



Woolden Hill
Primary School

Behaviour Policy

Date agreed: May 2016

Review Cycle: Annually

Review date: May 2017

Behaviour Policy

It is the overall aim of Woolden Hill Primary School that all children develop self-confidence, self-esteem and self-discipline through a positive approach. We endeavour to maintain a happy environment in which hard work, good behaviour and progress will flourish.

Aims

- To achieve consistently good behaviour throughout the school
- To provide pupils with the skills necessary to develop as considerate citizens
- To build home/school partnerships through shared aims
- Create an environment in which good behaviour has a positive impact on learning

Equal Opportunities

Our behaviour system is based on assertive discipline and gives a clear, consistent and structured response to the behaviour of our pupils, both positive and negative. All incidents of unacceptable behaviour are recorded and followed up, including racial, gender and disability discriminations.

Our behaviour policy pays due regard to the General Duty detailed in Section 71 (1) of the Race Relations Act, by ensuring that issues of race equality pervade all areas of our work.

The Behaviour System

We believe that every pupil can choose to behave well and, in our school, the vast majority do so every day.

We have high expectations of pupils' behaviour and have a clear framework in place to ensure that our high standards remain high.

Our behaviour system involves the use of basic school rules, maintenance of a behaviour record, regular positive behaviour weeks, spot rewards such as house points and longer term bronze silver and gold awards

School Rules

We have 6 rules that must be followed at all times and in all places.

- I will have kind hands and feet and use kind words at all times
- I will follow instructions the 1st time I am asked
- I will show respect and care for my school
- I will listen to the person who is talking without interrupting
- I will walk around school quietly and sensibly
- I will be where I should be at all times

The school rules apply at all times and in all places during the school day:

- In lessons, at playtimes and at going home time
- With teachers, pupils, support staff and midday staff and visitors

Our Expectations

In addition to our rules we would like to make it very clear that at Woolden Hill we will not tolerate:

- Bullying, whether verbal, physical or emotional
- Racism, whether by word, action or attitude
- Fighting or deliberately hurting others
- Swearing or bad language
- Refusal to co-operate

These behaviours will usually be recorded as a serious incident and will be dealt with by senior staff

Visual system

In order for our children to know regulate their behaviour, a visual system is in place in all classrooms and all working areas of the school (hall, playground, intervention rooms).

This system is a 7 tiered system which recognises both positive behaviour and behaviour that is not acceptable:

Gold Star		A child is on the gold star continues to be a role model for the class or another adult spots the child's exceptional behaviour. 5 house points are earned for their house.
Silver star		A child who is on the bronze star continues to be a role model for the class or another adult spots the child's exceptional behaviour
Bronze star		A child displays behaviour that is over and above expected behaviour
White star		All children start the day on the white star: expected behaviour
Yellow Card		After a verbal warning, behaviour continues to be disruptive or a rule is broken
Orange Card		After a yellow card is issued, behaviour continues to be disruptive or another rule is broken
Red Card		After an orange card is issued, behaviour continues to be disruptive or another rule is broken. CHILD IS SENT TO HEADTEACHER If a displays dangerous behaviour or has been physically aggressive to another child or adult, they will be issued with a straight 'red' card and be sent to the Headteacher.

If any coloured card is issued, to ensure that there is minimal disruption to learning, the child will be told that they are moving to the colour without discussion or reasoning until there is a break in learning time (for example moving from the carpet to table). For example, "Daniel, that is a yellow card." Reason for issuing the yellow card will be explained at the first opportunity.

If a pupil is issued a red card, a behaviour report form will be completed and logged by the Headteacher. If a child seriously assaults another child or is physically or verbally abusive to a member of staff, a Serious

Incident Form must be completed and sent to the head teacher or DHT in the HT's absence. They will decide what action is necessary. This may involve introducing a daily report sheet or, in extreme cases of misbehaviour, exclusion from school. The senior member of staff will decide if parents/carers are informed of the incident and action to be taken. If a pupil receives 3 Serious Incident Forms their parents/carers will be informed as a matter of course.

If a child has hurt or upset someone they will also need to apologise and make a reassurance that it will not happen again.

To ensure careful monitoring of pupils with low level disruptive behaviour, class teachers are responsible for logging children who are issued cards of any colour in a simple weekly chart. This will help to identify children who may require further support for their behaviour. For children who are regularly receiving coloured cards, a behaviour diary chart, diary or log may be used to share with parents and to help spot trends and patterns that may be triggering behaviour.

If behaviour is deemed to need urgent assistance, an orange square (medium risk) or red triangle (high risk) with the location of the issue will be sent with a pupil to get the Headteacher or Deputy Headteacher in their absence to support the member of staff in need.

Children who have been issued a coloured card have the opportunity to move back to the white star or even better if they show exceptional behaviour for the rest of the day. We strongly believe that each day should be seen as a fresh start for our pupils. Therefore, all children will start each day on the white cloud and therefore have the opportunity to show excellent behaviour.

Rewards

Most of our children follow the rules incredibly well, all day, every day.

In recognition of this we offer the following rewards:

- Golden Book Assembly is used to give special awards and recognition to pupils who have made particular progress, either socially or academically. Weekly certificates are given and a text home to ensure that achievements are shared and celebrated.
- Work can also be sent to the Head Teacher for a HT sticker and work displayed on his celebration board
- House points are used by all staff – contributing to their house total each week – the team winning at the end of each term will receive an “exceptional” reward.

Staff members also reward good behaviour and acknowledge significant progress made by individuals using additional strategies. (i.e. verbal praise for individuals and groups, stickers, stamps and written comments on work, sharing achievements and work with the class, other classes or other members of staff).

Golden time may be used a reward for the class, however this should not be timetabled in as a regular event. Golden time must be used for exceptional circumstances when the class has worked hard to show exceptional behaviour.

Lunchtime & Play time

If a pupil is being particularly helpful or is seen playing nicely at play or lunchtime, then they are given stickers so that the information can be shared with the class teacher quickly and easily. The visual system is used in the dining hall and outside to ensure that children understand that their behaviour must be consistent at all times of the day and with all adults in the school.

At the end of play and lunchtime, teachers will be responsible for checking the board to ascertain children who have been recognised for good or poor behaviour. This will be collated with charts in classrooms to ensure consistency in approach across the school day.

Additional support for pupils

There are a very small number of pupils who choose to misbehave. For some of these pupils, the school behaviour policy is insufficient. Therefore we have identified additional strategies that may be used with particular pupils. These strategies are detailed within the pupil's Individual Education Plan (IEP) or Individual Behaviour Plan. These children will be identified through one of the following; behaviour data, serious incident forms and teacher referral.

If a child has a tendency to use physical force when angry or upset, they may be handled by trained MAPA (Managing Actual and Potential Aggression) member of staff to ensure that they are causing the least harm to themselves and others. In these cases, Positive Handling Plans will be used and adapted to support the child's needs. All incidents where a child has needed to be handled will be shared with parents immediately.

The Head, Deputy and SENco are able to support/advise class teachers about behaviour modification strategies specific to particular pupils.

Recording and Monitoring

It is the responsibility of the class teacher to arrange for the recording of their pupils' behaviour. The Headteacher will maintain a log of all **serious incidences and parental complaints** which will be reported to the governing body.

Sanctions may be imposed on the children by teachers and Senior Management Team – this may include loss of privileges or lunch/break time, depending on the severity and reasons for the sanctions. In some cases letters may be sent home asking parents/carers to come to school for a meeting with the Head Teacher/teacher to discuss possible options. This may include:

- use of a daily Behaviour Sheet
- asking for parental support at home and/or school
- reducing the time that the pupil spends at school (e.g. morning or afternoon sessions only)
- Daily contact (in person or by telephone) with home
- Lunchtime restrictions (restricted movement on playground or field)
- Exclusion – (in extreme circumstances)

Behaviour information is collected, monitored and analysed by the Head Teacher. Data is shared with class teachers and given to the Head Teacher for further analysis.

Keeping Parents Informed

Regular communication between home and school is a vital part of all of our children's development. We aim to share good news and achievements as well as any concerns we may have regarding behaviour.

Parents/carers are informed of pupil's good behaviour through certificates, texts, letters home and informally through discussions with parents/carers before or after school and via stickers worn by pupils. Comments may also be shared in partnership books.



May 2016 – GUIDANCE for behaviour Management

Lunchtime Supervisors: CPD – Behaviour Management/Safeguarding/Pupil Interaction

Your role is very important in many different ways, it contributes to improved learning, calmer atmosphere, better working atmosphere (children and adults) and if we engage with people in a positive and supportive manner it will become a better place than it is now.

1. Even if children are not in the playground **we must be at our starting places on time**, if for any reason that cannot be done somebody must be informed immediately to ensure that we have cover.
2. Playground and fields must be **continually patrolled**, make your presence felt, every time they look over their shoulders we are there helping and guiding.
3. **Avoid clustering together** – only if urgent message need to be passed on, hand over a child or to receive instructions if unsure of something.
4. Try to handle as many of the situations as possible, avoid the behaviour spilling over into the classroom. This will **improve the learning and behaviour in class** – lunchtime supervisors have a role to play in children's learning!!
5. Prevention is better than cure:
 - a. While patrolling **constantly talk and engage with the children** – ask them how they are? Has anything good happened in school today? Occasionally join in with them (but **remember we have 200 children** so do not get caught up with one or two for long periods).
 - b. **ANY PHYSICAL CONTACT** should be dealt with – **BUT usually a quiet reminder** is enough, **do not over react**.
 - c. **Slide tackles = no football** for the **remainder of the day** – clear rule and easy to apply, BUT you must see it happen. Children must stay on their feet at all times during football.
6. Where there is conflict:
 - a. get the children together, and **calm the situation** – DO NOT REACT AGGRESSIVELY or become angry, it can inflame the situation.

- b. **NO kneejerk reaction** – think it through first.
 - c. **Stay calm and think at all times** – if you shout – why shouldn't they?
 - d. **Most situations can be sorted** out amicably
7. The **visual system of stars and cards** must be followed outside too. All information must be passed to class teachers at the end of the lunch break so that their charts can be updated in the classroom.
8. We have identified several pupils who have challenging behaviour and need greater support, there will be **VERY SPECIFIC** instructions on what to do regarding the management of their behaviour.
(details of these pupils will be discussed)
9. How do we send for help – Use the **RED TRIANGLES** and **ORANGE SQUARES** – **you will need to carry these at all times in line with our behaviour policy.**
10. John Fleetwood has purchased a range of play equipment and will be undertaking some training sessions with LS and the children to improve their “engagement”

11. SAFEGUARDING & CONFIDENTIALITY IS ESSENTIAL AT ALL TIMES