



Heart of the Community  
Western Springs Community  
Primary School



# School Policy on Behaviour Management

## **1. Aims**

- 1.1 Our behaviour policy is based on the following principles:
- Discipline is a whole school issue and success arises out of a collaborative and supportive approach by all stakeholders.
  - The purpose of our behaviour policy is to ensure that teachers have the right to teach and children have the right to learn.
  - We should aim to focus on the positive to motivate good behaviour.
  - Practices should be based on clear expectations with certain consequences.
  - Relationships should be based on mutual respect. Be assertive and not aggressive.
  - Interventions should always be based on the language of choice.

## **2. Classroom discipline plan**

- 2.1 These are the procedures for managing behaviour in the classroom. There are 5 elements:
- Positive relationships based on mutual respect.
  - Rules.
  - Consequences.
  - Behaviour management techniques.
  - Preventative strategies.
- 2.2 Our rules are based on our values, which are:
- Appreciation.
  - Honesty.
  - Co-operation.
  - Respect.
  - Responsibility.

The practical principles being equal opportunities and maximum inclusion

- 2.3 The classroom charter states:
- We listen.
  - We look.
  - We remember.
  - We succeed.
- 2.4 Each class displays a “behaviour wheel” (the caught curriculum). Reception will have a simplified wheel.
- 2.5 Each class displays the “Climate for Learning Charter”.
- 2.6 Every session we begin with reminders and expectations of “behaviour for learning” (see inset on learning to learn).
- 2.7 We ensure every child exhibits readiness to learn, i.e. correct seating, eyes on speaker, resources ready, classroom calm.

2.8 We catch good behaviour and children trying to stay in “expected behaviour” section of the wheel (i.e. adhering to “values for learning”).

2.9 We emphasise positive reinforcement and give rewards.

### 3. Rewards

3.1 Rewards are based on values for learning. Children will earn tokens and put their named tokens in the appropriate pot.

3.2 Each week the tokens are counted and the class with most (pro-rata) will receive a shield for the week and an extra five minutes at playtime. Individual children will receive a certificate from the Headteacher. (Tokens to be collated on Thursday afternoons for Friday’s celebration assembly).

3.3 Individual learning cookie charts are given to each child. Cookies are awarded when children demonstrate good learning.

- When the first line of cookies is complete the child adds to school chart..
- Headteacher awards a certificate.
- For completing a chart in half a term the child receives a small prize.

3.4 Celebration displays will be used throughout the school:

- In the hall there will be a display of values – Headteacher’s assembly will be based on values..
- There will be a celebration book updated weekly and also a kind acts book.
- Lunchtime supervisory assistants will follow the same behaviour strategies.
- Class ambassadors will be appointed as role models.
- A ‘king’ & ‘queen’ for the day is selected for demonstrating school values and hard work.

N.B. Class and whole school community will be consistent in following the systems and parents will be reminded of the policy at the beginning of each term.

### 4. Consequences

4.1 There is a Behaviour Wheel in each class and it is important that children are reminded of expectations at the beginning of each session. Each child has a named wooden peg on the first section.

4.2 1<sup>st</sup> section - children whose pegs remain in that “excellent” section will receive a reward:- every half-term they will receive a certificate and a chance for token draw

4.3 2<sup>nd</sup> section - means a verbal warning and a reminder of expectations.

4.4 3<sup>rd</sup> section - calm down 1, second warning.

4.5 4<sup>th</sup> section - calm down 2, time out in the reflection area in class (KS1 - 2 minutes, KS2 - 5 minutes **please use timer**) and a yellow card issued. This is recorded in ‘Behaviour wheel’ book for tracking.

- 4.6 5<sup>th</sup> section - child sent to partner class with work for the rest of the session (am/pm), or next morning if afternoon. a red card is issued and a letter from the Headteacher is sent home (letter 1). Headteacher receives behaviour book. Logged and tracked with behaviour mentor. If no one available a class will be used Year 2 or Year 6. A rocket to Headteacher if SENCO out. Reception - Y 2, Y2 – KS2, KS2 – Y2.

**NB:** - if Headteacher is not available Senior Management is next in line followed by A-Headteacher; they will record and issue letters on HT's behalf.

- 4.7 If two red cards are issued a second letter is sent home informing parents of their child's behaviour, a pupil monitoring card is put in place (teachers responsibility for week to track) and parents are requested to meet with the Headteacher (letter 2).

The pupil monitoring card will be reviewed after one week by the behaviour mentor. If not improved "strengths and difficulties" and pen portrait to be completed to inform Boxall – any tracker will be reviewed after 4 weeks.

**NB: These red cards are recorded in the red book which is sent to the Headteacher**

- 4.8 Violent, dangerous, disruptive or rude behaviour to anyone will result in exclusion – IBP may be only option here - and behaviour strategies reviewed with parents. Any further incidents will be considered for behaviour support intervention.
- 4.9 Children will only be referred to the HT / DHT as a result of significant events allowing for fast tracking and all other strategies exhausted. Headteacher and behaviour mentor review weekly.

## **5. Lunchtime behaviour management**

- 5.1 Lunchtime supervisors follow the school policy and refer to their job description as to what is expected within the dining hall.
- 5.2 Rules - A charter for rules will be on view in the hall and supervisors will refer to it at the beginning of lunch.
- 5.3 Rewards - will be as class (see policy);  
- a supervisor's certificate will be awarded to a child from each class weekly;  
- stickers are awarded for healthy eating, good manners, etc.
- 5.4 Consequences - as policy (time out to HT/DHT/Senior staff)
- 5.5 Strategies - school council /Buddies will assist in playground buddying;  
- buddy bench will be encouraged;  
- staff receive children in a quiet lined-up manner at 1.00 pm KS2;  
- two bells: at the first bell children stand still;  
at the second the classes are called one at a time to line up - they walk!  
- all children are expected to line up and be led around school. No child will run

- off unaccompanied;
- all support staff will record extreme yellow and red card behaviour (see monitoring book)
  - monitoring books are to be given to the headteacher at the end of Friday lunchtimes.

**NB:** Supply Staff must be made aware of behaviour wheel and strategies

## **6. Behaviour management strategies**

- 6.1 Good routines support good behaviour (refer to Inset – environment for learning / learning to learn).
- 6.2 Relaxation strategies are used to music in hall or class by all staff as and when necessary.
- 6.3 Music massage in classrooms
- 6.4 Pupils with significant behavioural/emotional needs will have special Consideration e.g. nurture/motivation and kind pledge
- 6.5 Counselling and mentoring will be available to support. Please refer to appendices.
- 6.6 Consistent behaviour is the responsibility of everyone in the school.
- 6.7 Buddies/school council/gold ties are trained to deal with minor conflict and refer to adults.

## **7. General strategies**

- 7.1 All staff are to be on the playground two minutes prior to the bell ringing to receive a quiet line of children. The children will be led in, waiting at doors to be allowed to enter the rooms.
- 7.2 Staff on duty will ring the bell once – the children will stand still and be called class by class to line up.
- 7.3 Children will only be allowed into school to use the toilet two at a time. Each child will be given a band to allow him/her into school. This must be returned to the staff member when the child returns to the playground.
- 7.4 First Aid – at break times two children only should be sent to the staff room to request help (not the school office). Children who are injured or unwell should remain where they are. One/two children should be sent to the duty first aider, with a Green cross. A rocket will be given to children for behaviour emergencies, a green cross for First Aid.

## **8. Behaviour intervention actions**

- 8.1 For children who have significant behaviour issues, either as a result of high level disruptive behaviour or constant, repetitive low level disruption, it will be necessary to initiate a behaviour report. These children should be referred to the Headteacher, Deputy, SENCo or Behaviour mentor to initiate a behaviour plan. It is important in these cases that appropriate records are kept as these are essential if referrals to other agencies are needed. Refer to the documents Effective Pastoral Support Programmes, Behaviour Action Plan and Better Strategies for Teaching.
- Forest Schools is timetabled to support identified children
  - Positive play is timetabled for identified children.

## **9. S.M.S.C**

- 9.1 We seek to develop high self-esteem in our children. An important part of our behaviour policy is to support the children in their personal development so that they are more able to self-regulate their behaviour.
- 9.2 This is supported in two ways:
- There is a behaviour mentor who seeks to support children with identified behaviour needs. She provides short term support to address emotional barriers to learning.
  - The school recognises the SEAL programme and this will be the central, but not only, resource for the delivery of P.S.H.E. in the school. We are committed to at least 1.5 hours of P.S.H.E. each week and links throughout our curriculum. SEAL underpins our five values for learning. Headteacher and Deputy headteacher assemblies will deliver SEAL twice weekly.
- circle time is timetabled daily
  - reminders are visible around school.

## **10. Monitoring and review**

- 10.1 This will be ongoing.
- 10.2 In the Autumn term, with the approval of Governors, the policy will be communicated to pupils, parents and staff.
- 10.3 In the Spring term the policy will be reviewed, consultation will take place with parents, staff and children.
- 10.4 In the Summer term policy amendments will be considered.

## **11. Recommendations for Staff from the Bichard Enquiry**

- 11.1 “All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Equally, staff should not use any form of degrading treatment to punish a pupil. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation.”

- 11.2 “The circumstances in which staff can intervene with a pupil are covered by the 1966 Education Act. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others.
- 11.3 Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.”
- 11.4 “Staff working in one to one situations with children and young people may be more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and pupils are met.

## **12. Outside Agencies**

- 12.1 The school will refer pupils to one or more of the following agencies where necessary to improve behaviour for learning:
- Education Welfare Officer
  - School Nurse
  - Behaviour Support
  - Parent Support Worker
  - Educational Psychologist
  - Child and Mental Health Services.
  - Learning Support

Reviewed: September 2017

Accepted and ratified by Governors

## **Behaviour Management in P.E**

P.E support will follow the Behaviour Management Policy.

A red book and cards will be issued to the coaches.

The children will move pegs upon return to class.

If they are told to move to yellow it will be recorded in the 'Behaviour wheel Tracker' and time out given in KS1 → KS2, KS2 → KS1

If a RED card is issued letter 1 will be sent home.

If 2 RED cards are issued letter 2 will be issued stating exclusion from next week's P.E lesson and observe in lesson where applicable

PE support will enhance values and pride in oneself (i.e. constant reminder for PE kit).

## BEHAVIOUR GUIDANCE – ALL CLASSES AND LUNCHTIMES

Expectation	Warning	Green Card	Yellow Card	Red Card / HT	HT / Exclusion
<ul style="list-style-type: none"> <li>• Listen respectfully to staff.</li> <li>• Be polite.</li> <li>• Walk down the corridors.</li> <li>• Walk on the left side of the corridor.</li> <li>• Hold doors open.</li> <li>• Help others in need.</li> <li>• Play safely and co-operatively.</li> <li>• Eat lunch sensibly.</li> </ul>	<ul style="list-style-type: none"> <li>• Answering back (explaining ... justifying own point of view).</li> <li>• Telling tales.</li> <li>• Uttering an expletive.</li> <li>• Using inappropriate language when talking</li> <li>• Walking on the wrong side of the corridor.</li> <li>• Not looking when you close the door.</li> <li>• Walking by on the other side.</li> <li>• Putting food in the bin.</li> <li>• Being noisy while eating.</li> <li>• Swapping / sharing food.</li> <li>• Dropping food and not picking it up.</li> <li>• Walking around whilst eating.</li> <li>• Running over the red line.</li> </ul>	<ul style="list-style-type: none"> <li>• Not coming when sent for by a member of staff (messengers = Y6 helpers, school council or adult).</li> <li>• Being argumentative (refusing to listen to others, attention seeking, wanting own way).</li> </ul>	<ul style="list-style-type: none"> <li>• Running down the corridor, possibly colliding with others.</li> <li>• Seeing someone behind the door and letting the door go.</li> <li>• Laughing at someone else's misfortune.</li> <li>• Moving other people's bags, property</li> <li>• Finishing lunch and going out without permission..</li> </ul>	<ul style="list-style-type: none"> <li>• Running away from a member of staff.</li> <li>• Lying to get someone else into trouble.</li> <li>• Swearing at someone / verbally abusing staff.</li> <li>• Using foul language (in a bad mood).</li> <li>• Deliberately slamming a door in someone's face.</li> <li>• Teasing</li> <li>• Play fighting</li> <li>• Hiding people's property</li> <li>• Throwing food / food fight</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving school grounds.</li> <li>• Racism.</li> <li>• Sexism.</li> <li>• Using foul language (in a bad mood).</li> <li>• Real fighting.</li> <li>• Bullying.</li> <li>• Assaulting an adult or child.</li> <li>• Damaging property (e.g. putting property down the toilet).</li> <li>• Stealing.</li> </ul>

### Core Routines across all classes

1. Establish an entry / exit procedure routine (use music)
2. Positive greeting to classes (even in corridor before going in) and positive ending to the day.
3. First three minutes establishing attention, initiating and sustaining group attention (have signal: 3 - 2 – 1, are you ready to learn?).
4. Establish Rights / Rules / Responsibilities in line with classroom charter and Behaviour Wheel.
5. Establish noise levels in classroom (working noise, partner voices. high – no; middle – yes; low – silence).
6. Transition Routines established.
7. How to gain teachers attention / assistance during independent work (fans).
8. Class charter and behaviour wheel displayed clearly.
9. No hands policy across school.

## Positive discipline

The most common causes of misbehaviour in the classroom are:

- Boredom;
- The inability to do the work set;
- Being asked to work for too long;
- Pupils not understanding what is expected of them;
- Attention seeking;
- Not feeling valued.

**Know what is typical for the pupil's age.** Try not to expect too much from them, e.g. sitting still for long periods of time without a break.

**Ensure lessons planned are flexible and tell your pupils your expectations and desired outcomes.** (Taking into account different learning styles and multiple intelligences.)

**Be positive** and show plenty of praise, either verbally or non-verbally. Use the sanctions as a last resort and make sure the consequence ladder has been used.

**Be consistent** so your pupils know you mean what you say.

**Good relationships with parents.** This will allow knowledge of the pupil's behaviour at home, also giving you an idea of any problems that may arise.

**If a pupil has misbehaved** try to understand why. What need is not being met? How could you address that need in an acceptable way?

**Give your pupil choices,** always ensure either choice is related to the desired outcome.

**Avoid threats or ultimatums.**

**Never bribe or make promises you cannot keep.**

**Accept mistakes and help your pupil move on from them.** Talk through a scenario and ask you pupil what he/she would do differently next time. Encourage use of values vocabulary. See appendix 1c.

**To teach children respect;**

- **Talk to them respectfully – without ridicule, sarcasm, name calling or humiliation.**
- **Be a positive role model for you pupils – it is the most powerful form of learning.**

## Effective Rewarding

Here are some basic rules for ensuring that rewards reinforce acceptable behaviour and give pupils a sense of personal involvement in their progress.

- ☺ Always use the smallest reward acceptable to the pupil.
- ☺ Ensure that the pupil receives the reward as soon after the desired behaviour occurs as possible.
- ☺ Always praise the pupil, commenting on the behaviour that has led to the reward.
- ☺ Ensure rewards system is used regularly.
- ☺ Use home/school praise cards (at least 2/3 times per day – ‘ask me what I did today’).
- ☺ Try to ensure that there is a hierarchy of rewards (smaller rewards should build up to larger rewards).
- ☺ *Never* take a reward away after it has been earned; inappropriate behaviour should be sanctioned separately.
- ☺ Phase out the rewards as soon as possible; the long-term aim must always be to encourage the pupil to find whatever it is he/she is doing intrinsically rewarding.

The following list of rewards used in school is by no means exhaustive. They offer suggestions which may be adapted and made available for use by all school personnel. Some rewards may be individual or immediate; others may be for a group or class and earned through the collection of tokens over a period of time.

- ☺ Extra time with a favourite adult
- ☺ Praise in the form of:
  - verbal encouragement;
  - a quiet, private word;
  - peer group acknowledgement.
- ☺ Positive comments on:
  - progress record or report card;
  - good behaviour noticeboard;
  - letter home.
  - Cards to parents ‘ask me how I got a sticker’
  - Lucky dip

- ☺ Recognition of achievements in assembly.
- ☺ Public display of work.
- ☺ Positive feedback of success or progress through:
  - frequent marking of work;
  - good written comments on work.
- ☺ Smiles, laughter, winks, thumbs-up.
- ☺ Physical proximity.
- ☺ Earning rewards or choosing an activity for the class.
- ☺ Headteachers awards.

Date.....

Dear Parent/Carer,

Child's name:

Class:

In accordance with our behaviour policy, I am writing to inform you that today your child received three warnings.

This means that on three separate occasions, despite verbal warnings from an adult and a cool-off session, he/she had to be sent to the time-out room for the afternoon..

As I am sure you will agree, this is not an acceptable situation and I would appreciate it if you would take this opportunity to remind your child of our expectations. Good standards of behaviour by our pupils are essential for the education and happiness of everyone at Western Springs.

Please complete the slip below and return it to school to let us know that you have received this letter.

May I take this opportunity to thank you for your continued support. If you have any queries, please contact me at school.

Yours sincerely,



Headteacher

✂-----

Child's name:

Class:

I have received the letter about my child's behaviour in school and will speak to him/her about it.

Signed .....

Date .....

Date.....

Dear Parent/Carer,

Child's name .....

Class:.....

In accordance with our behaviour policy, I am writing to inform you that your child received four warnings about poor behaviour, resulting in a "red card".

This means that on four separate occasions, despite warnings from an adult and a cool-off session, he/she had to be sent to another class.

Unfortunately his/her behaviour did not subsequently improve and a second "red card" has been given. Time out was given in a partner class for the session.

I would appreciate it if you would make an appointment to see me to discuss his/her behaviour and how we can work together to improve the situation.

Please complete the slip below and return it to school to let us know that you have received this letter.

May I take this opportunity to thank you for continuing to support us in our efforts to improve standards of behaviour at Western Springs.

Yours sincerely,



Headteacher

✂

Child's name:

Class:

I have received the letter about my child's behaviour in school and will speak to him/her about it.

Signed .....

Date .....

Date.....

Dear Parent/Carer,

Child's name: ..... Class: .....

Further to my earlier letter about your child's continued poor behaviour, I am sorry to inform you that the situation has not improved.

.....  
received yet another red card today and we had no alternative but to place him/her in the time-out room for a day, as is school policy.

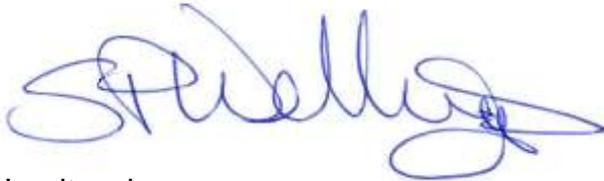
This will take place on .....

I would appreciate it if you would come to see me

on.....at.....  
so that we can discuss how we can work together to improve your child's behaviour.

May I take this opportunity to thank you for continuing to support us in our efforts to improve standards of behaviour at Western Springs.

Yours sincerely,



Headteacher

.....  
Child's name: ..... Class: .....  
I have received the letter about my child's detention and will attend the meeting with Mrs Wellings on ..... at .....

Signed ..... Date .....