

HORSLEY WOODHOUSE PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

Horsley Woodhouse Primary School Behaviour Policy

We are committed to looking for, praising and rewarding positive behaviour. We are committed to improving behaviour with the use of rewards rather than sanctions, which will be used as a last resort.

Aims

- To provide consistency and boundaries throughout school so that children are aware of rules in everyday life.
- To ensure everyone in school is happy, safe and secure.
- To maximise learning.
- To ensure a safe learning environment for all.

Rights and responsibilities of all members of the school community

Staff

Rights

Supported by peers and managers

To be listened to
To share opinions

To be treated courteously by all members of the school community

To be fully aware of the school's policy systems and expectations

To receive appropriate training for increasing skills in behaviour management

Responsibilities

To ask for support when needed
To offer support to colleagues

To listen to others
To give opinions in a constructive manner

To model courteous behaviour
To recognise and acknowledge courteous behaviour in others
To build positive relationships with children and parents
To separate behaviour from the child

To seek information and use lines of communication

To support others in developing their skills in positive behaviour management
To acknowledge areas of their own behaviour management which could be developed
To try new approaches

Children

Rights

To be treated with respect

To be safe

To learn

To make mistakes

To be listened to

Responsibilities

To behave respectfully to others

To behave in a way that keeps self and others safe

To attend school regularly
To be willing to learn
To allow others to learn

To allow others to make mistakes

To give opinions in a constructive manner
To listen to others

Parents/carers

Rights

To be treated with respect

To be kept informed about their child's progress

To be listened to

To have access to the school's approach

To promote positive behaviour

To have concerns taken seriously

Responsibilities

To behave respectfully to others

To make sure their child attends school regularly

To ensure their child arrives at school on time
To make sure their child arrives at school in the correct uniform

To contact school if their child is absent or late
To talk to their child about what he/she does at school

To talk to their child's class teacher if they have any concerns about their learning or well-being
To attend all meetings about their child's behaviour/well-being

To listen to others

To absorb information and share concerns
To support school if sanctions are applied

To share concerns constructively

The teaching of positive behaviour

It has long been recognised that reinforcement of positive behaviour has a greater impact than punishing poor behaviour but it is acknowledged that children need to know the consequence of poor behaviour.

It is recognised by all staff at Horsley Woodhouse Primary School that the teaching of positive behaviour is of the utmost benefit to children; that children can only experience academic success when social, behavioural and emotional issues have been tackled. The school makes a commitment to work alongside parents and other agencies to develop these skills. Long term success for changes in behaviour is achieved through praising correct behaviour and teaching children to:

- Cope with fear/failure
- Improve academic achievements
- Develop interaction skills, social expectations, dialogue, negotiation (including accepting the word 'no')

Additional support away from classroom

Despite putting this behaviour framework into place, some children will still have behavioural difficulties and the school may need to seek help from the Local Authority. There are a number of further interventions that could be put into place.

- Behaviour plan / CAF / MEP

- County Behaviour support
- Statement provision for SEN pupils
- Involvement of SENCO
- SSSEN
- Children & Adolescents Mental Health Service (CAMHS)
- Educational Psychologist
- Social care
- Child health services

Behaviour Steps

PLATINUM LEVEL



Systems for promoting positive behaviour – inc Golden Time

At all times, staff at Horsley Woodhouse Primary School will:

- Avoid confrontation
- Listen
- Establish facts – it is of the utmost importance that children know we value fairness.
- Judge only when certain

- Use punishment as a last resort

The Teachers/Teaching Assistants will brief any visiting supply teachers on the reward system / use of the behaviour chart to ensure it is appropriately applied;

Children who behave in the way that is expected will be rewarded in the following ways.

- Smiles
- Praise
- Stickers
- Child of the Day – reward from box
- Text messages home
- Achievement certificate / parent invited to assembly to see award
- Team points
- Class of the week for attendance – 1st pick of Golden Time Activities
- Good choice raffle tickets
- For children reaching the top of the platinum-a headteacher certificate and sticker

Golden Time

All children start each week with 30 minutes golden time, to be held on Fridays at 2.30pm. Golden time will consist of fun activities, chosen by children. The class of the week will have first choice of Golden Time activities. If a child reaches Orange Level, 15 minutes of Golden Time will be taken away. If they reach orange more than once during the week, or if they reach red, the whole of Golden Time will be taken away.

Children missing Golden Time should still go to their Golden Time activity at 2.30pm, where they will sit at the side until they are allowed to take part. Each staff member running a Golden Time activity will be given a list indicating any children in their activity that are missing part of Golden Time.

The list for time deductions will be circulated at 1.30pm on Fridays. Teachers should indicate children from their class who are missing Golden Time and how much.

Lunchtime behaviour rewards

- Team Point / Stickers and Good Choice Tickets– Mid-day supervisors will give a sticker to children worth one or two team points for displaying good manners, kindness, politeness etc. These team points are transferred to the class total charts.

Systems for minimising and responding to poor behaviour

Horsley Woodhouse Primary School accepts that there will be times when promotion of positive behaviour will not have worked for some pupils and they will need sanctioning. The purpose of this is to accept the consequences of their poor behaviour and to discourage repetition.

Each class will have a visual display with children's names and the different coloured sanctions. All children start the day in the 'class expected level'. Children should move their own name to reinforce improving or worsening behaviour. If the class teacher feels that this will cause further disruption then they or the teaching assistant should move the name. Each class should also display the school rules and whole school expectations.

A child on the positive side of the behaviour ladder (bronze to platinum) whose behaviour becomes unacceptable will drop to white no matter where they have come from. They should be given an initial warning as usual and reminded how far they will fall if their behaviour does not improve.

From white, the child can move back to green if they make the right behaviour choices.

If a child is the victim of poor behaviour, it is important for them to trust us to do something about it and for them to know when something has been done.

WHITE THINKING CLOUD

First warning and a chance to re think their behaviour.

REMEMBER: Praise in public, reprimand in private.

ORANGE LEVEL

If the white level has not worked, children will be moved onto the orange level and miss 15 minutes of Golden. The child's name remains on orange until the end of the day when it returns to the expected level (green).

RED LEVEL

The parents of the child will be notified and asked to speak to their child about their behaviour.

Serious Behaviour.

On occasions it is not appropriate to just move the child's level for their behaviour. Children need to be aware that some behaviour is unacceptable and will not be tolerated.

Any instance of serious behaviour will be dealt with automatically at **RED LEVEL**.

Serious behaviour is defined as:-

- Violence towards an adult or another child or the threat of violence.
- Swearing at a member of staff (Including gestures)
- Refusal to do what is requested / non compliance eg refusing to go for a time out. (use professional judgement give child time to consider options)
- Racist or sexual behaviour
- Bullying
- Walking out of the classroom in a temper, without permission
- Spitting at an adult or child
- Stealing
- Deliberate destruction of property

If the behaviour of a child is extreme then it will be reported to the Head Teacher or senior teacher who will then decide if a more serious course of action is required.

Lunchtime / Breaktime Behaviour.

Any issues with behaviour at lunch time should initially be dealt with by the Mid-Day Supervisors. Only one member of staff deals with the incident initially, if they require help or the matter is more serious they should refer to the senior Mid-Day Supervisors who will either deal with it herself or pass the matter to the Head teacher or senior teacher

CHILDREN WITH BEHAVIOUR AS A SPECIAL EDUCATIONAL NEED

For these children, an adapted system to the above may have to be adopted. This is very much down to the class teacher, teaching assistant and pupil. An individual behaviour plan or IEP targets specifically linked to behaviour should be drawn up for these children. However these children do have to understand that bad behaviour is not acceptable and that there will be consequences.

Safeguarding.

Staff are aware of their duty of care in respect of all pupils, they also receive child protection training and are aware of referral procedures within the school for any children whose actions or behaviour may give cause for concern in this area.

Exclusions:

Fixed Term

On occasion the Head Teacher may feel that a discipline issue is so serious or frequent that it requires more than a detention or time out of the classroom as a sanction. At this time she has the discretion to issue a fixed term exclusion. For exclusions of 1 to 5 days pupils will be provided with work to undertake at home this work needs to be returned when the child attends the readmission meeting at the end of the exclusion.

Behaviour that will result in fixed term exclusion includes, deliberate violent physical assault on a pupil or member of staff, bullying, defiance / repeated refusal to co-operate which causes safety issues, deliberate damage to school property, leaving the school premises without permission.

Exclusion procedures;

The office manager will complete the following paperwork for all exclusions:

- LEA form outlining exclusion.
- Letter to parents outlining length of and reasons for the exclusion.
- Copy exclusion form to the Chair of Governors and Director of Education – file a copy in the child's school records.

A Teaching Assistant to liaise with the child's class teacher to reproduce work for the period of the exclusion.

Reintegration following exclusion

Children returning from exclusion must be brought back to school by their parents to meet with Head Teacher before they are allowed to return to school. Depending upon the seriousness of the incident causing the exclusion or the number of exclusions a child has received, members of the governing body may also be present. At this meeting the child's behaviour and future conduct will be discussed and the conditions for the child's re-admittance agreed. The child's behaviour will be tracked for the following two weeks with a report card which is sent home daily to be signed by parents and returned to school.

Permanent Exclusion

The Head Teacher will exercise her duty to permanently exclude a pupil when she feels that:

- The safety of other pupils / adults can no longer be assured; and /or
- The pupil is continually affecting the education of others; and / or
- The school has exhausted all measures to try and improve the pupil's behaviour.

The school will follow DfES guidance on permanently excluding pupils.

School Attendance

- Termly certificates for 100% attendance
- Certificates for 100% annual attendance
- Class of the Week Attendance certificates awarded in achievers assembly.

