



Our school Christian Values: **Respect,**
Self-worth/Perseverance, Love, Kindness, Forgiveness

**Wittersham Church of England
Primary School**

Behaviour Management and Positive Handling Policy

Team Responsible for review: Full Governing Body

Reviewed - November 2016

Wittersham Church of England Primary School

Behaviour Management Policy

At Wittersham CEP School we believe that learning should be a rewarding and enjoyable experience for all. We maintain that excellent educational experiences at school will help to equip children with the skills, knowledge and understanding that they will need to be able to make informed choices in their future lives. Our Christian distinctiveness underpins all aspects of school life and our curriculum. The Christian values of *kindness, love, forgiveness, self-worth/perseverance and respect* are promoted and embedded in our daily lives.

We encourage all children to take responsibility for their own actions, to develop self-discipline, respect for others, themselves and the environment. We believe this creates a happy, caring school, which enables effective teaching and learning to take place.

Our Christian Values

- Christian Values are shared and understood by all members of the school community and are *consistently* upheld.
- Emphasis is to be placed on positive behaviour.
- Children are encouraged and supported to take responsibility for their own behaviour, to ensure they are sensible, trustworthy and polite.

The Christian Values are displayed in the hall, every classroom and the outside area.

Classes display 'Class Expectations', which are specific to each class and written with the children so ensuring that they have understanding and ownership of them.

The Role of Staff

The staff at Wittersham CEP School have high expectations of all children within the school and will consistently recognise and reward the expected positive behaviours that our pupils display. Similarly, they will consistently recognise and address any behaviour that does not meet our high expectations. Staff will show respect to every child as an individual, be aware of vulnerable children, focus on the behaviour not the child and maintain fairness.

The Role of Parents/Carers

Wittersham CEP School endeavours to work collaboratively with parents/carers so that pupils receive consistent messages about the expectations of behaviour at home and at school. If parents have any concerns about their child's behaviour, they should speak to their child's class teacher in the first instance.

The Role of Pupils

The school council were consulted and their ideas incorporated into this policy. Children understand their role in demonstrating exemplary behaviour at all times of the school day.

The Role of Governors

The Governing Body has the responsibility of setting down the general guidelines on standards of behaviour, and the sanctions necessary to ensure that Wittersham CEP School always provides a safe and fair environment in which all pupils will achieve to their highest possible academic levels.

GENERAL PROCEDURES

Acknowledgments/Rewards

We encourage positive behaviour by the use of explicit guidance:

- verbal greetings and eye contact
- peer group praise
- headteacher's praise
- comments in books
- praise in assembly and worship (*Celebration Assemblies*)
- stickers
- house points
- positive body language and gestures e.g. smiles
- tone of voice
- sharing jokes
- displaying work
- allocation of special jobs and responsibilities
- use of positive role models (behaviour of other pupils)
- Rainbow System (*appendix 2*)
- use of positive feedback, mention in newsletter

CLASS PROCEDURES

Individual Class Teachers will develop their own rewards system for their class. This may involve sending the children to the Headteacher for a Headteacher Award or to share work; or notifying parents of success, or helping out in a pleasant task.

The whole class can gain recognition for a team achievement. The teacher may set a target and has a reward chart of some description displayed in the classroom e.g. fill marble jar.

Classes will celebrate and share success during Fridays' Celebration Assembly and other gatherings. Children who particularly display our school's Christian Values are nominated weekly and receive a Headteacher's award. The reasons for their nomination are shared with the whole school and their names go into the parent newsletter for further celebration.

The Rainbow system is operated across all classes. (*appendix 2*)

If rules are broken staff will make a professional decision and adopt the most appropriate strategies to deal with the situation using the Rainbow System.

Some behaviour will require the child's name to be moved instantly to the rain cloud (appendix 3) and s/he will need to see a member of the SLT and parents may be informed. SLT will decide on the actions to be taken following discussions with the child and reflection on his/her behaviour. These may include missing part/all of playtime, spending time quietly thinking about his/her behaviour and its impact on others, contacting parents, placing the child on a Behaviour Report Record, and in extreme circumstances fixed-term or permanent exclusions.

The Head Teacher must be kept aware of behaviour concerns by all staff. All staff have the responsibility to record behaviour incidents using the school recording system.

LUNCHTIME PROCEDURES

If rules are broken at lunchtime:

- First warning given and child asked to sit on benches on the playground for 5 minutes to reflect on behaviour.
- If rules continue to be broken, a member of staff should send the child to, or send for, a member of the SLT.
- The child should be removed from the playground.
- The incident should be reported by the adult who dealt with the initial incident and by the adult who dealt with the child subsequently.

Teachers should be informed of unacceptable behaviour as it may have implications for the afternoon's lessons, however, the incident should have already been dealt with and further action by the class teacher should not be necessary.

Consistently unacceptable behaviour or serious incidents will be referred to Headteacher/Parents and shared with staff as appropriate.

Outside Agencies

There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and the Headteacher, or as the result of a pupil review meeting. Any outside agency will need information. Therefore teachers need to document evidence of behaviour carefully as detailed above, so that it can be collated when required.

Exclusions

Fixed term exclusions and permanent exclusions are the final consequences of bad behaviour. If children are at risk of exclusion a Pastoral Support Plan (PSP) will be set up to address pupil's extreme behavioural needs to try to prevent further incidents.

Should an exclusion still be required, DfE guidelines will be followed and the Local Authority Inclusion Officer will be informed at the earliest opportunity. Parents will be notified of the reason for the exclusion. Before the child is readmitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of repeating offending behaviour patterns. Permanent exclusion would normally follow a Pastoral or Behaviour Support Plan's failure to resolve outstanding issues, however, the school would permanently exclude a pupil without a PSP/BSP if the circumstances justified such action. At all times the school will follow local and statutory guidance when considering exclusion.

A written record of the discussion and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

Monitoring

Approaches to discipline and the effectiveness of the policy will be monitored in the following ways:

- Regular slots in staff meetings/senior leadership meetings
- Monitor school incident book and alert parents as appropriate.
- Feedback at TA and Pupil Progress Meetings.
- General ambience/atmosphere/visitor comments.
- Governors' visits.

Review

This policy will be reviewed, and updated, by the Governing Body, annually. If new guidelines or legislation are introduced then the review will be earlier. The policy is under regular review by school staff to ensure the policy is fit for purpose.

Physical Intervention

Every child has different needs and our policy allows for flexibility. Some children may have Individual Behaviour Plans. Professional judgement will be made by staff if restraint needs to be used to ensure the health and safety of staff and pupils. Members of staff have been trained in Positive Intervention (*appendix 1*).

Appendix 1

Positive Handling

Appendix to the Behaviour Policy (adopted 3.9.15)

The purpose of this appendix to the behaviour policy is to prevent misunderstanding of intentions and define acceptable physical contact and the situations in which it may be used by used by adults at Wittersham School.

1. Acceptable physical contact may be required to:

- maintain the safety of pupils and staff
- prevent serious breaches of school discipline
- prevent serious damage to property

2. Proactive steps will always be taken to minimise the likelihood of incidents needing force taking place, including:

- all staff and pupils being aware of Wittersham's Behaviour Policy
- quiet and calm working environments, well supported by teachers or other adults
- appropriately supervised and constructive playtimes
- development of social and emotional aspects of learning
- staff being aware of pupils who are on the SEN register
- risk-assessment of individual pupils and de-escalating incidents if they do arise.

3. As a result of Positive Intervention training the following advice has been shared with all staff members:

ABC advice:

ACT

- stop and think
- Adopt a calm, non-threatening stance and posture
- Slow controlled voice
- Clear verbal directions
- Pause and allow time for delayed compliance and help to arrive

BALANCE

- Likely outcomes if force is used against likely outcomes if force is not used.
- Short-term risks against longer term risks
- The best interests of the child against the best interests of other children and the rights and power of staff

CHOOSE

- **Persons who are most likely to succeed**
- **Best place available**
- **Best time available**
- **Minimum of force necessary to achieve the desired result**

Examples of circumstances when proportionate use of force may be reasonable.

- ***To protect people or property***
- ***To move children to a safer place***
- ***To prevent children from behaving in such a way that seriously disrupts school activities.***
- ***To require a child to comply with a reasonable instruction***

4. Reporting incidents

Wherever possible the parents will be notified before the pupil gets home and be given the opportunity to discuss the incident. The Headteacher may consider it appropriate to inform external agencies e.g. children's services etc.. The Headteacher will keep a record of the incident. The number of recorded incidents will form part of the Headteacher's report.

5. Post-incident support

Staff and pupils involved in incidents will have their immediate physical needs met and then be supported in rebuilding relationships. Evaluations will then be held to learn lessons for the future.

6. Complaints and allegations

In the event of a complaint the normal complaints procedures of the school will be used. 2013 Guidance states that "when a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably".

Appendix 2

Rainbow System



Children all start the day on the sunshine. If the child demonstrates good behaviour, they will move up a step on the system onto the Rainbow. If they demonstrate unacceptable behaviour, the child will move down the system. If a child ends the day on the rainbow, they receive a raffle ticket which gives the child the opportunity to receive a weekly prize from the headteacher.

Sanctions

If a KS1 child persistently finishes the day on the raincloud, the teacher will decide an appropriate sanction. If considered necessary the child may be referred to the headteacher for further reflection. However, this is rare and usually a chat with parents at the end of the day will lead to improvements in behaviour.

If a KS2 child persistently finishes the day on the raincloud, they will be given a positively reinforced chat by the class teacher of what is expected to improve. If considered necessary the child may be referred to the headteacher for further reflection. Parents may be informed.

Appendix 3

Typical Behaviours

	Typical behaviours:	Sanctions
Low level	Calling out inappropriately in class. Distracting others. Not listening to explanations and instructions. Making distracting noises (i.e. rattling pencils, trays, etc.)	Verbal warning. Moving one step on the Rainbow system.
	Showing disrespect to an adult. Answering back. Name calling. Throwing things. Deliberately damaging someone's property. Ignoring adult.	Verbal warning. Moving one step on the Rainbow system. Moved to a more isolated space in the classroom.
	Hurting others. Leaving the classroom/school premises without permission	Straight onto raincloud. Senior Leadership Team informed. SLT meet with child. Parents contacted. Possibility of missing school event.
High Level	Extreme aggression. Swearing at an adult. Bullying – both verbal and physical (including racist comments).	Straight to Rain Cloud. Head Teacher informed. Child removed from class for specified period. Meeting arranged with parents. Missing school events.
	Violence towards an adult or child. Persistent swearing. Sustained bullying. Frequent high levels of disruption. Frequent non-compliance. Frequent high levels of disrespect.	Behaviour Report. Fixed term exclusion.
	Repeated breaches of school's behaviour policy. If the pupil were to remain in school, it would seriously harm the education or welfare of the pupil or other pupils in the school.	Permanent exclusion.

The school understands that not all sanctions are appropriate for all children and that differentiated forms of behaviour management may be necessary at times. Therefore these children will have Individual Behaviour Report Records and a Behaviour Plan.

20 Practical Tips for Behaviour Management

- 1. Voice matching:** Your voice should be at the volume and intonation you expect from the pupil. A loud and aggressive voice will usually result in a loud and aggressive response.
- 2. Self-calm:** Practice all your self-calming skills. Remember that the first person who needs to calm down in a confrontation is you!
- 3. Move in:** If you are speaking to an individual pupil, don't shout across the room or remain rooted behind your desk; move in. Be aware of your speed of approach!
- 4. Move out:** Once you have spoken to the pupil, the temptation is to remain close by, waiting for compliance. You are far more likely to see success if you move away, expecting compliance. This enables the pupil to make a good choice without the stress of your presence.
- 5. Personal space:** For most of us, personal space is approximately the radius of an outstretched arm; any further away, and it is difficult to work out who is being spoken to. Any closer and you begin to invade intimate space. If you need to be that close, consider standing slightly sideways and avoid a confrontational manner.
- 6. Hurdle help:** Use positive posters as rule reminders (written and illustrated) to help pupils overcome the hurdles that prevent them from complying with your rules and expectations.
- 7. Positive ethos:** Set a positive ethos in your classroom from the outset. Be on time, be prepared and concentrate initially on the pupils who are on-task and complying with the classroom guidelines.
- 8. Proximity:** This is similar to personal space — remember that simply standing near the off-task pupil will be sufficient to make them consider their behaviour.
- 9. Proximity praise:** Rather than giving random praise, spot the off-task pupil and make sure you praise the pupil nearby who is on task and complying. This is far more positive than simply noting the wrong behaviour.
- 10. Non-verbal language:** Be aware that more than 60% of all communication is non-verbal. What is your body language saying?
- 11. Antiseptic bounce:** This is a classic strategy. Send the target pupil to a colleague with a note or message. The note says, 'Tell (pupil's name) "Well done" and send him or her back!' The pupil has been removed from the problem situation, received praise and has returned in a fresh state of mind.
- 12. Meet and greet:** Some pupils are simply not in the right frame of mind at the start of the day or the lesson. Set up a system with you or a TA to meet and greet and settle the pupil.
- 13. Track behaviours:** It is vital that you have an accurate and objective system for tracking, monitoring and evaluating behaviour.
- 14. Refocus:** Don't be verbally misled by arguing pupils. Refocus them on the issue by using a statement of understanding ('Yes, I see, but that is not the point; you need to...')
- 15. Broken record:** Avoid engaging in an argument, and be prepared to repeat your instruction or direction up to three times (use the exact same wording) before raising the level of your response
- 16. Time out/Change seat:** A change of environment will often help to focus a pupil. Don't forget, the emphasis should be on *time*. Make sure you have a plan of how to reintegrate the pupil back into your teaching group.
- 17. Think sheet/Self-review:** A simple process to enable the pupil to reconsider their actions and to decide on a more appropriate course of action next time.
- 18. Rules/Rewards/Consequences:** Involve pupils in the development of rules.
- 19. Hierarchy of response:** Have at least five levels of response and remember that your role is to use the responses to keep the pupil at the lowest level possible; not to escalate the problem!
- 20. Communicate:** Make sure that you have systems in place to enable the sharing of information with parents, other staff and the named pupil. It is easy to determine 'hot spots', problem lessons, personality clashes and how different adults perceive the pupil if information is shared.