

Willow Tree Primary School



BEHAVIOUR POLICY

Rationale

Our School Aim is to develop, in partnership with the home, confident, self-motivated, well-balanced children who enjoy learning in a secure, stimulating and structured environment. We also aim to meet all aspects of the Every Child Matters agenda. To do this we endeavour to ensure that

- All pupils learn tolerance and understanding of others regardless of race, religion, culture or gender
- All pupils are encouraged to take responsibility for themselves and acquire self-discipline
- All pupils feel safe and know how to seek help when needed
- All pupils have opportunities to contribute to the school community

We teach appropriate and relevant social skills, allowing pupils to participate in the life of the school and local community. Behaviour management is included as an integral part of the curriculum and all aspects of school life.

Aims

- To gain the support and involvement of the school community, parents, teachers, children and governors in the creation of a positive, tolerant school ethos.
- By applying positive policies to create a caring atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To build pupils' self-esteem through praise, success, recognition and empathy, setting suitable learning challenges for all children
- To encourage positive behaviour and to divert pupils from inappropriate to appropriate behaviour where necessary
- To teach the pupils that actions and choices have consequences, and that deliberately hurtful behaviour such as bullying is wrong
- To deal with unacceptable behaviour promptly when it occurs with the aim of achieving a sustained improvement in behaviour

Guidelines

All parents are informed of the school's expectations and policy when their child is admitted. Their co-operation is requested in setting high standards of behaviour. Their acceptance of our Home-School Agreement is kept on file.

A system of positive rewards and incentives encourages appropriate behaviour: positive reinforcement in the form of praise and encouragement creates a positive attitude to good behaviour in our pupils. All school staff share the responsibility for promoting and maintaining these standards.

Unacceptable behaviour can usually be dealt with by a mild or more severe reprimand. In all cases the reasons for the behaviour should be explored with the child, and whenever possible reasonable adjustments should be made to reduce or remove potential triggers for poor or unacceptable behaviour. It is accepted that further sanctions are occasionally necessary to deal with unacceptable behaviour. These sanctions take the form of restricted playtimes or withdrawal from playtimes. These two strategies cover most incidents. However, should a child continue to present difficult behaviour, co-operation with parents is sought, and parents and school work

together to devise schemes and strategies to deal with the problem. Where appropriate further advice and support is sought from the Enhanced Mainstream School for Behavioural, Emotional and Social difficulties at Grove Road School. Serious incidents, including incidents of bullying and all racist incidents, are recorded and the action taken is noted. The school recognises that behavioural emotional and social difficulties often have complex causes and can be regarded as a disability. The school makes every effort to make reasonable adjustments and to provide support to ensure the safe and secure inclusion of pupils with behavioural, emotional and social difficulties.

In extreme cases of misbehaviour, the Headteacher may impose temporary or permanent exclusion of children, following the current Department for Education and North Yorkshire County Council policy and guidance. Similarly, in instances of grave or repeated indiscipline during the lunch hour, pupils may be asked to go home during the lunch break for a fixed period.

Any sanctions employed are appropriate and just, and used in a graded manner according to the circumstances.

Summary

The majority of pupils at Willow Tree Primary School are courteous, well mannered and kind. Well-established routines are designed to minimise misunderstandings and to promote co-operative and considerate behaviour. The staff maintain careful and close supervision of pupils' behaviour and welfare and consult parents or carers with any concerns.

Both policy and practice are regularly reviewed to maintain consistent standards and to check that our aims are met.

Date of last review of this Policy:	May 2019
Review cycle:	Annual

BEHAVIOUR IN SCHOOL: GUIDELINES

School Ethos and Environment

Routines are established to promote good behaviour and safety. These routines and the general school and classroom environment are reviewed annually alongside the Behaviour Policy. Staff share responsibility for the supervision of pupils outside the classrooms and ensure that movement around school is calm and orderly. Pupils should not be left in classrooms unsupervised. Staff use active and positive supervision on the playground and elsewhere as a way of encouraging appropriate behaviour.

Within the school curriculum, in Personal, Social, Health and Citizenship Education/Personal, Social and Emotional Development, teaching opportunities are specifically planned to develop co-operative behaviour, empathy and awareness of others, and to teach strategies to resolve difficulties. Circle time provides practice in considerate turn-taking and promotes respect for others. Assemblies, stories and work in other curriculum areas also reinforce these points.

Staff seek to develop pupil's self-esteem, knowing that all children need praise, recognition, success and affection. The classteacher and Inclusion Manager ensure that learning challenges and expectations are appropriate for all children and that instructions are clear and understood. The behaviour of some vulnerable pupils can be disruptive or withdrawn. Staff work as a team and to ensure that such children's challenging needs are met throughout school.

Pupil Support

Positive ways to reinforce appropriate behaviour, include:

- consistent and realistic boundaries and expectations
- quiet personal praise from staff
- specific identification and praise of appropriate behaviour, providing plenty of positive comments ("catching the good")
- comments or stars, etc, in books
- being sent to other staff for either of the above
- public praise - in front of the class or the whole school, e.g. the award of a gold certificate
- being given a privilege task, e.g. taking registers, delivering a message
- a verbal message or letter to parents
- recognition of their attitude and behaviour in their Annual Report

It is important to always try to "catch the good", highlighting desired behaviours to a greater degree than commenting on any inappropriate behaviour.

Ways to discourage inappropriate behaviour, include:

- following through promises and/or consequences consistently (trying to avoid 'no win' situations)
- limiting staff attention given to inappropriate behaviour to the minimum at the time
- immediate checking of behaviour
- repeated or extra work (when poorly presented or attempted work is the problem)
- parental consultation with class teacher
- referral to Headteacher (a log is kept of referrals to the Head), followed by contact with the child's parent(s)
- planned withdrawal from a particular lesson if the pupil's behaviour has had serious safety risks (most likely swimming). Parents will be informed that this action is being taken.
- exclusion from the lunchtime period for up to a maximum of 5 days (this sanction relates to serious incidents of inappropriate behaviour during the lunchtime period)
- parents' involvement in a written support contract following persistent misbehaviour
- exclusion (by the Head, and following the procedures laid out in current legislation and the Local Authority's policies and guidelines, as specified in "North Yorkshire County Council Guidelines for Schools, Exclusion of pupils")

It is important that when a pupil is being punished, he or she knows that it is the behaviour which is disapproved of, and not the pupil. Sanctions chosen should be appropriate to the pupil and the seriousness of the misbehaviour. Parents need to be informed of incidents and their outcome, and should be involved in the resolution of any persistent behavioural issues.

Behaviour management

The first step in managing inappropriate behaviour involves identifying exactly what the behaviour is in terms which are clear and precise. Behaviour must be reviewed in context. It is important to note the frequency, intensity and duration of the behaviour, and to take into account the child's strengths and abilities. With more persistent misbehaviour, recording should put the behaviour in context and give information about how often behaviour are occurring. Information about what led up to an incident (the Antecedant), what the child did (the Behaviour), and the Consequences of this (n.b. ABC), should all be considered. Parents' insights and co-operation should be sought in developing a consistent approach and in using appropriate positive reinforcers to improve the behaviour.

Pastoral Advice

Advice and counselling are important aspects of discipline. Although pastoral advice would normally come from a child's class teacher or the Inclusion Manager may be able to offer suggestions or guidance to the pupil or to other staff on appropriate strategies. They can also offer to meet with parents to offer advice.

Staff need to alert to sensitive issues or home circumstances that may adversely affect a pupil's behaviour. They also need to consider the possibility that child protection issues (abuse or neglect) may be involved. If this is the case, staff must refer the matter to the designated teacher (currently the Headteacher) who will follow guidelines. (Please see the Child Protection and Safeguarding Policy and the red North Yorkshire County Council Child Protection and Safeguarding File.)

Staff should be aware that all discussions of specific pupils are confidential. Student mentors and supervising teachers need to remind students and adult helpers of issues of confidentiality.

Special Educational Needs

When identifying behaviour as inappropriate or challenging, the learning needs of the child should be considered. Where a child has persistent or grave difficulties in managing their own behaviour, possibly identified as Emotional and Behavioural Difficulties, the school will inform parents and place the child on the Special Educational Needs Register. An Individual Education Plan will set out a programme to improve their behaviour. Further assessment will endeavour to pinpoint the child's specific difficulties. Close liaison between teaching staff, parents and the Inclusion Manager are necessary in order to provide the strategies and consistency for these children to meet their targets. Pupil and Parents Services or other appropriate external agencies may need to be contacted to offer support and advice for all involved in meeting the child's needs.

Looked After Children

Staff who teach these pupils should be made aware of their status by the designated teacher (currently the Headteacher). Class teachers should contribute to the child's Personal Education Plan, if necessary addressing issues related to their behaviour within the guidelines of this Policy.

Bullying

If acts of bullying are seen or reported, staff should deal immediately with the occurrence. Pupils are encouraged to report instances of behaviours that upset or hurt them or their friends to the member of staff on duty at the time and to their classteacher. The Home-School Agreement recommends that parents contact school if they have concerns about their child's well-being or behaviour.

Bullying can be the verbal or physical hurting, threatening or frightening of another person. There are many definitions of bullying, but most have three things in common:

- It is deliberately hurtful behaviour
- It is repeated over a period of time
- It is difficult for those being bullied to defend themselves

In addition:

- Bullies tend to have assertive, aggressive attitudes over which they exercise very little control
- They lack empathy and cannot imagine how the victim feels
- They lack guilt and rationalise that the victim deserves the bullying

If staff come across bullying, they should:

- remain calm and ensure they do not add to the bully's fun by getting cross and giving the bully control of the situation
- take the incident seriously
- take action quickly
- reassure the victims. Do not make them feel foolish or inadequate
- offer support and advice to the victim
- make it plain to the bully that they disapprove
- encourage the bully to see the victim's point of view
- explain clearly the consequence and why it is being given
- good staff supervision and consistent routines at playtime and lunchtime reduce the likelihood of bullying; these routines are reviewed annually

Incidents must be reported to the classteacher and Head who will make an appropriate record, and ensure that parents are informed. Where the child is the subject of a Special Needs Referral, the effectiveness of the current Individual Education Plan will be reviewed.

Racial and Sexual

Should an incident of bullying involve any racial or sexual name-calling or harassment, the Head will ensure that:

- the victim is reassured that this unacceptable, and that s/he is offered continuing support
- the other children involved understand that such name-calling /behaviour is unacceptable and why this is so
- the provision of ongoing information and teaching is reviewed and strengthened, to reduce the risk of further incidents (e.g. using Personal, Social, Health and Citizenship Education, Assemblies, support from the Inclusion Manager)
- the incident and action taken is discussed with the parents of these pupils
- information on the incident and action taken is recorded and a summary passed onto the Governing Body and Local Authority.

The Use of Exclusion

The sanction of exclusion is a serious and 'public' matter. It will only be considered after all other actions have been tried – including discussions with the pupil's parent(s)/carer(s) and consultation with Pupil and Parent Services – and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils.

- The decision to exclude a pupil can only be made by the Headteacher, in line with current guidance from the Department for Education and North Yorkshire County Council.

A pupil can be excluded for a fixed period of up to 45 days in a school year. A reintegration plan will be discussed and agreed with the Headteacher, the classteacher, the pupil and their parents after any period of exclusion.

Practical Information for staff

Rewards

Rewards for children in Foundation Stage and Years 1-6 will be in the form of stickers and certificates.

Stickers, stamps and certificates will be provided by school.

Note: staff should not use food/sweets/etc as a reward.

Classroom issues

Pupil Behaviour

Appropriate and consistent expectations of behaviour are made clear to all pupils. We have one whole school rule and class 'rules' are few in number, positively phrased, and encourage children to learn self-discipline and to look after each other:

School Rule:

- Keep your hands, feet, objects and unkind words to yourself.

Classroom Rules could include the following but are decided by the classes and should be positively phrased:

- Do ask - if you don't understand
- Do talk about it - if you have a problem
- Do your best

The following is used across the school to encourage a consistent approach to pupil behaviour management

Everyone starts a fresh each session/day depending on age.

Star – Opportunity to move up to the star for exceptional behaviour

Sun – A fresh start. Everyone starts the session/day on the sun.

WARNING stage

Sun and Cloud – 1st consequence – 2 minutes (A warning must always be given before this step)

Cloud – 2nd consequence – 5 minutes

Removal from class - 3rd consequence - Send to work with phase leader

Red Card -- 4th consequence - Children to be dealt with by Headteacher or Deputy Headteachers

Loss of privilege – Consequences

Lost minutes will be taken out of the next available play/lunchtime. The child will sit in the classroom with the class teacher. If teacher is on playtime duty, child will spend play/lunch time with the phase leader.

If a child accrues 10mins or more, the phase leader will be notified and a telephone call will be made to parents to inform them.

Playground procedure.

Rough play, small issues including name calling, unkind play, etc:

1. Warning
2. Time out (2 minutes) by the Sun and Cloud picture
3. Time out (5 minutes) by the cloud picture
4. Red card – Children to be dealt with by HT or DHT

For children who receive time out, they will stand in the area designated in the playground.

If there is a child is constantly moving up the list of consequences at lunchtime an MSA will inform the class teacher.

Serious incidents

Please note: Red cards can only be given by SLT.

For not following the rule

Keep your hands, feet, objects and unkind words to yourself.

Hitting, kicking, swearing, fighting, serious verbal outburst, spitting, etc.

These incidents will be referred immediately to the phase leader to be investigated. It is the phase leader's responsibility to decide if a red card will be issued.

Following a red card parents will be contacted and asked to meet with the phase leader and, class teacher for a behaviour review meeting.

If a second red card is given in a half term, parents will be contacted and asked to attend formal review meeting with the phase leader and DHT.

Children already identified with Emotional and Behavioural difficulties

These children will already have an Individual Education Plan or pastoral support plan and this **must** take priority as it will be additional and different for that child.