



# **Behaviour Policy**

## **September 2016**

## Principles

This policy is based on the following principles:

- All children can behave
- Behaviour is everyone's responsibility
- Child, parents and staff working together to improve behaviour is effective
- You need good behaviour before you can achieve good learning
- Children should learn that behaviour has consequences
- Appropriate behaviour needs to be taught
- Any policy needs to be applied consistently

## 4Rs- Rights, Responsibilities, Rules and Routines

All children have rights, we agreed the most important for this policy are:

- The right to feel safe.
- The right to learn
- The right to be treated fairly with respect.
- The right to be happy/enjoy school.

We also feel it is important to remember that children have the right to a fresh start.

The pupils are responsible for their own behaviour and have a responsibility to follow the school rules.

Our classroom rule is:

**Respect our school and each other**

This rule can be further explained in an age appropriate way, to include:

- I will do as I am asked straight away.
- I will move around school quietly and sensibly.
- I will always do my best.
- I will listen to others and show I am listening.
- I will only say and do kind things to others.

The school has routines to promote and establish good behaviour. These routines are planned to ensure children are best-placed to follow classroom rules. Staff plan, among other things:

- How children will enter the classroom
- How children will line up (in register order in KS2)
- Seating plans
- Stop signals- how to get all pupils' attention
- Monitors to carry out jobs
- How resources will be organised so pupils can access them easily
- How children will move around the classroom

- How pupils will walk around the corridors (in one line in silence), including at the end of the school day when walking to the playground for collection.

#### Strategies to deal with unwanted behaviour and re-direct to correct behaviour:

- Non verbal cues- hand gestures, a look, a nod of the head.
- Ask the question **“What are you supposed to be doing?”** to remind them of the task/ expected behaviour.
- Also use **“Name, are you OK?”** when a pupil is not on task- redirects them in a non-confrontational way.
- Descriptive cueing: eg. Peter you are fiddling with a pen.
- Use of “thanks” even before they have complied- shows you expect they will.
- Direct to correct behaviour: eg “ line up quietly thanks” rather than “stop talking in line”
- Conditional directions: “Yes you can go to the toilet when you have finished your sentence”
- Reminding: “Remember the rule about only saying kind things” or “What’s the rule about play fighting?”
- The tactical pause: say the child’s name first, to ensure listening “Dave..(pause) pen down and listening thanks”. Or to whole class “Listening please..(pause) everyone looking this way”
- Take up time: giving the child time to co-operate without having to lose face completely. “James, put your toy in your tray thanks, I’ll come over in 2 minutes” turn away as you expect him to do it and ignore if he doesn’t do it absolutely immediately.
- Remove an audience: “Mat come over here, thanks” and look away, showing you expect them to come without being watched. They are away from their friends and more likely to back down.
- Ignore secondary behaviour- it distracts you from the behaviour you initially want to change. Eg. “Mel, put your chewing gum in the bin thanks” Mel sighs, rolls her eyes and says “my days” (ignore, if she puts it in the bin you still win) or if she replies with “other teachers let us chew gum” don’t get drawn into an argument, partially agree “Well, the rule is clear, put it in the bin, thanks” and move away to allow take up time.

#### Consequences

Sometimes pupils won’t respond to re-directing then consequences will apply.

In some situations consequences are immediately applied, with no warning eg having a tantrum and throwing a chair, bullying, lashing out (verbally or physically)

Consequences need to be clear and consistently applied can be immediate or deferred, this may well depend on the stage of development of the child. Sometimes they are better to be deferred as then the child has some “cooling off” time before having to accept the consequence. Children in the Foundation Stage will require immediate consequences. All pupils need the reason for the consequence to be explained clearly.

The school consequence system has 4 stages (See Appendix 2):

1 consequence - sad face

2 consequences - miss 5 minutes

3 consequences - miss 15 minutes - Behaviour Mentor called to try and avoid further consequences.

4 consequences - removed from class to isolation to be covered by the Behaviour Mentor usually or class/year group TA if the Behaviour Mentor is not available. If this is not possible, refer to KS leader to redirect TAs to cover isolation in The Ark. The Behaviour Mentor must receive the red card by the end of the day so they can inform parents. If they can't do this, the red card will be sent back to class teacher to ask them to tell parents. (See Appendix 3 )

For Foundation Stage pupils the consequences need to be immediate and related specifically to the behaviour (e.g. in F1 if a child hits another, they should be taken to where the hitting took place to sit out on a chair). For older pupils the consequence may be slightly delayed (e.g. 5 minutes off the next playtime). In Year 1 as much as possible the consequence is completed the same day. From Year 2 onwards the consequence will be from the next play time/lunchtime (even if that is the next day). In Key Stage 2 the fourth consequence will result in the pupil being removed from the class for a period of time (at the discretion of the Behaviour Mentor, Head, Deputy Head or Key Stage leader) and will work in isolation. If more than one child is in isolation it may be possible to have them both in the same room (this will depend on the children involved).

Each new day is a fresh day with no sad faces carried forward (although pupils may still have to complete a consequence from the previous day).

Before receiving a consequence, each pupil should receive **one** warning and given the opportunity to make the right choice. Other pupils who are displaying the desired behaviour should also be specifically praised before a consequence is given.

Pupils may display secondary behaviours when receiving a consequence e.g. rolling of eyes or saying "so" or "you can't make me miss my play". It is best to ignore these behaviours at the time as they are designed to distract from the original behaviour. Speak to the child later on a 1:1 basis and remember you have won the battle as the child will have the consequence and will miss if it is the second or third consequence.

Consequences will be recorded (See Appendix 4) and the Behaviour Mentor will examine these records regularly to look for patterns to ensure the correct support is in place for managing pupils' behaviour. Please place all consequence records in the Behaviour Mentor's pigeon hole on a Friday afternoon.

### Rewards

Children will receive rewards who are displaying the desired behaviour. Rewards can be: praise, stickers, notes home, wrist bands, etc. At least 3 parents a week should be contacted by the teacher to specifically inform them of good behaviour- this must include pupils who are consistently well behaved. The Behaviour Mentor will also contact parents to tell them how well behaved their child has been.

Pupils in Key Stages 1 and 2 can also earn smiley faces and collect these for prizes of increasing value depending on the number collected, up to a cinema trip with the Behaviour Mentor. Each pupil will have a chart to collect the smiley faces on. Smiley faces can be awarded for excellent behaviour and work. KS2 pupils can also earn points as a reward for good behaviour (10 points are equivalent to 1 smiley).

Pupils in the Foundation Stage will receive more immediate rewards such as praise or stickers. They will start a smiley face charts when it is decided that they are ready for it (this will depend on the cohort).

Each child that does not receive a consequence all week receives a smiley face. All Key Stage 2 pupils who have not received a consequence all week will stand up in assembly on Mondays.

If a child has not had a consequence all half term, they receive a certificate in the half termly achievement assembly. All names in that class with no consequences are put in a pot, 1 large prize winner and 2 small prize winners are drawn from each class. All pupils who have not received a consequence all year will also receive a certificate in assembly.

Postcards are awarded in assembly on Fridays (1 per class) for good work and behaviour; these are sent home to parents.

Each class has a marble jar; the class receive a marble for achieving their class behaviour target (if they have one) or for other whole class good behaviour. Once the jar is full, the class choose a reward (a party, watch a DVD, extra play).

All children with the exception of additional needs classes who have not had a consequence all week are rewarded with a drink and biscuit on Friday afternoons. Other class reward systems may be in place. This is fine as long as the whole school consequences are applied consistently and other reward systems do not interfere with whole school rewards.

### Behaviour Mentors

Our Behaviour Mentors are available to offer advice and support as required. If you are struggling to manage a pupil or you are not sure which strategies to use, please ask the Behaviour Mentors for support. They will suggest strategies and will help you implement them. They will not manage the behaviour of pupils for you, the class teacher must take ownership of it otherwise pupils will see that they can exploit certain members of staff and behave differently for them.

The Behaviour Mentor will also follow up incidents from lunchtime. The MSAs will record incidents and she will check that the consequences have been understood and will be completed. They will check pupils are settled in class after lunch. They will also be available at lunchtimes to support pupils who are struggling.

If you are not going to be in school and you know the pupils in your class may struggle with a supply teacher, please speak to the Behaviour Mentor so she can be aware and support the pupils and teacher as necessary.

### Other school staff

All school staff are expected to use the whole-school consequence and reward system, including TAs, student teachers and PPA teachers. If they feel a pupil deserves a postcard for their behaviour when they were teaching them, they can award one in assembly on Friday. MSAs and parent helpers should not give sad faces.

### Supply Teachers

When supply teachers arrive at school they will be given a supply teacher folder that contains a supply behaviour chart with all children's names down the side (Appendix 6). All pupils start the day with 5 stars which can be crossed off for inappropriate behaviour. If they lose 3 stars, please contact a Behaviour Mentor to see if they can assist to de-escalate, they may also give other consequences if necessary. If a TA is supporting in class, they can issue consequences as normal.

If the pupils still have 5 stars by the end of the day they will receive 2 smiley faces. If they keep 3 stars by the end of the day, they will receive 1 smiley face. The chart will be left for the class teacher to see on their return to work. On discussion with the Behaviour Mentors, they may decide further consequences are required for certain pupils.

### Playtime

In KS1 and 2 there is a timetabled 15 minute break each morning with a duty rota. If you feel your class is ready for their break at a different time to the timetabled break time you can change their play time but you will need to supervise them during this time. **Remember you will need to be outside on duty when you are timetabled to be there.**

Incidents at play time should be dealt with by the staff on duty. If a consequence is deemed necessary, it will be missing all or some of the next playtime. Fighting at playtime will result in the next 3 consecutive playtimes being missed. **Consequences are not given at play or lunch times. (This includes lining up at the end of play/lunch- take away some of the next play time if necessary).**

At the end of playtime the bell (KS2) or whistle (KS1) will ring twice. On the first ring/blow the pupil stand still, pupils with balls are asked to line up first, then the second bell/whistle goes and the pupils all walk to line up in one straight line. In KS2 the pupils line up in register order. In KS2 if the line is straight and quiet, the Behaviour Mentor/ Senior MSA will award the class a yard card. To keep the yard card the class must walk into class in silence. The class colour and date their yard card on the chart on the corridor. The class with the most yard cards earn 5 marbles in their marble jar.

### Lunchtime

Incidents at lunchtime will be dealt with by the MSAs and the Senior MSA, the Behaviour Mentor or the member of SLT on duty if required. Incidents will be logged in the behaviour book for the Behaviour Mentors to check daily and follow up. Consequences are: missing 5 minutes lunch break or missing the next lunch play (they will still have time to eat their lunch) and go up last for lunch. If a pupil is involved in more than one incident that would usually result in a loss of lunch play, the Behaviour Mentor becomes involved and phones the parents.

Fighting at lunchtime results in the next 3 consecutive playtimes being missed and recorded on a yellow card. If the pupil is involved in further fighting incidents the pupil will miss a number of lunchtimes.

### Serious Incidents

Any violent incident or fight needs to be recorded on a pink Non - Handling Incident Report form (See Appendix 7) and passed to the Behaviour Mentor, Head teacher or Safeguarding Team who will ensure they get to the Head teacher. If a serious incident happens at lunchtime, the MSA must get the Behaviour Mentor or member of SLT on and record it in the book, the Behaviour Mentor may feel it needs to be recorded on a pink or red incident form and will support the MSA to do this to ensure a record of the incident is kept and passed to the member of staff on duty to ensure parents are informed. If a pupil is violent towards a member of staff, this must be recorded using the online system by the member of staff alongside the Behaviour Mentor.

### Children not managed with the behaviour policy

The vast majority of children should be managed under the behaviour policy however there will be the occasional exception. Through analysis of the weekly consequence charts (which must be a class list with consequences for each week completed), the Behaviour Mentor will be able to identify any pupils continually getting consequences and suggest strategies to improve behaviour. If no improvement is seen, an individual behaviour plan must be put in place by the Behaviour Mentors and reviewed fortnightly. All staff working with those pupils must be made aware of the individual behaviour plan. The individual behaviour plan may be that the consequences start again from zero after every break or lunch time.

Some principles supporting individual behaviour plans:

- The plan must be followed CONSISTENTLY. It must be available for all staff to use and the pupil must be aware of the system.
- Disruptive behaviour cannot be rewarded, children who are not displaying the correct behaviour should not be rewarded with attention. If they are removed from class there should be as little interaction as possible. The time to talk about the behaviour is when the child is calm and has done as they have been asked and completed consequences.
- If pupils miss lesson time, they must complete the work they would have done in lesson time either out of the classroom once calm enough or at break or lunch time.
- If pupils receive reward time as part of their plan, this cannot be given immediately following misbehaviour or if they have had to be removed from class. The message needs to be clear that the reward is for displaying the correct behaviour. If they have some reward time they have earned, it can be carried forward to the following day but no further.
- Provision and support is different from reward time. It must be VERY clear on the behaviour plan what is reward time and what is provision. Again, support and provision

cannot appear to reward unwanted behaviour as this will confuse the pupil. If a child is supposed to have support when they are misbehaving, where possible, this can continue but should focus on calming and completing the task required. Even if this provision is usually a time to play games or relax, the pupil must show that they are calm first and complete work missed.

Some children may display behaviour that would immediately take them to four consequences as it is so extreme. In these situations, the Head teacher or Deputy Head must be made aware of the situation so support can be put in place.

### Positive Handling

On occasion it may be necessary to physically hold a child. Certain members of staff are trained and these members of staff should be the only ones to hold a child.

The Physical Handling of children should be as a last resort and should be a result of:

Pupils hurting (or potentially hurting) themselves.

Pupils hurting (or potentially hurting) others.

Pupils causing significant damage to property.

Pupils causing significant disruption to learning.

Where at all possible, alternatives should be looked for (e.g. ignoring children who refuse to come in from outside or ignoring children under a table who are not coming to harm or seriously disrupting learning).

If a child has to be handled, they should be taken to the calming room and released ASAP. The person who was involved in the initial incident that led to the handling should be relieved by other handlers and they should leave the calming room. If the child can be left to calm down without being held they should do that. During this time in the calming room and whilst being held the adults should ignore the pupil and remain silent wherever possible. They should be held again if they are hurting themselves, others or causing significant damage.

All staff should check the calming room each time they pass. If the light is on they should check that staff in the calming room are safe or need extra staff using thumbs up/down - please do not enter unless staff signal with a thumbs down.

One member of staff should take the lead in the calming situation. If staff need to talk about the strategies/steps of de-escalation, this should be done in quiet voices so the pupil cannot hear. The lead person will talk to the child and other staff members should not intervene or talk to the child unless requested to do so by the staff managing the situation. The lead person will also make the decision on the number of staff required. (There may be occasions when the Head or Deputy feel they have to intervene, for example with pupils who have never had to be handled or use the calming room before. If this is the case, they will communicate with the lead person out of earshot of the pupil and do all they can to avoid escalating the situation.)

If, after an hour or physical intervention and use of the calming room, the child has not calmed down, the parents should be called to inform them that their child has been in a highly agitated state for an hour and so they can come to school to help calm them. If the parent can calm them, the child can stay. It may be necessary to exclude a child if they cannot calm after a sustained period and with help from parents. The Head or Deputy need to be called in these incidences.

A red Handling Incident Report form must be completed (Appendix 6). The red incident form MUST be given to the Safeguarding team before the end of the day, they will copy it and give a copy to the Behaviour Mentors to log the number of incidents. The Behaviour Mentors will monitor each incident of handling. The handlers must also inform the class teacher who MUST inform the parents at the end of the day that their child has been handled. If they are not in class at the end of the day, the class teacher must ensure the parents are told either by another member of staff or by phone. When the frequency of incidents increases; the Behaviour Mentors will discuss the incidents with the staff and review provision, de-escalation techniques and behaviour plans.

If a child is known to display behaviours which make it necessary to restrain them, they must also have an individual handling policy and risk assessment to be completed by class teacher and Behaviour Mentors.

#### Removal of pupils to Time Out

If a pupil needs to be removed from class immediately due to Health and Safety reasons and/or they are disrupting the learning of others, the office should be called (Ext 201, 202, 203, 204, 210). They will have a list of staff trained to physically handle pupils and their timetables. The office staff will locate 2 trained members of staff and send them immediately to help.

Circumstances where a pupil will need to be removed from class are:

They have received 4 consequences

They are throwing things/ ripping things up.

They are shouting/swearing at staff/pupils

They are refusing to follow instructions which means the learning of others is being disrupted

They have walked out of class and are refusing to come back.

Pupils are not allowed to run around the corridors or out on the yard, if they do so they will be removed to Time Out to complete work they have missed and a further consequence for refusing to return to class. (All pupils who walk out of class without permission should receive a consequence anyway.) Pupils must be calm before being released. Pupils should not be allowed to throw things, climb, kick things, or damage things. Pupils must complete work they have missed through being out of class and any other time out due to consequences received.

If a pupil has been removed from class as they have 4 consequences, and need to be in The Ark over lunch time, they should eat their lunch in the The Ark. The class teacher must inform the office who will let the senior MSA know that a child is in Time Out. The class teacher must also

inform their class MSA when the class is collected for lunch. The member of staff covering in The Ark at lunchtime must also ensure the pupil has had lunch and drinks.

### Exclusions

Exclusions are used as a last resort however there are occasions when an exclusion would be used as a sanction. A fixed term exclusion will be given as a sanction when:

- A pupil has sworn directly at a member of staff.
- Pupils are fighting in class and both are committing acts of violence.
- A pupil is continually non-compliant.
- When the Health and Safety of the child, other pupils or staff is compromised.

All pupils who have had a fixed term exclusion will be subject to a CAF, if parents/carers agree (except those pupils where it is a genuine one-off incident.)

Before any child can return to school after a fixed term exclusion, the parent must attend a re-integration meeting with a member of school staff (usually the Head teacher).

Permanent exclusions are avoided through identifying appropriate support for the child from agencies. A permanent exclusion may be necessary if:

- The total of days of previous fixed term exclusions culminate in the maximum of 45 days within an academic year.
- As the result of a serious isolated incident for which there has been little or no prior warning, these would include: extreme violence, sexual assault, bringing weapons into school.

### Parent/Carer Behaviour

First and foremost school is a safe place where children come to learn. With this in mind, parents and carers are expected to behave in a way that would support these aims. Parents and carers are welcome in school and are encouraged to speak to staff about any concerns.

Specifically we request that parents and carers:

- Speak to staff in a calm, non-aggressive manner without raising their voice or swearing.
- If possible, speak to staff members in a private environment away from other parents and children.
- Never approach another parent's child and speak to them about their behaviour, speak to a member of school staff.
- Never threaten any other parent, child or staff member.

If a parent, carer or other adult does behave in a way that is deemed inappropriate, the school will take further action, initially this will be a warning to the adult. If the behaviour persists, the LA and police will be informed and legal proceedings will be initiated which may result in a ban or a fine.

## MarvellousMe:

- We use the motivational platform MarvellousMe ([www.marvellousme.com](http://www.marvellousme.com)) to inform parents of positive things that have happened in school.
- All children have their own unique ID so parents only get informed about their child.
- Teachers should use MarvellousMe for the following (this is a non-exhaustive list)
  - ★ Logging “activities” that children have taken part in during the day. For example, a maths activity or a history activity.
  - ★ Awarding children “badges” for doing things well. These are not just academic but social also. There are strong links here with our Learning Behaviours.
  - ★ Teachers should use the “message” function to send reminders to parents about PE or trips.
  - ★ Weekly spellings should also be sent as an image file using the message function.
- MarvellousMe should also be used during learning time, perhaps for plenaries, whereby you can share the learning challenge with parents and request feedback.
- Child can change their superhero/monster/emoji – this should be used as a motivational tool and should be done to reward good behaviour or effort.
- If a parent has problems downloading the app, please refer them to Richard.

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## **CLASS RULES**

### **Respect our school and each other.**

- I will do as I am asked straight away.
- I will move around school quietly and sensibly.
- I will always do my best.
- I will listen to others and show I am listening.
- I will only say or do kind things to others.

## SAD FACE CONSEQUENCES



No juice or biscuit



Miss 5 minutes



Miss 15 minutes

**Brocklewood Primary School Red Card**

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_

**Reasons for Consequences**

|               | Time | Behaviour |
|---------------|------|-----------|
| Consequence 1 |      |           |
| Consequence 2 |      |           |
| Consequence 3 |      |           |
| Consequence 4 |      |           |

Length of time removed by Head/Deputy

Parents informed and how?

Signed \_\_\_\_\_





## **Behaviour at Brocklewood Primary School Parents' Information( KS1 and 2)**

We believe that all children can behave well and the best way to support children in order for them to behave well is for school, the pupil and the parents to work together.

All children have rights; we agreed the most important for this policy are:

- The right to feel safe.
- The right to learn
- The right to be treated fairly with respect.
- The right to be happy/enjoy school.

The children are responsible for their own behaviour and have a responsibility to follow the rule:

### **Respect our school and each other**

As the children move through the school this may be broken down into more detail:

- I will do as I am asked straight away.
- I will move around school quietly and sensibly.
- I will always do my best.
- I will listen to others and show I am listening.
- I will only say and do kind things to others.

Children are expected to follow this rule and will be reminded of it as necessary. If they do not follow these rules they will receive "sad faces" or "consequences".

1 consequence- sad face

2 consequences- miss 5 minutes

3 consequences- miss 15 minutes

4 consequences- Head or Deputy Head informed, parents informed, removed from class

The school rewards good behaviour in many ways: stickers, praise, postcards home, notes and phone calls home, points, and smileys. Children all have a smiley card. They can exchange them every time they have 25 for a prize or save them and when they have 125 they go to the cinema.

Lunch time behaviour is rewarded by sitting on top table. Consequences for unacceptable behaviour at play or lunch will involve them missing some of their next play. If they ever come home and say they are missing their dinner, this means they don't get to play out, they will still be allowed to eat! If your child has got to miss their dinner play due to an incident at lunch time, we will inform you of that incident.

Fighting in class is not tolerated under any circumstances, neither is swearing. These behaviours may well lead to exclusion.