

Behaviour Management Policy

“In the context of the school, good behaviour is - conduct which assists the school to fulfil its function - namely the full development of the potential of all pupils”

(NAHT)

The maintenance of an orderly community and the development of self-discipline in pupils are essential if we are to respond to the ‘ethos’ set out in the school statement.

School Statement

Wellesbourne School will maximise each child’s potential, by providing an education within a stimulating and secure learning environment.

We aim to create an inclusive, accessible community based on mutual trust and respect, where individuals are valued for their unique contributions.

School Aims

- Ensure that all children develop with confidence, emotionally, socially, morally, spiritually, intellectually and physically contributing to their overall sense of wellbeing.
- Understand their ma be underlying causes when incidents of negative behaviour occur which may be related to a child’s mental health.
- Extend, within a secure and caring setting, the child’s self awareness and knowledge of the world around them.
- Provide a friendly, happy, stimulating and purposeful atmosphere, in which children can expand their experiences, develop their ideas and acquire knowledge appropriate to their age and ability.
- Ensure that all children develop with confidence, emotionally, socially, morally, spiritually, intellectually and physically at a pace that is appropriate for each individual.
- Foster attitudes of self discipline and cooperation by encouraging children to develop respect for themselves and each other, so that they learn to relate happily to other people.
- Ensure that the whole curriculum is broad, balanced, relevant, differentiated and progressive, and that it promotes Basic Skills.
- Ensure that the whole curriculum is equally accessible to all pupils irrespective of gender, race, creed, material background, intellectual ability or physical disability.
- To seek to involve parents as full partners of the school in the education of their children. We see the school as an integral part of the community we serve.
- Recognise and value the role of the school in relation the community which it serves and aim to develop existing between the home, school and wider community.

Values

The school has developed a new school rule and value system which is based upon the acronym REACH

We aim to promote the following values:

RESPECT-	look after people and things
EFFORT-	listen and always try your hardest
ATTEND-	be in on time, everyday
CO-OPERATE-	be kind helpful and gentle
HONEST-	always be honest

Expectations

Children are expected to behave appropriately in a variety of situations in and around the school. They are expected to take more responsibility for their behaviour as they get older and become more mature in making decisions about behavioural choices.

Communal Areas and Stairs

Children should always walk around school – keeping to the left when appropriate.

Each class should ensure children are clear about arrangements for using the toilets, paying attention to any medical needs that may exist.

Hall

Children are expected to enter the hall quietly and take up their places, leaving enough space to sit comfortably. They are expected to listen carefully and not to disturb others.

Classrooms

Children are expected to work quietly and considerately. Talking between groups of children and movement around the teaching areas should not present a distraction to others.

They should be taught to select equipment appropriate to the activities they are working on and also to put equipment away carefully.

Playgrounds

Paths must be used for travelling between hard surfaces.

Children are expected to play on the main playgrounds. The grassed areas may only be used when the weather is deemed to be suitable by a member of staff.

There is a rota for use of the ball cage.

Children are expected to tell a member of staff if they feel threatened or worried about other children's behaviour. Children are encouraged to keep their hands and feet to themselves so as not to injure other children.

Beginning / End of Day

Staff have no responsibility for supervision until doors are opened, there are members of staff present on the yard each morning 10 minutes before the bell goes.

At the end of the day children are to remain with their teachers if they are due to be collected.

Once dismissed, children are the responsibility of their parents/carers.

Implementation

In order to implement this policy it is essential that children are given clear and consistent messages. This requires constant re-enforcement of 'what we expect' and what is right and wrong. It is important that children who are punished for misbehaviour understand what they have done wrong and the consequences of their actions for themselves and others.

The approach to development is positive and takes the form of sanctions and rewards, recognising good behaviour.

Ultimately the headteacher has the responsibility for the ethos of the school.

Day to day discipline in the classroom is the responsibility of the teacher. All staff share responsibility for communal areas.

It is essential that the headteacher (or a deputy / senior member of staff) responds to concerns referred. The teachers are with the children all day long and know them well. Teachers' judgements must be respected.

A record of lunchtime incidents is kept in the Admin Office / Head's Room – senior SA's are asked to ensure these are completed.

The basis of our policy is a system of Rewards and Sanctions

Rewards

Rewards are used to promote acceptable behaviour.

Acceptable Behaviour

Children are expected:

- to treat each other/adults/equipment with respect
- to move around the building in a controlled way
- to be polite and honest
- to respond to instructions given by adults.

Rewards

Praise – good behaviour is re-enforced by praising the child, individually and in front of :

- other children
- school staff
- parents.

Encouragement – children are praised for showing respect and care. They are rewarded by being given jobs, etc. This enhances self-esteem.

Recognition of Effort – children are given badges / stickers / certificates on a weekly basis. Their efforts are shared within the school – showing class, headteacher, etc. Parents are informed.

When a child displays exceptional behaviour they may be rewarded with Wellies, the schools own currency. This currency can also be given to classes of children who have behaved exceptionally e.g. lining up or exemplary behaviour on a class trip. When the child or class have saved up enough Wellies they can spend them on rewards in the school shop or go on a school trip.

Unacceptable Behaviour

We acknowledge that some children will struggle with their behaviour and along with parents we accept the responsibility for developing acceptable behaviour.

Minor incidents should be dealt with immediately; otherwise they can escalate into offensive behaviour which can seriously damage school ethos and reputation.

Children who do not respond to the positive approach / reward systems in operation will need sanctions to help them modify their behaviour.

Children need to learn what is acceptable in the classroom, around the school and in the playground. They need to be fully aware of the school's expectations:

- Moving around in an orderly way
- Treating each other with respect
- Treating each other and adults with respect

Children learn quickly what will and will not be tolerated in school. They must also learn that good behaviour gains attention and approval.

Unacceptable behaviour will be modified by applying the following consequences when necessary, although it must be recognised that children are individuals and should be treated as such within the general rules and standards of expectation. Thus, discreet flexibility should be exercised.

Consequences

1. Verbal warning
2. Move name down the ladder (if persisting 'time out' can be used)
3. Bottom of ladder – miss playtime
4. Missed 3 playtimes in one week – report to Phase Lead
5. Missed 5 playtimes – letter sent home, internal report card, report to Phase Leader
6. Significant breach of rules – miss multiple playtimes/ lunchtimes – report to DHT
7. Multiple significant breach of rules – report card goes home – report to HT

Teachers must be confident that the Head Teacher will deal firmly but fairly with problems that are referred to her. Each offence and each child will require a different response. If minor problems escalate parents will be informed. It will be clarified that bad behaviour / aggression will not be tolerated and they will be asked for support in dealing with problems.

The school will request support from outside agencies – educational psychology, child health, etc.

The school has powers to exclude children if necessary. In such cases parents will be fully informed of the procedures.

Throughout the consequence process it is good practice to keep parents informed from relatively early on, for example if a child is consistently missing playtimes. This is to get parents on board and work together with the school in order to turn the child's behaviour around.

Parents

Difficulties can arise when expectations of home and school differ. The school's expectations have been stated and parents will be informed of them when their child is admitted. We ask for co-operation in supporting our expectations by:

1. Informing school of any difficulties with their child at home.
2. Making sure that their children are emotionally and physically prepared for the busy school day: a good night's sleep, adequate breakfast, etc.
3. Making sure children arrive for school on time and that they are met promptly at the end of the day.

We have good relations with most of our families. Parental involvement is welcomed in all areas of school life. We hope that any problems which arise can be addressed immediately and dealt with openly.

The school has a Whole School Charter which was written after consultation with Children, parents/carers and staff. This will be sent home at the beginning of each school year and signed by the child, parent/carer and teacher responsible for that child during that school year. These copies are stored in school and represent a Home / School contract.

Supervision

The following paragraphs outline the supervision arrangements at various times of the day, in order to clarify areas of accountability, in terms of who has the authority to discipline the children and the amount of independence afforded to children at various times.

Nursery

Nursery children are supervised closely from entry and will gradually be encouraged to develop independence (e.g. going to the toilet, taking messages, etc.) within the nursery environment.

Reception, KeyStage 1 and Key Stage 2

Teachers meet children in the playgrounds. Parents have responsibility for children until the doors open.

The headteacher and staff have responsibility within the school and will exercise their judgment as to the amount of responsibility / independence children in their care can cope with.

Playtimes

There is always a member of teaching staff on the playground with the children. Teaching Assistants are also on the yards encouraging good behaviour and developing play. (See also copy of the 'Classroom and Playground Policy and Practice' document.)

Playground Sanctions

In order to ensure the safety of children in the playground, the following sanctions will apply:

1. Children will only be allowed on grassed areas when they have been told they can do so by a member of staff.
2. Children who misbehave will be withdrawn from play and or walk around with a member of staff, depending on their age.
3. Children causing serious disruption (roughness, aggression, etc.) will be sent inside immediately.
4. Incidents must be reported to class teachers and senior staff.

Wet Playtimes

Children will remain in their classrooms with appropriate activities, They will be supervised by Teachers/ Teaching Assistants / Supervisory Assistants. (See also copy of the 'Classroom and Playground Policy and Practice' document.)

Lunchtime

The headteacher or senior members of staff will be available during the lunch break. The Learning Mentor is actively involved in provision for all children.

The Supervisory Assistants have responsibility for the children whilst eating and playing at lunchtime. Their role includes the development of children's social and play skills. Details of their role are set out in the Mid-day Supervisory Assistant Handbook. They have the authority to exercise judgment and reprimand children who are not exercising the correct amount of self control.

Lunchtime incidents and children who consistently misbehave will be reported to the headteacher. In cases of extreme difficulty, parents will be informed and may be requested to make alternative arrangements for their child.

For children who find it difficult to manage their behaviours or prefer to a quieter area in which to play, the school have provided a 'Quiet Area', here children can read, draw or sit at tables for their breaks. We also have a 'Centre' where structured activities are provided throughout lunchtimes for individuals.

Wet Lunchtimes

Children remain in their classrooms with Supervisory Assistants or if appropriate double up for stories, singing, etc.

Procedures

Class teachers are to be informed of any incidents involving individuals or groups of children in their class. They should share concerns with the headteacher, members of staff who have contact with the child/children and parents/carers.

If difficulties persist, it might be necessary to place the child on an Individual Behaviour Plan, this will be written with the child and in consultation with the parents. Parents will be actively involved in the Reward/Sanctions system. They will be asked to re-enforce the work done at school and by the same token, the school will seek to re-enforce work done at home. An improvement in behaviour will lead to the child being taken off the IBP but persistence or deterioration may result in support being sought from external agencies.

Day to Day Running

Classrooms

From Year 1 onwards the schools ladder system will be used. Children will start the day in the middle of the ladder (green) and will move up as a reward for expected behaviour or down for undesirable behaviours. This is kept the same from year group to year group to provide consistency in expectations of behaviour. Children will be involved in discussions for establishing 'classroom rules', etc. It is important that children understand the reasons why they are being reprimanded/praised.

EYFS use a sticker chart to promote good behaviour.

Children who are persistently disruptive may be withdrawn for periods of time – sent to another class or Phase Leader.

Class teachers are to ensure that there is adequate supervision for children who are required to miss playtimes, etc. When missing playtimes or lunch times children will be required to reflect on which of the school rules which they have broken and write about what they did and what they should have done. Reinforcing a restorative justice approach in which children will take responsibility for their actions gives them the skills to find solutions that repair harm and ensure behaviours are not repeated.

Playground

Adults on duty should ensure that complaints made by the children in relation to aggressive behaviour etc. are investigated and acted upon. If necessary, children seen or suspected to be acting aggressively will be required to remain beside an adult or aside the play area. The class teachers of children involved are to be informed at the end of the session.

Children may be sent in (immediate withdrawal) if a particularly threatening situation is observed, if they persist with unacceptable behaviour after a warning or if a situation needs diffusing.

Lunchtime

Children who are disruptive whilst lining up or in the dining room should be removed from the group and referred to the Learning Mentor.. Playground procedures (as above) may apply. Supervisory Assistants must ensure the class teachers and Senior S.A.'s receive reports of children who cause difficulties.

At the end of the lunch break the Senior S.A. will meet with the learning mentor, headteacher or deputy to share any concerns and the headteacher (or deputy) will ensure that the incidents are followed up.

The Mid-day Supervisory Assistant Handbook outlines procedures and indicates how this role should be developed.

At all times positive praise should be used to identify children who are displaying exemplary behaviours in the hope that all children will choose to follow.

Bullying and/or Harassment

We want our children to feel safe in school and to encourage them to help each other and themselves.

Very young children may feel threatened but not be able to verbalise their fears or the reasons for them. Older children may be afraid of expressing their concerns because of perceived consequences.

Any concerns expressed by children to members of staff, each other, or their parents must be responded to as soon as possible and followed through.

Our Anti-Bullying Policy takes the above into account. Parents/Carers and children are issued with a copy of the School Council Anti-Bullying Policy leaflet and copies are available in the reception throughout the year. A copy of the school Anti Bullying Policy is available on the website.

Procedure

1. Headteacher will meet with parents to hear/share concerns.
2. Parents informed of the action the parents will take and the timescale.
3. Parents will be encouraged to provide feedback and asked to report any further concerns as soon as possible.

Children who Display Persistently Threatening Behaviour

1. Parents will be informed of concerns by the class teacher.
2. Headteacher will ask to speak to parents.
3. Procedures as described on page 7
4. In extreme cases the school will exercise its right to exclude pupils.

It must be noted that although not all situations requiring this amount of attention can strictly be defined as bullying or harassment, they have the potential to have the same impact on the child. As such, they will be treated very seriously. Action and procedures should be recorded and the children should be praised for 'telling'.

Evaluation

This policy will be reviewed on a regular basis and if there are changes in circumstances. A copy will be kept in the Head Teacher's room and will be available on request.

This policy sets out the school's approach to behaviour. It must be emphasised that the development of the school ethos rests on good relationships and communication within the school and with the families of our children.