

Woodfall Primary School

Behaviour Management Policy

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In Consultation with		
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Date for Review:		

CONTENTS

Section

- 1.0 Legal Framework**
- 2.0 Aims of Behaviour Management**
- 3.0 Coping with Challenging Behaviour**
- 4.0 A Behaviour Management Approach for Woodfall**
- 5.0 Rules**
- 6.0 Rewards and Sanctions**
- 7.0 Complaints Procedure**

Appendix A - System of Rewards and Sanctions

Appendix B – Exclusion Policy

1.0 Legal Framework

- 1.1 The Children Act of 1989 placed a duty of care on all local authorities and governing bodies to grant maintained and independent schools to consider the child's needs as a priority in all their dealings with children and their families. The needs of the child must be paramount at all times and in all cases.
- 1.2 For teaching staff, the duty of care is set out in the School Teachers' Pay and Conditions Document.
- 1.3 "Teachers are required to maintain good order among the pupils and to safeguard their health and safety, both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere".
- 1.4 Linked to this duty of care, they also have a duty to act 'in loco parentis' in the manner of caring and reasonable parents. This applies to all pupils in their charge and for whom they are responsible at any one time.
- 1.5 Furthermore, Section 47 of the Education (No 2) Act 1986 has the effect of abolishing corporal punishment for all pupils in maintained schools.
- 1.6 School follows DfEE and Cheshire County guidelines regarding physical restraint of pupils.
- 1.7 It is essential that each school should have its own behaviour management policy.

2.0 Aims of Behaviour Management

Behaviour Management should be an integral part of the curriculum which teaches appropriate and relevant social skills to all pupils, thus allowing them to participate fully in the life of their home, school and local community. This policy also encompasses the work of teaching assistants, midday assistants, supply teachers and other adults who come into contact with children during the school day.

- 2.1 A behaviour management programme will be necessary for a variety of reasons, including the following:
 - to allow teaching and learning to take place in a safe and effective learning environment;
 - to ensure the safety and well-being of all pupils, staff and the general public;
 - to foster an ethos of respect, fairness, consistency, co-operation and tolerance in all relationships;
 - to teach pupils to have self-control, and subsequently to take responsibility and be accountable for their actions;
 - to encourage and enable active citizenship;
 - to teach pupils that actions and choices have consequences.

3.0 Coping With Challenging Behaviour

- 3.1 Issues of discipline and control cannot be divorced from systems of good management and the provision of quality care and education.
- 3.2 If the individual needs of the children are met, incidents of challenging behaviour can be kept to a minimum.
- 3.3 A major determinant of good behaviour and a positive ethos in school is the quality of the relationships between staff and children.
- 3.4 Good order is unlikely to be achieved unless there is an established framework of general routines and individual boundaries of behaviour are well defined and understood by both staff and pupils.
- 3.5 Problems can occur where expectations of behaviour are unrealistic or inconsistent or where insensitive methods of control are employed.
- 3.6 A system of positive rewards and incentives should be developed to encourage appropriate behaviour rather than reliance on negative sanctions.
- 3.7 Positive reinforcement in the form of praise and encouragement or by extension of privileges can often have the desired effect.
- 3.8 Unacceptable behaviour can often be curtailed by the use of mild or more severe oral reprimand.
- 3.9 It is accepted, however, that further sanctions will sometimes be necessary to deal with unacceptable behaviour.
- 3.10 It is not acceptable for sanctions to be applied by the use of "blanket" punishments for certain misdemeanours, where a whole group is punished for the misdemeanour of one.
- 3.11 Any sanctions employed should be appropriate and just and employed in a graded manner wherever possible, according to the circumstances prevailing.
- 3.12 Every member of staff is trained in Positive De-escalation Strategies (Team-Teach). This training is updated every 3 years. Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising and scratching may occur accidentally, and these are not seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe.
- 3.13 In very rare instances a child's behaviour may lead to exclusion from school. This will only be applied after attempts have been made, with the co-operation of the child's parents or carers, to modify the child's behaviour to an acceptable standard in school. Guidance from the DfES and Cheshire LA will be followed. Please see appendix.

4.0 A Behaviour Management Approach for Woodfall

A whole school approach has been developed through which children come to expect certain rewards or sanctions according to their behaviour. This approach is flexible to enable its use with children in Reception, KS1 and KS2. We aim to enable children to develop their behaviour and attitudes as they progress through the school.

5.0 Rules

5.1 The starting point for behaviour management was the drawing up of a set of rules for learning, citizenship, courtesy, safety and the environment.

5.2 Our school rules are:

1. Always do your best
2. Be caring to others in what you say and do
3. Listen to adults and each other and do as you are asked
4. Move carefully and quietly around school
5. Take care of property and the environment

5.3 Our Infant Golden Rules are:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

5.4 Our Junior Golden Rules are:

- We treat other people as we would like to be treated ourselves
- We move carefully, safely and quietly around school
- We respect our environment and take care of all our property
- We work hard to do our best in everything

5.5 These rules will be discussed by each class periodically to ensure a common understanding as to their meaning.

6.0 Rewards and Sanctions

6.1 As an incentive for children to display appropriate behaviour there is a system of rewards and sanctions (see appendix). This is differentiated according to the key stage of the children, whilst remaining consistent in approach throughout the school.

7.0 Complaints Procedure

- 7.1 When incidents of a serious nature occur in school, complaints may be received by the headteacher from a pupil, parents or a member of staff. Consideration will be given to such complaints following the school complaints policy and guidelines published by the DfEE and Cheshire LA.

Appendix A – System of Reward and Sanctions

Foundation and Key Stage 1

Rewards

Individual Rewards:

These are earned by the child, who is rewarded as an individual.

- Stickers (immediate)
- Certificates/Good News Letters – to take home at the end of the day
- Classroom 'privileges' – eg lead into assembly, first out to play etc
- Show work/share good news with another member of staff/head/previous teacher etc
- Name in 'Superstar Book' (Teaching Assistants)
- Star of the Day
- Behavioural reward charts
- Celebration Table

Group Rewards:

These are earned by all for the class and are recorded by accumulating marbles in a jar or similar device toward shared class treats. Classes should decide what treats they would like to earn and could include (as suggestions only):

- Extra play/choosing time
- Joke telling time
- 5 minutes disco dancing
- Walk round the school – visit the junior building
- New photograph for screen saver

Team and / or Table points - leads to an extra privilege or treat.

Sanctions

At the beginning of each day all children's names are in green zone so that the children will have a fresh start every morning.

First: verbal warning

Second: isolation within classroom
(time to be no longer than the number
of minutes corresponding to child's age)

Name moves to Yellow

Third: isolation in 'partner' class
(see below) – same time rule

Name moves to Orange

Fourth: to Head/Deputy/Key Stage Leader

Name moves to Red

Class Partnerships:

as agreed by teaching staff

Key Stage 2

Rewards

Children at KS2 are organised into four teams: Normans, Saxons, Vikings and Celts. They remain in the same team throughout their time in KS2.

Children may be awarded team points by any staff during the week for good work, behaviour, helpfulness etc. Normally one point will be given, exceptionally two or more. These are recorded in the classroom and count towards a weekly team points competition.

At Monday's Celebration Assembly the captains of the winning team are presented with the trophy which is decorated with their team's colour ribbons. This is displayed throughout the week in the school hall.

Each child has a merit card on which to keep merit stickers or stamps awarded by the class teacher at a rate of one per week for behaving appropriately throughout the week. The sheet is divided into three and each section holds 12 stickers or stamps.

On completion of a section of 12 stickers (approximately one term) a child is awarded a 'bronze' certificate, completion of the second section earns the child a 'silver' certificate and the third earns 'gold'. This will not be before the summer term. For the highest achievers a 'double gold' certificate is available.

Other privileges which encourage appropriate behaviour may be awarded at the discretion of the class teacher. One child from each class will be nominated 'Achiever of the Week' by the class teacher, for which they will receive a 'bonus' sticker or stamp. Their achievements will be celebrated in Monday's Celebration Assembly and their names displayed throughout the week in the school hall.

Sanctions

Each classroom has a behaviour recording area divided into green, amber and red zones, containing a separate name card for each child.

At the beginning of each day all the children's names will be in the green zone, which denotes acceptable behaviour.

A child who misbehaves in class will receive a verbal warning from the teacher.

For further misbehaviour the child's name card will be moved to the amber zone as a further warning and will be isolated within the classroom for a short period.

For a further transgression the child's name card will be moved into the red zone. This is the final classroom warning. The child will lose the weekly sticker or stamp and be sent to work in a partner class for a short period.

Class Partnerships: as agreed by teaching staff

Any other classroom misbehaviour on that day will result in the child being sent to the headteacher. The child's name card will be attached to a purple zone on the headteacher's door. If the headteacher is not available the child's name card will be left there until the headteacher has been able to see the child. The deputy headteacher will be involved in the head's absence.

The headteacher will discuss with the child what has happened and remind the child of further sanctions to follow if there is not an immediate improvement in the child's behaviour in class.

If a child is sent to the headteacher a second time in a half term, the child's name will be recorded in the headteacher's behaviour book. A child's name will also be recorded by the headteacher immediately, without the need for preliminary recording at class level, for the more serious breaches of discipline such as violence or insolence, and the child's parents may be contacted.

If a child's name is recorded by the headteacher twice in a half-term, the parents will be invited by letter to visit school to discuss the child's behaviour.

For misbehaviour at playtime a child will stand by an identified section of the school wall for 5 minutes, under the supervision of the teachers on duty.

The children's names are placed in the green zone at the end of each day so that the children will have a fresh start every morning.

To alleviate an immediate dangerous or disruptive situation within any class, a teacher may choose to send a child to a pre-arranged partner class to work in an isolated situation for the remainder of a session.

A summary of this strategy is contained in the school's 'Handbook for Students and Trainees' and 'Supply Teachers' Handbook'. Midday Assistants (MDA's) have a notebook to record instances of poor behaviour at lunchtime as communication with class teachers. MDA's also record good behaviour and can award stickers daily (FS and KS1) and certificates for particularly co-operative behaviour at play on a termly basis (FS, KS1 and KS2).

Woodfall Primary School

Exclusion of Pupils Policy

Background

This policy deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

1. The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed;
2. The second is to realise the aim of reducing the need to use exclusion as a sanction.

Introduction

The decision to exclude a pupil will be taken in the following circumstances:

(a) In response to a serious breach of the school's Behaviour Policy
and

(b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher.

Exclusion, whether for a fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs

- Misuse of other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction. At times the Headteacher may decide not to use the extreme sanction of an exclusion but put in place a Pastoral Support Plan to try avoid the sanction of an exclusion and to try to avoid the potential for one in the future. The Headteacher may decide that in taking this action to support it with an internal exclusion.

Exclusion procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate. During this meeting a Pastoral Support Plan will be drawn up, which will include a review date.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

Records relating to exclusions will be stored confidentially.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him".
- Arson
- Behaviour which poses a significant risk to the child's own safety.

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

General factors the school considers before making a decision to exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

- If appropriate, to explore a managed move, to avoid exclusion with the support of the Local Authority Inclusion Officer and parents.

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Equal Opportunity and Race Equality Policies
- Allow the pupil to give her/his version of events
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.