

Waterfield Primary School



Behaviour Policy

June 2008

BEHAVIOUR POLICY

March 2008

This policy should be read in conjunction with the Teaching and Learning, E.A.L., Equal Opportunities, Special Needs and Gifted and Talented Policies.

Introduction

At Waterfield Primary School we believe that positive behaviour is crucial to a child's social, emotional and educational development. Desirable behaviour is more likely to be achieved when all persons concerned with a child's development have an agreed, consistent and positive approach.

The school follows the guidelines of the Family Links Nurture Programme, SEALs and Working With Others (WWO), which encourages children to make appropriate choices about their behaviour. We also encourage parents to take an active part in this programme.

Waterfield School recognises the clear links between the environment created in school, the teaching and learning of pupils, and the behaviour of the children in our care. Because of this we actively seek to work in conjunction with the LEA and other professional partners, as well as parents and the community, to develop appropriate behaviour in school.

The Aims of the policy are :-

- ❖ to create a positive ethos within which all members of the school feel secure and are treated with fairness and consistency
- ❖ to offer clear guidelines and secure, safe conditions in which effective learning can take place
- ❖ an expectancy of good behaviour in all circumstances and caring attitudes. These attitudes are understood and accepted as being necessary for the general well-being of the school community and all its members
- ❖ to encourage this behaviour the adults will model tolerance and respect for others
- ❖ to create a quiet but firm approach to good behaviour. This will encourage the children to become self-disciplined and rational individuals
- ❖ to help all members of the school to appreciate their own self worth and to equally value, consider and respect their needs and the needs of others

Positive outcomes for pupils should be :-

- ❖ a reduction in exclusions
- ❖ raised attainment
- ❖ pupils feeling safe and secure
- ❖ a reduction in incidents of unacceptable behaviour
- ❖ a recognition that appropriate behaviour is a life skill and not just a school expectation.
- ❖ pupils understand and accept responsibility for, and impact of, actions and words.

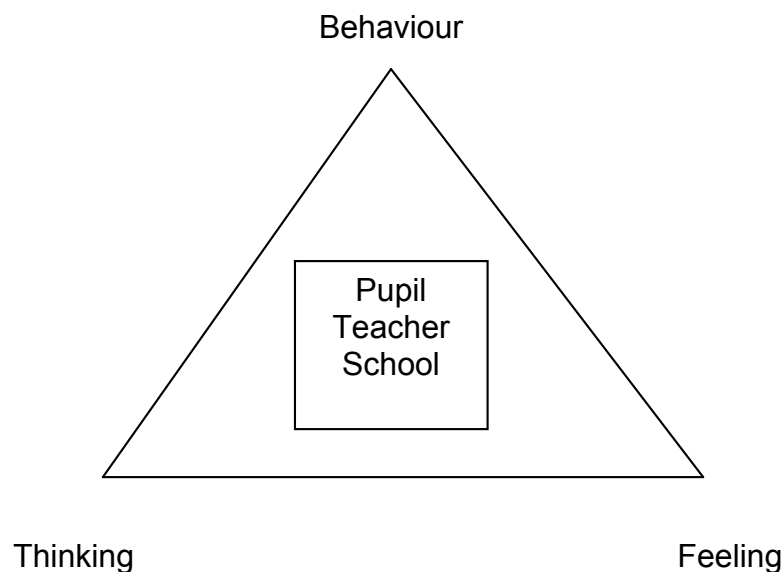
It is the responsibility of every adult working in the school to encourage children to :-

- ❖ be polite and courteous e.g. say please and thank you
- ❖ use appropriate greetings at different times of the day
- ❖ show good sitting and listening
- ❖ open the door for someone passing through
- ❖ not to interrupt or walk between people when they are talking
- ❖ to respond appropriately when they do not hear or understand a question or instruction
- ❖ know acceptable/unacceptable behaviour within school/class and the impact of both in line with rewards and sanctions hierarchy

The approach to developing Social Emotional and Behavioural skills at Waterfield are underpinned by specific beliefs:

- behaviour is regarded as a product of context and situation. This will include home, school, community and all human interactions

- behaviour in school is indivisible from the teaching and learning experience
- pupils, Teachers and other staff all need to learn new skills and have access to developing those skills. Therefore, all staff will receive a rolling programme approach to training to support children with challenging behaviour
- we believe that building positive relationships with children who find appropriate behaviour challenging a keystone in the support of these children. Therefore, all staff will receive training/support to develop these relationships, co-ordinated by the resident Advanced Skills Teacher for Behaviour for Learning (AST B4L)
- our corporate approach sees behaviour, thinking and feeling as three aspects of human or instructional activity in interaction. The model places the subject at the centre of the triangle. This allows for each aspect to be viewed as part of a context



We believe behaviour to be an outcome of how we think and feel. If we want to understand behaviour more effectively we have to try to appreciate what is influencing it. In schools how pupils think and learn is affected by organisational context, relationships and emotionality.

N.B. Children who enter school without good social skills and life skills need to be helped and encouraged to acquire them. Children should not be subject to sanctions for not using the social skills that they have not yet had the opportunity to learn. However, at the same time, staff will show an expectation to the children that these skills are necessary in their school life.

Every September each year group formulates a **Behavioural Agreement** with the children. This clarifies rules, rights and responsibilities of both adults and children. These Behaviour Agreements will be available to view from the third week of the Autumn Term. The Behaviour Agreements will be distributed to

parents as soon as possible after that, so parents are aware of the class rules and can discuss them with their children.

Behaviour Contracts are sent out to parents shortly after the behaviour Agreements. These Contracts detail what parents and children should expect from us as a school and also what school expects of children and parents. The Behaviour Contracts are signed by the Headteacher and Chair of Governors before being sent home with the expectation that children and parents will also sign the contracts and then return them to school.

The **School's Governing Body** has responsibility for the contract and will review its effectiveness regularly: AST B4L will send questionnaires, to staff on a yearly basis, analyse the results and arrange to review the results with a representative from the governing body. The policy will be amended if necessary.

Lunch time Arrangements

To achieve a consistent approach, **Midday Meal Supervisors** have either received training on strategies to deal with challenging behaviours or have experience in these areas.

Pupils and staff are working closely with the Schools Links programme to develop systems at lunchtime and playtime to support the pupils behaviour choices in line with rewards and sanctions at Waterfield.

There is a clear programme of **rewards and sanctions** at Waterfield Primary School.

Rewards

Giving rewards and verbal praise to children enforces and encourages positive behaviour and builds a strong feeling of value and self worth. Rewards are given for, among other things, characteristics of thoughtfulness, helpfulness and kindness, good work, promptly following an adult's instructions and making good behaviour choices.

Class teachers are free to choose their own reward system within the classroom. Look at appendix B for further ideas and support. Some strategies that have successfully been used are:-

- ❖ a class reward system of using Golden Time
- ❖ stickers or stamps
- ❖ charts – whole class or individuals
- ❖ tokens that are accumulated and lead to either individual or class rewards
- ❖ marbles in a jar

- ❖ children who have achieved well in the classroom, either in their work or behaviour or have been thoughtful or helpful, are sent to the Headteacher or another teacher to celebrate their work or personal quality
- ❖ class teachers will ensure that parents are aware of children's success
- ❖ an arrangement where children who consistently behave well, (they will be referred to as "**always children**"), will be given the reward of a visit to the adventure playground and will be accompanied by the Headteacher and/or Deputy Headteacher

Key stage two children will be assigned a 'house' to collect house-points for their house, which will be celebrated within the celebrations Friday assembly.

Year 5 and 6 children will be given a merit card to collect rewards and merits for good work, effort or good behaviour for learning choices. With each 8 stickers/stamps the child collects, he/she will receive a 'jewel' award ranging hierarchically from bronze, silver, gold, platinum, ruby, emerald, sapphire, crystal and diamond, On rare occasions, a child may go beyond diamond, in which case children are encouraged to research precious stones and choose a stone as their next target to aim for.

All members of staff are encouraged to use the vocabulary "making sensible choices" and offer children the opportunity to make a sensible choice according to their age and understanding of these terms. The majority of children will then respond appropriately to this expectation and start to behave appropriately.

Sanctions

There are some children who do from time to time display negative or inappropriate behaviour. For these children the adult will apply the hierarchy of sanctions, in accordance with the behaviour support chart and guidance (appendix A). Professional discretion and judgements will need to be made to determine the type and level of support before each 'warning' is given.

N.B. It should be ensured that the child understands why these sanctions are being used.

Some of the support/strategies may include:

- ❖ warn the child by drawing attention to the rule or agreement that is not being followed, this immediate disapproval can be shown by a frown or verbal comment
- ❖ in order to set an example to follow, deliberately praise other children who are following the rule or agreement
- ❖ give a second warning that there will be consequences if the rule or agreement is not followed
- ❖ name on board

- ❖ either move the child's place in the group or move him/her from the group
- ❖ quiet space/pit stop agreed calming zone
- ❖ cool down cards prior to red cards
- ❖ miss some playtime (1/2/3/ minutes with the ability to earn back)
- ❖ child to talk to another teacher
- ❖ child to talk with class teacher to support ways forward and reflect the situation. This should be done after there has been a time to calm down
- ❖ playground: Walk around outside with adult (this can be requested by class teacher or adult on duty if inappropriate behaviour begins in the playground)
- ❖ playground: If inappropriate behaviour begins in the playground the class teacher may be called to bring child in. The behaviour should be discussed after there has been a "calming down" period
- ❖ place in supervised location with a think sheet (see appendix D) or other activity such as a letter of apology (N.B. This is only done if it is age appropriate)
- ❖ refer to Headteacher. Class teacher to ensure that parents are told that child has seen Headteacher
- ❖ if incidents persist, Headteacher to contact parents and request a meeting
- ❖ class teacher to instigate a target/reward chart to address the inappropriate behaviour
- ❖ class teacher to ensure that parents, Headteacher and SENCO are aware of the reward chart
- ❖ class teacher with support from AST for B4L/SENCO to instigate Individual Behavioural Plan (IBP)
- ❖ refer to appropriate outside agency (e.g. Behavioural Support Team) if school based strategies are not successful

The Red Card system

In the event of extreme violence and aggression towards other children or adults in school, the Headteacher, Deputy Headteacher or other member of the Senior Management Team or Leadership Team, will be sent for using a "red card". All members of staff have a red card and the use of it means that an adult needs immediate support and help. The card should be sent to: the Headteachers/deputy heads office, if either are unavailable, it should be taken to a member of the senior management, then leadership team. If positive handling is needed, two trained Team Teach members should be sent for. The staff sent for will talk to the child and remind them about the need for sensible choices to be made but also ensure the child knows the consequences of continuing the inappropriate behaviour. Usually time out in the Head's or deputy's office helps calm most children down.

The red card can also be used to send a child to another teacher, where a change of environment may be supportive. In this case, the child and another child should be sent with the card to the supporting teacher, where

the child in crisis will stay and the other child will tell the teacher what has happened, then return with the red card.

N.B. When the child has calmed down he/she is to be encouraged to recognise that a more appropriate behaviour choice could have been made and explore the impact/end result of this alternative route.

The **ultimate sanction is exclusion**, whether fixed term or permanent. At Waterfield we believe that education is about **inclusion** and we therefore aim to solve all problems before reaching this stage. However, we interpret inclusion as the children's right to learn and the teacher's right to teach in a safe environment. If these areas are severely challenged by one individual then that child will be excluded from school. There are two routes to exclusion:

- persistent inappropriate behaviour which has not responded to the use of Rewards and Sanctions, seeking outside advice or the setting up of a Pastoral Support Programme (see below)
- an act(s) of violence/aggression that the Headteacher and Governors feel threatens inclusion or health and safety

In some cases we may need to contact outside agencies such as the Educational Psychologist, C.A.M.H.S., Behavioural Support Team, Crawley Counselling Project or the Child Development Clinic to advise us how to manage certain behavioural difficulties. We need to work closely with parents in this situation and greatly value their support. Children in danger of exclusion have a Pastoral Support Programme set up for them where professionals and parents can work together to share any difficulties and work out a programme of what to do next to support the child in behaving appropriately. A school counsellor also visits once per week to work with children who are experiencing emotional difficulties.

Supporting “Hard to Reach” Pupils or Pupils at risk of Exclusion

Waterfield School works hard to support all pupils and fully engage them in the curriculum. If any pupil is failing to access the curriculum, a range of strategies are considered. As detailed above, these may include the involvement of other professionals, and would certainly include full consultation with parents.

When pupils are at risk of exclusion a Pastoral Support Programme (PSP) is set up. This involves the school, the parent and any other parties involved with the pupil (including, if appropriate, the pupil themselves). This group meet regularly to review progress, and design a small steps programme of support for the individual.

Where a child's behaviour puts them or other children/adult at risk of injury, a Behaviour Risk Assessment and Positive Handling Plan (1 document) should be completed to clarify and show agreed structures and support systems in place which are most likely to minimise risk to any individual. These forms should be shared with parents and signed by teachers, support staff and parents. They should be photocopied and filed within the appropriate files (see appendix C for guidance and photocopiable forms), and updated as often as necessary at least once a term.

On occasions some children will need to be restrained. Restraining (positive handling) should take place by at least 2 staff qualified in current positive handling procedures (Team Teach). Each teacher will need to ensure they are aware of the current trained staff, see updated lists within the office.

Positive handling should be undertaken **as a very last resort** and only where there is a **real risk of injury to self or others**.

Any child at risk of needing positive handling **must** have had a Behaviour Risk Assessment and Positive Handling Plan form completed, in accordance to the guidance given.

The School's Policy on Bullying

- we define bullying as the wilful, conscious desire to hurt, threaten or frighten someone
- as a school, we acknowledge that the potential for bullying does exist
- we have adopted a preventative approach to bullying that is pro-active rather than waiting for incidents to occur before reacting
- through Personal and Social Education and the development of moral awareness and understanding, we teach the values that show bullying to be unacceptable
- we use appropriate parts of the curriculum to help children develop social skills and ensure that we provide opportunities through everyday life at school for them to practise these skills
- we work hard to create a climate of positive relationships of care and mutual respect between all members of the community that builds everyone's self-esteem
- we regard all bullying incidents very seriously and deal with them immediately. Almost all incidents are dealt with by the Headteacher
- victims of bullying and those accused of bullying are provided with the opportunity of explaining events from their own viewpoint. They both

receive counselling and the child accused of bullying will be helped to understand how he/she has made the victim feel and will be asked to apologise for the unhappiness he/she has inflicted

- follow-up work will continue during class circle time and during school assemblies

- parents of both victim and those accused of bullying will be informed of the school's response to the incident

With all these systems in place, we believe that Waterfield Primary School offers an inclusive education with equal opportunities for all adults and children.

Guidance for behaviour chart

Please find attached the behaviour chart that was drawn up in the last staff meeting. Thank you for your responses; I have adapted the charts to meet your suggestions.

This chart can be used by all staff to support the clarity of Watrefield's behaviour policy, regarding the hierarchy of sanctions. It is important from the children's point of view that we are seen to be consistent in our approach to sanctioning.

Please ask your TA (or children) to add some pale colours, back and laminate to display possibly near your class rules. It may be useful especially to recent staff members if you ensure you have read the current behaviour policy, remembering that we will be renewing some parts shortly, to conform with recent behaviour research and our KS2 pupils.

Your queries

- Time out space should be a place of sanction and reflection. It can be a pre arranged space/place within your class shared area, with rules attached which shows the children you are in control. Ideally this space should not be used as a sanction but as a tool to stop a sanction.
- Class sanctions on the chart are examples, and can be adapted to fit in with your class/personal preference.
- Lunchtime detention (KS2) should be for a minimum of 20 minutes long. If your children just need to finish some work but you don't want them to have 20 minutes, please let them finish in your own class.
- Continue to use individual charts, merit cards house points etc. Remember we also need to concentrate on the positive side of making the correct choice and reward them in the usual way. Assertive Discipline and the Alps Approach are good resources to use for ideas on creating a very positive learning environment; both

can be found on the internet, hopefully, I may have had my books returned next week, so I will try to keep them in school.

Appendix A (2)

- Point to the chart as you give a warning to the child to show them exactly where they are visually.
- Differentiated behaviour targets and expectations are a good way to ensure children have targets they can reach and feel a success. For example, break up learning/carpet time into smaller chunks for children who are unable to show good sitting and listening for long. The time can be extended if necessary as time progresses.
- Use circle times PSHCE to ensure other children understand the reasons for differentiated behaviour targets/expectations, and how this can support their own learning/welfare in the classroom.

Remember, don't feel guilty or a failure when you have a challenging day with the children's behaviour. You are not responsible for how children choose to behave in your class. You are only responsible for how you respond to support their behaviour choices.

Behaviour Support Chart KS2

However, you could choose...

Time out

Pit stop

Individual behaviour targets

Sensible learning space

1st Warning

Class sanction e.g. name moved down the chart

2nd Warning

Class sanction e.g. name moved further down the chart

3rd Warning

Lunch time detention

4th Warning

Red card to year group/KS teacher

5th Warning

Red Card to HT and HT detention. Also phone call home to parents/carers explaining possible future sanctions.

6th Warning

Lunch time exclusion

Behaviour Support Chart KS1

However, you could choose...

Time out

Pit stop

Individual behaviour targets

Sensible learning space

1st Warning

Class sanction e.g. name moved down the chart

2nd Warning

Class sanction e.g. name moved further down the chart

3rd Warning

Red card to year group/KS teacher

4th Warning

Red card to Head Teacher and LT

5th Warning

Lunchtime exclusion

Appendix A (5)

Behaviour Support Chart - reflections and consolidation

Now we have had a chance to put the behaviour chart and its sanctions into practice, its time to tweak! Here are a few extra guidelines to improve the use of the chart and to really make it work for you and the children in your class.

Red carding a child to the HT should be for reasonably serious behaviour choices. For example:

- Hurting another child/adult
- Ripping up book
- Throwing items
- Where safety may be compromised
- Persistent disruptive behaviour, where all other strategies have failed.

If the red card to the HT is reached too soon, it will lose its impact and with it, the support this may be for you. To prevent this from happening, remember to work through the warnings using your judgement of knowing the differentiated behaviour expectations for your children. *Before* you give any of the formal warnings, remember there is wide range of behaviour management strategies to be used as part of everyday classroom management. The chart is not in itself a strategy; it is a tool to guide you through other strategies, before you have to give any warning. Some of the strategies you could choose before the warnings may include:

- Offering some time out
- Smaller chunks of learning during input and plenary
- Assertive discipline
- Visual reminders and adherence to rewards/sanctions
- Squashies/something to hold
- Give jobs/something to do for those children who are disruptive during input; remember, listening can and should, still take place during this time
- Praise/rewards of children sitting next to disruptive child
- Reminding the class of whole class expectations, if the children wish to be included in(treat of the day-week)
- Praise of disruptive child for something positive earlier

Another helpful hint is to remember to have a bank of phrases/statements in your head to pull out when needed. Also, when a child is presenting challenging behaviour *what* you say is not necessarily as important as *how* you say it. Words may not be remembered by the child during stress, but your tone of voice and body language will.

I hope this has been helpful; the best behaviour policies/guidelines will change and grow according to the child's, class and teachers needs. Think of our Behaviour Support Chart as an evolving document!