



WHEATLANDS PRIMARY SCHOOL



Behaviour Policy

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.

Aims

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.
- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and children with courtesy, consideration and respect.
- To promote an environment where everyone feels happy, safe and secure.
- To use The Wheatlands Promise as a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- For staff to have a high standard of expectation in all aspects of work.
- For staff to try to raise the levels of childrens' self-esteem.
- To provide a varied range of teaching and learning styles to suit the needs of all children.
- To provide an attractive, tidy learning environment with quality resources.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Other relevant documentation: Anti Bullying Policy, Special Needs Policy, Attendance Policy, Marking & Feedback Policy

Our purpose is:

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to develop an ethos of kindness and cooperation
- to promote good behaviour through positive reinforcement.

The Role of the Teacher and Teaching Assistant

Teachers and teaching assistants have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability. Positive expectations, praise and reward are the key to successful classroom management. Children need to know how to make good

choices. They need to receive consistent positive encouragement as means of motivation. Staff need to catch children being good at every opportunity.

Teachers need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

It is the responsibility of the class teacher/teaching assistant to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teacher/teaching assistant have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher/teaching assistant treats each child fairly and enforces rules consistently. The teacher/teaching assistant treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on CPOMS alerting both the headteacher and their phase leader in all entries. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from other staff.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class. He/she should also contact a parent if there are concerns about the behaviour or welfare of a child.

Staff should **never** leave the class unsupervised to go and collect resources, speak to another teacher etc... even for a few minutes.

A '**no shouting**' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground, hall etc...

Team Stop Signal

To gain the attention of children in a classroom or in the hall staff should use the 'Team Stop' signal. Staff raise their hand when they want attention and children raise theirs in return and stop talking. The more quickly they raise their hands the quicker the lesson moves on. Staff can get potential 'slow responders' to start the signal with them and acknowledge their help quietly.

There's no shouting, shushing or nagging. Children stop in a calm manner, ready to listen.

The Role of the Phase Leader

It is the responsibility of each phase leader, to ensure the behaviour policy is being implemented consistently and effectively in each class across their phase. Phase Leaders are notified of all incidents recorded on CPOMS to help them monitor behaviour across their team. Behaviour Tracking Sheets are sent to them at the end of each week to enable them to monitor which children have been issued consequences that week. Phase Leaders have conversations with children who regularly receive consequences in the hope it helps improve their behaviour. Meetings with teachers and parents are arranged when needed.

The Role of the Headteacher

It is the responsibility of the headteacher, to implement the school behaviour policy consistently throughout the school, and to report to Governors or Trustees, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher audits records of all incidents of misbehaviour on CPOMS and reviews Phase Leaders class Behaviour Tracking Sheets each week.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support the school regarding any concerns raised with them about their child's behaviour.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

The Wheatlands Promise

Our school rules are kept to an essential minimum and are exemplified through The Wheatlands Promise. They were written alongside children, staff, parents and governors and were developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Playtime/lunchtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. No hot drinks should be taken onto the playground. A minimum of two staff members are required to supervise playtimes for each playground.

Supply teachers should cover the duty of absent teachers but should never be without support.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Two members of staff per playground maximises levels of visual supervision.

An internal bell rings to indicate the end of playtime. Staff should go to the yard to collect their classes once the bell rings. Upon hearing the bell children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines. Staff send children in a

class at a time, ensuring there is no running or congestion. Calm, silent behaviour whilst entering school should be reinforced with praise.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather, staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that children are never left unsupervised.

Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements. In our school praise is the foundation upon which behaviour modification is built. It is important that the praise is timely and explicitly linked to the observed behaviour. Staff make a conscious effort to praise those who choose to follow the direction rather than point out those who don't.

General

- Stickers and certificates awarded to children.
- Favourable comments can and should be entered on pieces of work.
- Annual Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life,
- Recognition can be given to success of differing kinds in assemblies, e.g. music, sport, dancing achievements both in and out of school.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Headteacher for commendations.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Buddies, Monitors, Librarians, Sports Leaders, School Council, Anti-Bullying Ambassadors
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

Whole School Reward System

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on House Points. These may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Good work/effort.
- Displaying good manners.
- Displaying a caring, kind attitude towards others.
- Staying on task
- Making the right choice

When awarding House Points the member of staff should reinforce the good behaviour e.g. 'You can have a House Point for waiting so patiently'.

They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a consequence to the child who is not.

Children will be placed into 1 of 4 Houses. Each House will have two Y6 children as Captains (chosen by staff and children). When children receive a House point (in the form of a plastic token or sticker in books) it is placed into the container for their house. At the end of the week the House Captains will count the tokens and the winning House will be awarded an extra playtime the following Tuesday at 2:55pm. This excludes Nursery Children.

Children will be rewarded on an individual basis as follows:

Any noteworthy behaviour	1 House Point (recorded on class chart)
50 House Points	Bronze Award
100 House Points	Silver Award
150 House points	Gold Award
200 House Points	Platinum Award

Children should aim to achieve the Bronze Award by the end of the autumn term, a Silver during the spring and a Gold by the end of the year.

House Points can be awarded by any staff member to any child at any time. All staff should carry them at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: extra playtime, class party, visit, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day
- Gold Party: up to a full day

House Point System in Nursery

The Nursery setting has a "You can do it!" display where staff regularly change the behaviour target they're working towards e.g. we line up without pushing, we pick up toys off the floor, we use kind hands etc.. All staff know it, refer to it, encourage it so that it's highlighted and hopefully develops a growth mindset. When staff see a child doing it, they give them a house point to place in the collective pot, when the pot is full all children receive a treat/reward and staff refer back to why they've earned the reward. Then staff renew the target and start again.

Staff don't use a chart to track the points or issue certificates but when they move into Reception they've experienced earning a house point in Nursery.

Certificates

A weekly good work assembly is dedicated for the praise and recognition of children. A different focus for each week is set at the beginning of each term and children are made aware of this. The Stars of the Week are displayed in the hall. Writers of the Week are also identified and celebrated.

The Use of Reasonable Force and Positive Handling

We believe that challenging behaviour can lead to children and staff not feeling safe within school. Several members of staff within school have attended 'Team Teach' training and are therefore able to use positive handling techniques effectively, when needed. These members of staff are trained to use de-escalation techniques and 'Team Teach' is only used when absolutely necessary.

Examples of this include:

1. To prevent children from hurting themselves
2. To prevent children from hurting each other
3. To prevent children from damaging property
4. To prevent children from causing disorder.

All staff within school have a legal power to use 'reasonable force' according to Section 93 of the Education and Inspections Act 2006.

Reasonable force can be used to restrain or control children. 'Reasonable' means using no more force than is needed. Force is usually used either to control or restrain. Control means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of a classroom. Restraint means to hold back physically or to bring a child under control. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child.

Members of staff must use their professional judgement to decide whether to use force depending on the circumstances and the individual. Although this is not an exhaustive list, reasonable force may be used in the following situations at Wheatlands:

- To remove a disruptive child from the classroom where they have refused to follow an instruction to do so
- To prevent a child behaving in a way that disrupts a school event or a school trip
- To prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a child from attacking a member of staff or another child
- To restrain a child at risk of harming themselves through physical outbursts.

All incidents where positive handling techniques or reasonable force have been used, must be recorded on the school's 'Positive Handling Form' and this must be uploaded onto CPOMS so they can be monitored by the Safeguarding Team and Senior Leadership Team. Where positive handling or reasonable force has been used, the parents must be informed. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Consequences

In the use of consequences, children learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Consequences are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note

- If behaviour results in physical or verbal abuse towards an adult an 'Assault' form should be completed and a copy forwarded to the Trust.
- If physical intervention of any kind is required then a 'Serious Incident' record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be reported to the headteacher.

We have an agreed system of consequences to register disapproval of unacceptable behaviour.

Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further consequences being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid suspension from school.

When consequences are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child**.

CONSEQUENCES PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the consequence or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable consequence given the behaviour displayed.

If unacceptable behaviour occurs:

Step 1: A reminder: eg non-verbal cues, a reminder for the child of our rules. Consider repositioning, separating etc...

Step 2: First Warning: A clear verbal warning delivered privately if possible. Make the child aware of their behaviour and clearly outline the consequences. Use the agreed phrase, 'Make the right choice.' Child records warning 1 on the Behaviour Tracking Sheet

Step 3: Second and final warning: Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour. Child records warning 2 on the Behaviour Tracking Sheet

FROM NOW ON NO MORE WARNINGS.

Step 4: Time Out A

- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc... without causing disturbance.
- Child will consider how their behaviour can be put right
- Child records their Time Out on the Behaviour Tracking Sheet.

*If behaviour improves return to lesson. If not or if child refuses, move to **Step 5***

For a regular offender:

- Possible removal of treats/playtime etc.
- Discussion with Team Leader and/or SENCO to consider Behaviour Intervention.

Step 5: Time Out B

- Child escorted to designated colleague along with work.
- 30 mins working alone without causing disturbance.
- Child will consider how their behaviour can be put right
- Child records their Time Out on the Behaviour Tracking Sheet.
- Parents informed
- Incident recorded on CPOMS

*If behaviour improves return to class. The teacher will hold a restorative conversation with the child later in the day. If not or if child refuses, move to **Step 6***

Step 6: Time Out C

- Child escorted to HT or DHT along with work.
- 1 hour working alone without causing disturbance.
- Child records their Time Out on the Behaviour Tracking Sheet.
- Parents informed.
- Incident recorded on CPOMS

*If behaviour improves return to class. The teacher will hold a restorative conversation with the child later in the day. If not, or if child refuses, move to **Step 7***

For a regular offender:

- Discussion with Team Leader/Head/ SENCO
- Initiate closer monitoring through Home-School book.
- Parents informed that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies
- Referral to external agencies
- Consider implementing a Behaviour Support Plan

Step 7: (Headteacher /SENCO) Pastoral Support Programme

- If Time Out Cs continue this step will be implemented
- Teacher completes a Behaviour Assessment Profile to identify areas of strength and concern.
- Meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion)
- Daily feedback to child and parents.
- Involvement of all necessary agencies
- Consider EHCP process
- Consider TAF
- PSP to last a minimum of 2 weeks/a maximum of 20 weeks and reviewed fortnightly

*If targets are achieved remove from PSP. If PSP failed, move to **Step 8**.*

Step 8: (Headteacher) Internal Exclusion (up to 5 days)

This step can also be implemented for children who are receiving regular Time Out B and C sessions with no improvement in behaviour.

- Child has no contact with own class.
- No access to playground or extra-curricular activities.
- Parents informed.
- Recorded on CPOMS

*If behaviour improves return to class with a PSP. If not move to **Step 9**.*

Step 9: Fixed Short Term Suspension

- Parents, CEO, Governors, Trust, LA Officer informed.
- Parents may make representations to Governors.
- Governors may meet but cannot reinstate.
- Upon return to school, child stays on PSP for a minimum of 2 weeks.

If behaviour improves remove from PSP. If not, longer term or even permanent exclusion may be used. (Please see separate Trust exclusions policy).

Only the Headteacher has the power to suspend a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make

any such appeal. The Headteacher informs the Local Authority, CEO and the Governing Body about any permanent exclusion, and about any fixed-term suspensions.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence.

These may include:

- Serious actual or threatened violence against another child or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Restorative Conversations

Following any behaviour incidents which have led to a Time Out B or more, the teacher must hold a restorative conversation with the pupil to help repair and restore the relationship. This should be done in an environment which is comfortable and could be whilst also engaging in another activity. For example, walking to the office to deliver something, tidying the classroom etc. The discussion will cover: What happened? What were you thinking at the time? What have you thought since? How did your actions make people feel? Who has been affected? How? What should we do to put things right? How can we do things differently in the future?

Pastoral Support within School

The school acknowledges that some children may have additional needs where their behaviour can be affected by their communication, understanding, social and emotional needs. These children may be supported by a teaching assistant who is able to implement personalised rewards and consequences as part of a personalised behaviour plan and also work alongside the child to see how behaviour can be improved. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school, as well as daily feedback to the child regarding progress, is essential. This can be achieved through the use of home-school books or behaviour charts. All systems will be created and agreed with the school SENDco and Head Teacher.

Our school also has a counsellor in school who works alongside our vulnerable children on a daily basis and supports them, alongside their own class teacher.

Vulnerable Children

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for EHCP, SEN and those in LA care. For these children neither the normal rewards or consequences procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid suspensions. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Reviewed: January 2024
Next Review: September 2024

Appendix A

GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile
- Show empathy when needed
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give children a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self esteem. Or, we can give them a positive experience which will build their self-esteem.

Never:-

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be bullied
- Not to hear swear words