

Wrotham Road Primary School

Behaviour Policy Sept 2018

Rationale

- It is the right of every child at Wrotham Road Primary School to feel safe and secure at school and have every opportunity to enjoy learning without distraction from others.
- It is the right of every teacher and adult at Wrotham Road Primary School to be able to teach without obstruction and to work in a mutually respectful and professional environment.
- It is the right of every parent to know that their child is safe, treated fairly and will be supported to develop the skills to enable them to engage positively in our communities.

Introduction

Wrotham Road Primary School aims to support staff and pupils to develop positive relationships which will lead to a secure learning environment for all. We believe teaching and learning can only take place in an atmosphere of calm purposefulness. This policy gives guidance to all staff to help them achieve this. It also aims to ensure there is a consistency of approach by all adults working in the school.

We aim to promote the following both in the classroom and on the playground.

- Good behaviours - (honesty, perseverance, respect, consideration, politeness, responsibility) both in class and on the playground
- Good manners
- Positive and pro-social values
- Self-esteem and confidence
- Positive and open attitudes
- A sense of responsibility
- An understanding of cause and consequence

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to engage with our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. We recognise some individuals sometimes need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour. Some of our children, for some or all of the time, will need more of our attention and support than others. All pupils have the right to be educated no matter how challenging their behaviour. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

Rights

We believe that staff and children have rights.

- Teachers have the right to teach, pupils have the right to learn.
- Pupils and staff have the right to feel safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.
- Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour

Responsibilities

Staff should:

- follow the Code of Conduct
- notice and reinforce desirable behaviours and attitudes
- promote, through example, key behaviours
- consistently deal with behaviour
- provide a caring and effective learning environment
- use the school reward systems
- emphasise the importance of being valued as an individual within the group
- 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 disability
- show appreciation of the efforts and contribution of all
- identify reasons and patterns of behaviour
- accept own role in behaviour dynamics
- form good relationships with parents so that all children can see that the key adults in their lives share a common aim

Children should:

- follow the Code of Conduct
- work to the best of their abilities, and allow others to do the same
- keep teachers informed of incidents

Parents should:

- make children aware of appropriate behaviour in all situations
- encourage independence and self-discipline
- make sure that their children arrive on time, in appropriate clothing for the weather and make sure that they are collected on time
- get their children to bed at a reasonable time so that they are fresh for school the next day
- show an interest in all that their child does at school
- foster good relationships with the school
- support the school in the implementation of this policy
- use the school's complaints policy and procedures to deal with issues
- encourage their child to tell their teacher if they feel hurt in any way by someone else's behaviour

Governors should:

- support the partnership between home and school
- follow (with the Headteacher) the school's policy for dealing with exclusions
- review, monitor and evaluate the implementation of the schools behaviour policy

Code of Conduct

All staff and pupils at Wrotham Road follow the Code of Conduct. We look after and show respect for the school building and everything and one inside it.

- We are honest, respectful, polite and responsible.
- We persevere with things we find hard and don't give up.
- We are kind to each other.
- We treat others, as we would like to be treated.
- We work responsibly and collaboratively.

Safety Code	Playground Code
Never leave the school without permission. Never run in the school building. Ask permission before leaving the room. Obey fire regulations. Always tuck your chair in. When using the stairs walk on the left side in single file. Never stay in a classroom at play or at lunchtime without an adult. Use the toilets properly, and remember to wash your hands.	Stay in the appropriate part of the playground Obey and respect all adults. Show consideration to all children All litter must be placed in a bin Take care of the playground equipment. Play safely. Line up straight away at the end of play. Walk into school. Always use the correct entrances

Children are not encouraged to go to the toilet during lesson times.

If a child is in the building at break or lunchtime they must be wearing a badge indicating they have permission from an adult.

Key principles for positive behaviour

- Good behaviour is linked to good teaching
- Be relentlessly positive with all children
- Use rewards in a specific and tangible way
- Provide concrete consequences; don't get angry
- Answer the rudeness, not the point being made
- Strive for compliance, NOT agreement
- Non-negotiable: Health - Safety - Education - Politeness
- Don't arbitrate (sanction them both equally for the dispute)
- Use sanctions consistently and fairly

We aim to foster the following qualities:

Key Values – Learning	Key Behaviours – Social
<ul style="list-style-type: none"> • Curiosity • Tolerance • Collaboration • Flexibility • Resilience • Respect • Self-belief 	<ul style="list-style-type: none"> • Friendliness • Sportsmanship • Kindness • Respect • Tolerance • Honesty • Sharing

These will be recognised on a daily basis in the classroom and playground and be acknowledged in reward assemblies.

Rewards

Good behaviour rewards should be intrinsic as far as possible. Ultimately we want all members of our school community to follow the Code of Conduct and display the desired behaviour attributes because they believe in them and support this policy – not because they will get a sticker. All rewards should be specifically related to the behaviour praised or noticed. Praise should always be related to behaviour and effort – not achievement (see Teaching and Learning Policy).

Phase Leaders will monitor the system of certificates, home to ensure there is an even spread across the class over the year.

Daily

- Praise, house points, individual class rewards (stickers, chance cards, marbles)
- Praise from SLT

Weekly

- EYFS, KS1 and KS2 Celebration assembly
- House Trophy, class rewards

Half termly

- Post cards home praising specific behaviour observed
- Outstanding Behaviour Rewards from Key Phase Leader

Sanctions

Key Stage One

If a child has been continually behaving poorly in class or there has been an incident in the playground when a child has intentionally behaved poorly, then the class teacher may decide that the child may need to miss a playtime. The child will stay off the playground with either the class teacher or the Phase Leader. The class teacher will explain to the child why this has happened and explain how the child could have behaved differently.

Key Stage Two

Playtime Out is given in Key Stage Two for the following reasons:

- refusal to follow adult guidance;
- repeated rudeness;
- repeated poor attitude in lessons.

The teacher decides that playtime is to be missed, and must bring the child to the Phase Leader. The cause is not discussed, as we do not want to give any more attention than necessary to the poor behaviour.

Children at risk of exclusion

Thankfully, fixed term exclusions are very rare and the school sees permanent exclusions as an absolute last resort. If a serious incident occurs, a member of the Senior Management Team, in line with Kent LEA's 'Exclusion Guidelines', may exclude pupils from the school.

Pupil exclusions may be used in the school for different lengths of time. No pupil should be excluded and left unsupervised at any time. No pupil should be excluded from their curriculum entitlement, e.g. banned from a trip due to behaviour, unless there is a significant health and safety risk in the pupil attending the activity. All such decisions must be taken by the SLT and parents/carers be consulted.

'Class Time Out' is a strategy available to staff & includes a short period when a child is excluded from an activity, this could be followed by a short period of 'time out' in another classroom for more persistent or serious behaviour.

In consultation with the Headteacher and parents, a pupil may be excluded from the classroom for longer periods of time and asked to work in another class; this is called 'internal exclusion'. Pupils may also be excluded from lunchtimes/playgrounds.

Pupils may also be excluded from the school for a 'fixed term' or permanently for disciplinary reasons. All occasions where pupils are excluded, for disciplinary reasons, from regular school arrangements are subject to regulations and should be recorded and dealt with systematically. On return to school after a period of 'fixed term' exclusion parents, pupils and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets. The school relies on the support of parents during this process and a behaviour contract may be drawn up which includes this support.

Pupils that breach the school's Behaviour Policy whilst easily identifiable as a student from Wrotham Road School, or in school uniform, will be dealt with in the same manner as if the incident had taken place at the school. This includes but is not limited to, travelling to and from school, taking part in any school-organised activity including work experience and school trips.

For misbehaviour at any other time, whether or not in school uniform, the school may impose disciplinary procedures if;

- the behaviour or act could have repercussions for the orderly running of the school; or
- if the behaviour or act poses a threat to another pupil or member of the public; and/or
- any such behaviour or act could adversely affect the reputation of the school.

The school follows guidance from the LEA on exclusions.

Vulnerable Pupils

Most children, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

The behaviour incident sheets from SENCo will be collated to provide the SLT with an overview of pupil progress. If a pattern of worrying behaviour begins to emerge, staff will begin a series of interventions.

Parents will be phoned directly to inform them that we have concerns about their child's behaviour, if we notice that there has been a high number of repeat behaviours recorded. The SLT / SENCo will discuss with parent's strategies to further support their child's behaviour. These may include:

- Home schoolbooks
- Individual Education/Behaviour Plans
- Support from the Pastoral Team.

Monitoring and Tracking Behaviour

Stage 2 behaviour incidents (see Scale of Sanctions) will be recorded using the behaviour incident forms. The SENCo and Phase Leaders will monitor and track the behaviour incidents logged to check for any trends or repeated behaviours that may require action.

Positive Handling

In order to maintain firm boundaries of acceptable behaviour and ensure the safety of all staff and pupils, it will be necessary at times to use approved methods of physical restraint with some pupils. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted.

We have adopted Team Teach Positive Handling Policy

Positive Behaviour Management Strategies

PRAISE AND REWARD

Guidelines for effective use of rewards (non-verbal and verbal rewards):

- Be clear and precise about what behaviour you are trying to encourage (the clearer the better).
- Whenever a child is rewarded, explain what they have done to earn it.
- Consistently reward the target behaviour every time it occurs.
- Keep the delay between behaviour and reward to a minimum.
- Start with small steps - lots of rewards for small changes.
- Keep delays between behaviour and reward to a minimum to begin with.
- The pay-off for "being good" should be greater than for "being bad".
- Emphasise what the child has done well has and draw attention to its good effects

STRATEGIES AND SANCTIONS

All staff must be aware that we are trying to teach good behaviour in the same way that we are trying to teach the curriculum. In the same way we would not automatically correct a child who had spelt a word wrong if their intentions were generally good; we must not resort to sanctions when a child misbehaves - we need to use strategies. Poor behaviour stops teachers teaching so poor behaviour must be stopped. However, using sanctions too frequently, inappropriately or too early may actually cause the behaviour to escalate. At stage 0/1 of the scale the use of positive behaviour management strategies are absolutely key and underpin the approach to be used throughout the entire scale.

SCALE OF SANCTIONS

Our scale of sanctions relates to incidents within a time-limited period. Repetition of the behaviours will, over time, trigger a range of other strategies and sanctions e.g. IEP targets, a IBP, increased length of exclusion. Staff should always use strategies to de-escalate behaviour to avoid children moving to the higher stages too quickly. All behaviours below are indicative: we cannot provide a complete list.

Stage	Location	Actions	Sanctions
0: Initial	Classroom	<ul style="list-style-type: none"> - Not settling quickly - Not looking at teacher when spoken to - Not responding to hands up signal - Initial off task behaviour - Uniform issue - Calling out 	<p>Use behaviour management strategies.</p> <p>(Time out for two minutes in playground if needed to 'cool' off.)</p>
	Playground	<ul style="list-style-type: none"> - Running in corridors - Unauthorised access - Not being friendly/sharing - Not playing by rules - Defiance 	
1: Several repetitions of stage 0 behaviour	Classroom	<ul style="list-style-type: none"> - Silly noises - Interrupting teacher talking to whole class - Wandering about - Calling out - Interrupting other pupils - <i>Bringing inappropriate items to school</i> - Deliberately creating a disturbance - Accidental damage - Rudeness - Unkind comments - Minor challenge to authority - Annoying other children - General refusal to do anything - Swearing - Verbal abuse - Aggressive behaviour 	<p>Loss of increments of Golden Time.</p> <p>If all GT lost, then Playtime Out with Phase Leader / CT</p> <p><i>School staff are entitled to confiscate any inappropriate items brought to school. Such items are handed to Phase leader/SLT in a labelled envelope. The child may collect the items by arranging to meet the Phase Leader /SLT with his/her parent/carer.</i></p> <p><i>Such meetings will usually be at 3.30pm.</i></p>
	Playground	<ul style="list-style-type: none"> - Repeated 'play' fighting - Repeated playing in toilet - Refusal to co-operate - Swearing - Aggressive behaviour - Loss of temper - Deliberately trying to damage school/other child's property - Threatening behaviour - Pushing in line - Violent behaviour 	
2: Repetition of stage 1	Classroom	<ul style="list-style-type: none"> - Behaviour which poses a risk to others - Deliberately throwing small objects with intention of breaking them - Damaging school / pupil's property - Leaving class without permission - Repeated refusal to do set task - Continued or more serious cheek / challenge to authority - Threatening behaviour - Bullying - Repeatedly leaving classroom without permission 	<p>Refer immediately to Phase Leader/ SLT</p> <p>Internal exclusion with SLT</p> <p>Meet with parent/carer to discuss concerns</p> <p>Complete Behaviour Incident form. (Class teacher/Phase leader)</p> <p>SLT/Phase Leader to devise support plan</p>
	Playground	<i>Repeated examples of Stage 1 behaviours</i>	
3: Senior staff to be involved	Classroom	<ul style="list-style-type: none"> - Intentional physical harm to another - Throwing large/dangerous objects - Serious challenge to authority - Vandalism/theft etc. - Extreme danger or violence - Running out of school - Truancy - Possession of illegal drugs or substances portrayed or believed to be a danger to pupils' well-being by an adult at school - Possession of a weapon considered to be a danger by an adult at school - Persistent bullying behaviour 	<p>Requires immediate involvement of senior staff</p> <p>Probably means immediate exclusion after contact with parents</p>
	Playground	<ul style="list-style-type: none"> - Intentional serious physical harm - Throwing large/dangerous objects - Theft or vandalism - Sexual actions or statements - Extreme violence/danger 	

'ABC' Strategies and Interventions

What led up to it?	What did the child do?	What happened next?
<p><i>Changing the Antecedents:</i></p> <ul style="list-style-type: none"> ▪ Avoid situations until you have taught the child how to cope with that situation. ▪ Use distraction – offer alternative activity. ▪ Ensure that instructions can be understood – be aware that non-compliance may indicate poor understanding of verbal instructions. ▪ Give clear rules/say what the rule is/show what behaviour you expect. ▪ Give an early warning of activity change. Support with visual clues e.g. sand timer. ▪ Have realistic expectations - age/stage appropriate ▪ Look at the environment. Does the layout/routine/range of equipment need adjusting? Is there enough choice? Do you need signing/symbols for communication? ▪ Offer choices, “<i>You may do this or that</i>”. ▪ Get full attention before giving directions. Cue individual children in first. E.g. say their name, use touch or a visual cue card ▪ Pre-empt with positive attention ▪ Add an element of fun/humour. ▪ Analyse observations: Are there personality clashes/inappropriate noise levels/particular times in the session children find difficult. ▪ Liase with parents; find out what the child’s specific triggers/ motivators are. ▪ Anticipate objects that may be thrown/used as weapons. Ensure these objects are inaccessible. Ensure that children are grouped with positive role models. 	<p><i>Changing the Behaviour:</i></p> <ul style="list-style-type: none"> ▪ Divert and distract ▪ Teach alternative behaviour and give praise accordingly. E.g. asking for a toy instead of snatching, ▪ State what you want, not what you don’t. ▪ Model positive behaviours. ▪ Use “I” messages which communicate adult feelings. (Emphasise the effect of the behaviour and not the child). ▪ Seek additional adult support (particularly important with unsafe behaviour e.g. biting, when a child will need to be carefully monitored at least to the end of the session). 	<p><i>Changing Consequences:</i></p> <ul style="list-style-type: none"> ▪ Give selective attention. Ignore “inappropriate” behaviour (where it is safe to do so), praise “appropriate” behaviour. ▪ Catch the child being good and praise. Be specific – e.g. good sitting ▪ Comment on good role models for partner play, sitting, sharing, helping. ▪ Ignore and redirect. Pass no comment on the behaviour and suggest an alternative activity. ▪ Teach and reward alternative behaviours E.g. pushing to stroking ▪ Be absolutely consistent. At first, every incident of inappropriate behaviour needs dealing with, just as every example of appropriate behaviour needs encouraging. ▪ Examine staff ratios, (particularly after unsafe behaviour such as biting).