as possible and the Headteacher must always be given a copy.

Staff may find it helpful to seek advice from a senior colleague or a representative when compiling a report. Parents will always be informed of such incidents on the same day. All incidents of reasonable force **must** be recorded in the Bound and numbered book that can be found in the office.

12.11 Post-incident support

Serious incidents that require the use of force can be upsetting for all concerned and may result in injuries to the pupil or staff. Immediate action will be taken to ensure first aid or medical support is administered. It is also important that staff and pupils are given emotional support. This includes children who may have witnessed the incident. Class teachers will use their professional judgement in deciding how to respond, e.g. through Circle Time or individual support. The parents of the pupil Involved will be included in discussions about further actions and support. An Individual Behaviour Plan will be set up if the child does not already have one. The plan will include strategies to prevent and deal with the recurrence of incidents requiring the use of force.

The Headteacher will decide in consultation with the Designated Person whether multi-agency partners need to be involved, e.g. CAMHS or YOT. The pupil will be required to recognise and repair the damage caused, whether emotional or physical, including to relationships with staff and pupils affected by the incident, and to develop their social and emotional skills. In some cases the decision may be taken to exclude the pupil.

12.12 Support and Training

Training in Safe Handling techniques will be provided bi-annually for the staff most likely to need to use force. Staff will be kept informed about pupils who may be at risk to themselves or others through the SEN records and through discussion with relevant staff members.

Those children seen as

Presenting particular risk will have individual programmes drawn up which will include targets and strategies. They may include input from external services together with further suggested strategies. Parents will be kept informed of the pupil's needs and how we are trying to support the pupil.

A Support Programme may also have been drawn up, especially if the pupil is in danger of

exclusion.

12.13 Dealing with complaints and allegations

If a specific allegation of abuse is made by a pupil or parent against a member of staff, the procedures set out in the LSCB PROCEDURE FOR MANAGING ALLEGATIONS AGAINST ADULTS WHO WORK WITH CHILDREN AND YOUNG PEOPLE will be followed. These procedures follow the guidance contained on Keeping children safe in Education (Sept 2016)

Other complaints will be dealt with under the school's Complaints Procedure.

It is not illegal to touch a pupil. The school Safeguarding Policy outlines circumstances when it is deemed proper and necessary to have physical contact with children e.g., during PE lessons, giving First Aid, dealing with young distressed children and children with Special Educational Needs.

Teachers will use their own professional judgement when they feel a pupil needs this kind of support.

13 CONCLUDING STATEMENT

At Windrush, we implement our behaviour policy in order to value responsible behaviour the positive contribution which that makes to the life of the school. Through a system of rewards, we aim to raise the self-esteem of every child in the school. While the emphasis of our policy is to value good behaviour assertively, the system of rewards, that we operate, would be devalued without the application of a consistently and justly implemented system of sanctions.

Through high expectations (frequently made explicit), modelling of respect in interactions, giving the children constructive ways of dealing with conflict (i.e. through circle time), our anti-bullying initiatives and the PHSE/SEAL curriculum, we aim to develop children's skill's in social interactions, and to help them develop effective relationships and a growing understanding of their own emotional and social identity. Both the staff and the governing body review the policy yearly. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed and amended Feb 2018