

## WELLESBOURNE PRIMARY AND NURSERY SCHOOL

### 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.

#### Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

#### School Intent

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

- 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 an embedded rule and value system which is based upon the acronym REACH

We aim to promote the following values:

- |                     |                                    |
|---------------------|------------------------------------|
| <b>RESPECT -</b>    | look after people and things       |
| <b>EFFORT -</b>     | listen and always try your hardest |
| <b>ATTEND -</b>     | be in on time, everyday            |
| <b>CO-OPERATE -</b> | be kind helpful and gentle         |
| <b>HONEST -</b>     | 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 quietly 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. During assemblies, music will be playing as the children enter the hall. There should be a calming atmosphere to foster a calm start to the day, with all parties sitting quietly listening to the music.

### **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 treating items and areas within the classroom with respect.

### **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 (Teacher on duty).

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 and explanation 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. PSHE and Circle Time is used primarily as an education tool for citizenship and knowing what is acceptable behaviour; we aim to provide our children with the skills to make good behaviour choices independently.

The approach to development is positive and takes the form of sanctions and rewards, recognising good behaviour. At the centre of this approach is our Ladder of Success (see appendix one at the end of this policy). This is on display in all classrooms and copies of this appendix are available for supply staff/visitors to attend school to ensure our approach is always consistent.

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, and should address positive or negative behaviour seen.

It is essential that the headteacher (or the 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 SAs are asked to ensure these are completed.

## **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. Certificate winners are added to the school's news webpage.

When a child displays exceptional behaviour they may be rewarded with Wellies, the school's 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. Occasionally postcards are sent home to parents of children who have shown the five school values.

### **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, free from any form of discrimination and/or abuse
- 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 – Letter home/ consequence as deemed appropriate by class teacher/member of staff dealing with the incident
4. Missed three playtimes in one week – report to Phase Lead
5. Complete Behaviour Form (if situation allows) Children to identify which school value they have not followed, restorative justice style approach. Record kept in behaviour file.
6. Missed five playtimes – letter sent home, internal report card, Phase Leader re-informed
7. Significant breach of rules – DHT plus consequence
8. Multiple significant breach of rules – HT plus consequence/report card

Teachers must be confident that the Headteacher 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.

### **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### **Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **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 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 is 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.

### **Pupil support / Equality and Discrimination**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-Ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **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, Key Stage 1 and Key Stage 2**

Parents have responsibility for children until the doors open. Doors will open approximately 10 minutes before the school day starts this gives children time to settle and creates a soft opening for the day; creating a calmer atmosphere when entering school.

The headteacher and staff have responsibility within the school and will exercise their judgement 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.

## **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.



## **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 judgement and reprimand children who are not exercising the correct amount of self-control.

Supervisory Assistants will encourage children to eat their lunch, however, if they refuse, this message will be passed onto the Class Teacher for them to inform parents.

Supervisory Assistants should follow the behaviour ladder to both reward and sanction children. This helps to increase the profile of and respect for lunchtime staff. If there is a physical incident, children should be sent in immediately to see a senior member of staff (HT, DHT, SENCO or Learning Mentor).

As far as possible, teachers should be left alone during their lunch break and incidents passed on at the end of lunchtime.

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.

## **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 will decide what sanctions, if any, are necessary. They should share concerns with the headteacher, members of staff who have contact with the child/children and parents/carers.

## **Bullying and/or Harassment**

At Wellesbourne, we have defined bullying as... deliberately hurtful behaviour repeated over a period of time, which may be verbal (including racism), physical, social or psychological. This also includes any form of cyber, homophobic, gender, transgender and peer on peer bullying.

## **What We As A School Can Do To Stop Bullying**

Be a "telling school" where anyone who sees bullying or experiences it tells an adult. All our pupils are encouraged to "SPEAK UP AND SPEAK OUT" against bullying.

**The school will:**

- Educate pupils, parents and staff on what bullying behaviour is and is not.
- Make sure all children, staff and parents know how to deal with bullying behaviour
- Make the consequences for bullying known to all the children.

**If any allegation of bullying is made, the following will happen:**

1. A member of staff will interview the pupil and begin to complete an Anti-Bullying Record.
2. The member of staff will convene a meeting with the people involved.
3. The member of staff will put into place support for the victim(s) and impose sanctions for the perpetrator(s).
4. The member of staff will inform the parents of the victim(s) and perpetrator(s) and inform them of what has happened and the actions taken.
5. The member of staff will inform parents of further action if the perpetrator(s) continue with any bullying behaviour with any child.
6. The member of staff will meet with the victim(s) and speak to their parent, after one week and after one month, to review the progress made.
7. Parents and children will be encouraged to speak to a member of staff as soon as they are aware that any bullying is taking place. If bullying behaviour continues or bullying behaviour has been particularly serious, a perpetrator may be excluded from school.

**What Should Pupils Do If They Experience Bullying Themselves?**

- Tell an adult in school.
- Tell a friend who will then tell an adult in school.
- Tell a Bully Buster who will tell a member of staff.

**What Should A Pupil Do If They Witness Bullying?**

- Tell an adult in school.
- Tell a friend who will then tell an adult in school.

### **Children who Display Persistently Threatening Behaviour**

1. Parents will be informed of concerns by the class teacher.
2. Deputy Headteacher will ask to speak to parents.
3. Procedure as described above
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'.

### **Impact**

With good planning and adults in school acting as role models we hope that all of our school community will:

- understand they have the right to feel safe, valued and respected, and learn free from the disruption of others
- all pupils, staff and visitors are free from any form of discrimination
- staff and volunteers set an excellent example to pupils at all times
- rewards and sanctions are used consistently by staff, in line with the behaviour policy
- take responsibility for their actions
- foster good relationships between the school and pupils' home life

### **Evaluation**

This policy will be reviewed on a regular basis and if there are changes in circumstances. A copy will be kept in the Headteacher'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.

## Appendix 1

### Ladder of Success

- Children start the day on GREEN
- Can climb up to pink/orange/yellow
- Can move down to purple/blue/red
- Consequences take place the following day in order to give children the opportunity to earn the time back through positive behaviours

<b>Stamp for chart</b> <i>You're a star!</i>
<i>Working hard</i>
<i>Excellent effort</i>
<b>All children start day here</b> <i>Ready to learn</i>
<b>Miss playtime</b> <i>Warning!</i>
<b>Miss lunchtime too</b> <i>Think about it</i>
<b>Letter home/appropriate consequence as deemed appropriate by class teacher</b> <i>Teacher's choice</i>

- Missed three playtimes in one week – report to Phase Leader
- Missed five playtimes – letter home/internal report card
- Significant incident – DHT plus consequence
- Multiple significant incidents – HT plus consequence/ report card
- Behaviour forms to be completed
- Add serious behaviour issues to CPOMs

*\*Issues should be dealt with at the discretion of staff – SEND/home needs etc should be taken into account when dealing with individual cases*