

Westvale Primary School

Policy and Procedures for Behaviour Management

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Introduction

In Westvale School, we are committed to creating an environment that promotes caring and respect for others and celebrates achievement both inside and outside our school community. This is encapsulated in our school motto 'Striving for Excellence, Caring for All.'

In creating an environment that encourages and reinforces good behaviour, we acknowledge that school has a central role in the social and moral development of children just as it does in their academic development.

We also recognise that children bring to school a wide range of behaviours based on differences in home values, attitudes and parenting skills, and as a consequence we aim to respond to individual needs at all times.

We strive to create and maintain standards of behaviour based on the basic principles of honesty, trust, respect, consideration and responsibility and our aim is to encourage and reward behaviour that reflects these principles.

Our rules and procedures are designed to make clear to children how they can achieve acceptable standards of behaviour. They are positively stated and promote the idea that every member of the school community has a responsibility towards each other.

Statement of Intent

The aims and objectives of formulating this policy are:

- ❑ To create a secure, positive, safe and happy learning environment in which children, staff and parents work together for the benefit of the whole community.
- ❑ To foster maturity, self-discipline and integrity in children and develop self esteem, independence and responsibility to themselves, others and the environment.
- ❑ To develop in our children the capacity to work effectively as individuals and as members of a group.
- ❑ That good behaviour is whole school, all day, in all places and is monitored by all within the school.
- ❑ To define what is meant by good behaviour to all members of the school community.
- ❑ To encourage children to take responsibility for their own actions and decisions.

Home School Agreement

The school asks parents /carers and pupils to sign the Home-School Agreement as they start at Westvale and at the beginning of each new school year.

Individual Responsibilities

School Personnel

The adults encountered by the children at school have the responsibility of modelling high standards of behaviour, both in their dealings with the children and with each other. Their example has an important influence on the children. All staff should consider themselves responsible at all times for the behaviour of children and should respond promptly and firmly to any instances of unacceptable behaviour.

As staff we should aim to:

- ❑ Create a positive climate with challenging but realistic expectations.
- ❑ Ensure all children clearly understand the behaviours expected of them.
- ❑ Encourage children to be responsible for their own behaviour.
- ❑ Know the children as individuals and emphasise the importance of being valued as an individual within the group.
- ❑ Promote, through example, trust, honesty and courtesy.
- ❑ Provide a caring and effective learning environment.
- ❑ Encourage relationships based on kindness, respect and understanding of the needs of others.
- ❑ Ensure fair treatment for all regardless of age, gender, race, ability and special needs.
- ❑ Show appreciation of the efforts and contribution of all, using sanctions and rewards in a fair and consistent way.
- ❑ Involve and consult parents/carers in the management of children's behaviour.
- ❑ Adhere to school behaviour policy and apply it consistently.
- ❑ Monitor pupil performance and note any significant changes that may be the result of an underlying concern.
- ❑ Listen to pupils and respond to their concerns.
- ❑ Avoid confrontation by adopting a calm and rational approach to inappropriate behaviour.

Pupils

The children in our school community should be encouraged to:

- ❑ Attend school daily, on time ready to learn and take part in school activities.
- ❑ Co-operate with staff and accept the school's behaviour policy.
- ❑ Work to the best of their ability and allow others to do the same.
- ❑ Strive to make parents/carers, the school and themselves proud of what they have done and who they have become.
- ❑ Feedback on behavioural issues via the School Council and to any members of staff they feel able to approach.
- ❑ Act in a respectful and supportive manner towards their fellow pupils, understanding that behaviour that is out of character may be the result of an underlying difficulty.
- ❑ Care for the grounds, buildings, furniture, equipment and books.

Parents/Carers

It is important that parents/carers understand their vital role in the behaviour of their children. In all instances we ask parents/carers to:

- ❑ Encourage children to talk to significant others in their lives (friends, parents, teachers, and other relatives) about issues that may be of concern to them.
- ❑ Ensure daily attendance and punctuality.
- ❑ Report any concerns about their child's education and well being to the school.
- ❑ Inform school of any change of circumstance that may affect a child's behaviour in any way.
- ❑ Support our Home-School agreement and behaviour policy.

Governors

It is the responsibility of the Governing Body to monitor the progress being made by the school in relation to children's behaviour and the effectiveness of this policy. This may take the form of termly reports from the Headteacher to the Governing Body as appropriate. They may have access to the documentation kept in school that is relevant to behaviour.

General

We believe clear communication and working in positive partnership with parents is crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is a cause for concern, it is important that all those working with him or her are aware of those concerns, and of the steps that are being taken in response. In most situations, it is the class teacher who is the first point of contact and all incidents should be reported to them. Early warning of concerns should be communicated to the Headteacher or Deputy Headteacher so that strategies can be discussed and agreed before more formal steps are required. (e.g. Special Needs Co-ordinator involvement.)

The school is committed to communicating policy and expectations to parents/carers. Where behaviour is causing concern parents/carers will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action for more serious breaches of policy, and disciplinary action in these situations will always be discussed with parents/carers.

Behaviour Policy/Procedure

We look for high standards of behaviour at all times.

Children are asked to:

- ❑ Adhere to class rules and follow all reasonable instructions from staff.
- ❑ Be polite to and show respect for, each other, staff and visitors.
- ❑ Share equipment, games and times with others.
- ❑ Develop a positive attitude to school life.
- ❑ Help promote a friendly atmosphere where all feel secure and welcome.
- ❑ Wear the correct school uniform recognising that it represents the school and its reputation.
- ❑ Be regular and punctual in school attendance.

The School will:

- ❑ Set work of an appropriate standard endeavouring to meet the specific needs of each child.
- ❑ Encourage high standards of work and attitude through a variety of strategies.

- ❑ Treat each child with respect and fairness.
- ❑ Inform parents of particular problems regarding school work or other concerns.

The parents will:

- ❑ Endeavour to support Westvale's Behaviour Policy.

Positive Behaviour Management

In Westvale we believe in the active promotion of good behaviour and that rewards have a motivational role, helping children to see that good behaviour is valued.

As a school we aim to be proactive rather than reactive.

Staff Techniques for Encouraging Appropriate Behaviour

- ❑ Follow appropriate behaviour with rewards especially praise.
- ❑ Ignore, when safe to do so, inappropriate behaviour.
- ❑ Use positive communication. Encourage the child to explain what they should be doing.
- ❑ Shape behaviour in small steps. (Remember behaviour will often get better, followed by a period of 'poorer' behaviour before improving again.)
- ❑ Encourage the child to say why they think the teacher is pleased with them.
- ❑ Teach children that there are consequences to inappropriate behaviour.
- ❑ Use positive comments when children behave well.
- ❑ Consider the child's learning style.
- ❑ Be consistent.

Class Rules

At the start of the school year the children should work together in each class to produce a set of rules. The teacher should agree these with the class and follow discussions on how to create a happy, safe, working classroom. These rules should be displayed in class so that everyone can see them. They can then be referred to at any time to reinforce good behaviour. Rules should be expressed in a positive way. Eg. 'Don't run' becomes 'Always walk in school.'

Rules to encourage positive behaviour in the dining room and on the playground should also be discussed. These are displayed in the corridor.

Whole school rewards

The commonest reward is **praise** - informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

Children should be rewarded for acceptable standards of behaviour publicly in class, along the corridor, on the playground and during assemblies.

Rewards in school include:

- ❑ Certificates. (Teachers nominate two pupils from their class for a certificate in recognition of a specific achievement each week – Star Pupils.)
- ❑ Verbal reports to parents and carers
- ❑ Special privileges - responsible jobs
- ❑ Showing /displaying work
- ❑ Personal praise/individual attention –eg. Recognition in the Newsletter
- ❑ Additional playtime / freetime
- ❑ Lunchtime Good Behaviour Awards.
- ❑ Weekly prizes - G2BG in hall – 3 awarded to Gold award pupils, 2 to Green award pupils.
- ❑ Consistently Gold pupil termly special treats eg. Gold lunchtime table, prizes.

Additional playtime and additional free time are earned for exceptional class/whole school performance and given at the Headteacher's discretion.

Rewards in the Classroom

We expect high standards of behaviour within our classroom and members of staff have individual methods for motivating pupils to achieve these standards. All classes follow the whole school G2BG behaviour system. Every classroom displays cards in Gold, Green, Amber and Red on the wall. Individual names of the children are placed on the appropriate coloured card depending on their behaviour daily. At the end of the school day every Thursday, children's cards are put in the box for Friday school assembly led by the head teacher/deputy head teacher.

A number of prizes are awarded to Gold and Green pupils in Friday assembly.

Rewards in the classroom could include:

- ❑ Eye-contact and smile
- ❑ Special signal
- ❑ Verbal praise
- ❑ Stickers and stamps
- ❑ Responsibility / classroom monitor
- ❑ Moving name up the class reward chart to Green or Gold.
- ❑ Certificates home to parents from the class teacher or Headteacher
- ❑ Positive memos/certificates/Star Pupil award
- ❑ A favourite activity
- ❑ Sent to show another teacher their work
- ❑ Sent to show the Headteacher their work
- ❑ Consumable's, including sweets. (Sweets preferably at the end of the school day)
- ❑ Golden Time

Rewards should be discussed with the children at the start of the school year. Year group teachers may also wish to discuss appropriate rewards for their year group. A questionnaire could be used to ask the children for their views on behaviour rewards and sanctions.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the safety, security and stability of the school community. Staff should follow whole school procedures clearly, calmly and consistently. They follow the whole school G2BG system. Children who are disrupting, choosing not to follow rules consistently, or have behaved inappropriately will be in Amber. If they are still in Amber by Thursday afternoon, they will receive a lunchtime detention. This is held by a member of the Senior Leadership Team on the following Monday lunchtime.

For those children who have had a severe incident such as hurting another pupil or serious misbehaviour incident/incidences will go in Red. A letter will be sent home to parent/carer on Friday afternoon informing them of this and the child will have an afterschool detention on the following Monday. This will be held for 30 minutes if the child is KS1 or 1 hour if the child is KS2 after school.

Classroom Sanctions

Teachers employ a range of strategies when dealing with low level disruption in class. If a child behaves in a way that is deemed unacceptable by the class teacher, they will initially be given a warning to stop the behaviour. The child should be encouraged to behave sensibly and be reminded of the class rules and the consequences of his or her behaviour. It is important that the child is aware of the inappropriate behaviour, the consequences of their actions and they are given the opportunity to stop.

In relation to class misdemeanours, sanctions may include:

- ❑ A sign or signal/non-verbal signals.
- ❑ Moving closer to the child/using humour etc.
- ❑ Verbal warning and a reminder of the class rules.
- ❑ A second chance to improve behaviour and a reminder of the consequences of unacceptable behaviour.
- ❑ Moved down the behaviour chart in to Amber .
- ❑ Quiet Interview with the child. Focus on:
 - i. Which rule has been broken?
 - ii. What were the consequences?
 - iii. What could they do differently next time?
 - iv. What will they get if they are successful?
 - v. What will happen if they are not?
- ❑ Child is sent to work in another class. (Please remember, it is not appropriate for children to sit outside a classroom unsupervised.)
- ❑ Breaktime detention to be supervised by member of staff.

- ❑ Child is sent to work by the Headteacher's office.
- ❑ Being removed from class (accompanied if necessary) to see a member of the Leadership Team, Deputy Headteacher or Headteacher depending on the seriousness of incident/s.
- ❑ Children may be asked to write a letter of apology at home and parents are to sign to say they have seen the letter and are aware of the incident, if appropriate. (A basic format is available)
- ❑ Depending on the nature, severity and/or frequency of incidents, the Headteacher may, where possible speak with parents/carers at the end of the school day, or contact parents/carers by letter or invite them into school to discuss an appropriate course of action. The Headteacher may decide to involve the Learning Mentor for individual behavioural work, instigate a series of detentions or temporarily remove the child from class activities, at her discretion. Records of inappropriate behaviour requiring Headteacher intervention and any communication with parents/carers are kept in the Headteacher's office.
- ❑ If the child's behaviour does not improve, the Special Needs Co-ordinator will work with the class teacher and Learning Mentor, setting targets, monitoring the child's behaviour in line with school policy.
- ❑ In the event of inappropriate behaviour continuing, a referral to an outside agency by the Headteacher/SENCo may be made.
- ❑ Temporary exclusion (with Governor approval) lunchtime or whole days. All exclusions will be reported to the LA.
- ❑ Permanent exclusion (with Governing Body approval).

Children are always expected to apologise verbally or in writing to the injured party.

Where anti-social, disruptive or aggressive behaviour is frequent we need to consider the environment as a whole. Careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should be considered to eliminate these as contributory factors in order to discover why the child is behaving in that way. Additional specialist help and advice from External Agencies may be necessary. This possibility should be discussed with the Headteacher.

Any child kept in during playtime (with the exception of detention, which is supervised) or lunchtime must be supervised by the class teacher.

For serious incidents of unacceptable behaviour e.g. fighting/ aggression, bullying and racism the child should be immediately referred to the Headteacher, or in her absence the Deputy Headteacher, as these incidents need to be recorded and parents contacted.

Playtime and Lunchtime incidents

- ❑ Short 'time out' in the 'Time Out' zone at playtime/lunchtime.
- ❑ Child to walk round with a member of the Welfare Staff/Headteacher/Deputy Headteacher/Senior Teacher in order to diffuse the situation.
- ❑ Notify the Lead Lunchtime Supervisor/Learning Mentor/Deputy Headteacher/Headteacher or Senior Teacher on duty
- ❑ Children can be taken to the school office. Children are to sit separately and will be seen by the Headteacher/Deputy later.

When responding to playground/dining room incidents:

1. Listen carefully to the child.
2. If necessary make a note of when and where the incident occurred.
3. Reassure the child.
4. Investigate the incident by speaking to all the children/adults involved.
5. Report the incident to the child's class teacher.
6. Report serious incidents (violence – physical, verbal abuse, any aggression, bullying, racism) to the Headteacher if appropriate.

If necessary consider sanctions in proportion to the severity of the incident.

Playtime and lunchtime incidents and any sanction used should be reported to the child's class teacher. Lunchtime supervisors can deal with minor incidents and refer a child to the Lead Lunchtime Supervisor/Learning Mentor/member of the Leadership Team if necessary.

Serious incidents of unacceptable behaviour e.g. fighting/aggression, bullying and racism should be immediately referred to the Headteacher, or in her absence the Deputy Headteacher, as these incidents need to be recorded and parents contacted.

Welfare Staff are encouraged to award 'Good Behaviour' stickers/Gold cards for examples of improved or exceptionally good behaviour at lunchtimes.

Well behaved –Gold and Green pupils –will have the opportunity to sit on the VIP table fortnightly to reward good behaviour. Names will be drawn fortnightly from the box in Friday's assembly. Children will be served their food at the VIP table as a special treat.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Behaviour Management Responsibility

Overall responsibility for behaviour management - Governing Body
- A. Afflick

Headteacher

Maintenance and monitoring of behaviour system and procedures

- A. Afflick
Headteacher

- J. Haywood
Deputy Head

- J. Harris
Leadership Team

-E. Fealey
Leadership Team

-T. Kelly
Leadership Team

- Y. Melvin
Learning Mentor

Implementation of behaviour systems and procedures

- All staff

Suggested Strategies

Discipline strategies beginning with the least intrusive.

Level 1

- Speak to the child using their name
- React in an unexpected way- use humour
- Stop speaking to gain attention
- Eye contact
- Waiting to start until everyone is quiet and attentive
- Non-verbal signals, body language
- Tone of voice
- Identify the specific problem/rule broken and give a quiet warning

Level 2

- Eye contact
- Tone of voice
- Reinforce ground rules
- Speak to student using their full name
- Highlight consequences of unacceptable behaviour

Level 3

- Speak to the child at the end of the lesson
- Speak to the child outside the room and re-admit
- Give extra work
- Individual counselling by the teacher
- Temporary exclusion from a specific activity
- Tone of voice
- Move child
- Reinforce consequences
- Isolate in the room

Level 4

- Informal discussion with parents
- Detention
- Referral to the Learning Mentor
- Referral to the Headteacher
- Formal discussion with parents
- Report card
- Referral to an outside agency

- As a last resort with the consent of the Governing Body - exclusion

Remember, It is important to be consistent.

