



Whinstone Primary School

Behaviour Management Policy

Last Reviewed July 2021

We are a Rights Respecting School that places the UN convention of the rights of the child at the heart of our ethos and curriculum. It is our aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. This behaviour management policy promotes:

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

Article 28

You have the right to a good quality education.

You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

1. Behaviour Management Policy Introduction

1. To create a culture of exceptionally good behaviour and positive attitudes for learning.
2. To ensure that all learners are safe, treated fairly, shown respect and promote good relationships.
3. To build a community which values kindness, care, good humour, obedience and empathy for others.
4. To support pupils in making positive choices with their behaviour.

2. Scope of Policy and Objectives

This policy covers the behaviour of all staff, volunteers and children.

3. Responsibilities

1. Vision Academy Learning Trust (VALT): has overall responsibility to ensure that policies and procedures are in place for the processes associated with Whinstone Primary School.
2. The Local Governing Body (LGB): has responsibility to ensure that Whinstone Primary School operates within the policies and procedures set out by VALT.
3. The Headteacher: has responsibility to ensure that operational services are suitably established within the policy and procedural framework set out by VALT, and to ensure that all staff and volunteers understand and comply with the policy and procedural framework.
4. Senior Leadership Team: Each Senior Leader is responsible for ensuring that the policies and procedures are adhered to within their area of accountability.
5. School staff: Each member of school staff is responsible for ensuring that the policies and procedures are adhered to within their area of accountability.
6. Volunteer helpers: All volunteer helpers within the scope of the policies and procedures are responsible for the implementation of the policy within their own area of accountability.

4. Behaviour Policy - Key Themes

4.1 *We have three rules:*

- Be ready
- Be respectful
- Be safe

4.2 *Consistency in practice*

In the implementation of this policy we expect all members of our school community to demonstrate consistency of practice:

1. Consistent use of language with simple and clear expectations reflected in all conversations about behaviour (see appendix 1).
2. Consistent approach from all staff taking responsibility for behaviour interventions and seeking support but never delegating.
3. Consistent positive reinforcement, routine procedure for reinforcing, encouraging and celebrating appropriate behaviour.
4. Consistent consequences within classroom level and established structures for more serious behaviours (Appendix 1).
5. Consistent respect shown by adults.
6. Consistent emotional control and restraint modelled by all adults.
7. Consistent routines for behaviour around school.

4.3 *Managing behaviour*

1. Being safe and engaging with learning are always the primary aims.
2. Praise the behaviour you want to see.
3. Follow the sequence in Appendix 1 progressing through the “reminder”, “caution” and “loss of privilege” as appropriate.

4.4. *Recognition and rewards for effort*

- We recognise and reward children whose behaviour and attitudes are exceptional.
- Although there are different ways of praising and rewarding children, a personal word of praise can be as effective as a larger more public event.
- The use of praise is the key to positive relationships and is essential to create a positive ethos throughout the school.

5. Roles and responsibilities

Staff will:

- Meet and greet as they enter school.
- Use the language of “be ready, be respectful and be safe” when discussing behaviour choices
- Model positive behaviours.
- Engage in reflective dialogue with children as required.
- Never ignore children who are making poor behaviour choices.

6. Implementation

1. Whinstone Primary School Local Governing Body, Headteacher, Senior Leadership Team and all staff are responsible for ensuring that this policy is effectively implemented.
2. This policy will be available on the Whinstone Primary School website.

7. Audit

1. This policy will be reviewed on a 2 year cycle or earlier if necessary.

APPENDIX ONE

Consistencies

1. Meet and Greet
2. Model positive behaviours and build relationships
3. Positive recognition in each classroom
4. Refer to **Be Ready, Be Respectful and Be Safe** in all conversations about behaviour
5. Retain ownership and engage in reflective dialogue with the child.
6. Never ignore or walk past children who are making poor behaviour choices.

Practical steps

Always promote positive behaviour choices and praise the behaviour you want to see. Sadly, there will be times when children make poor behaviour choices. Children need to discover where the boundaries of acceptable behaviour lie, this is part of growing up. Each case should be treated individually. Children should be aware that they are responsible for their own behaviour and that breaking rules will lead to consequences.

Minor breaches of discipline should be dealt with by the class teacher in a caring and supportive manner. Parents/carers will be involved at the earliest stage possible and this is the responsibility of the class teacher.

If a pupil is not behaving appropriately then the following sequence can be used as necessary.

1) Reminder

The reminder of expectations- **Be Ready, Be Respectful, Be Safe**- delivered to the child. The staff member makes them aware of their behaviour. The child has the choice to do the right thing.

2) The Caution

A clear verbal caution is delivered to the pupil making them aware of their behaviour and clearly outlining the consequence of loss of privilege if they continue. Pupils are reminded of their previous good conduct to prove that they can make good choices.

3) The Script

The following script is to be used to frame a conversation with a child on a one-to-one basis to discuss poor behaviour choices at a suitable time during the pupil's loss of privilege or a suitable time of reflection when the child is able to focus on the conversation.

I noticed that you

...which has broken our rule about

This was your choice, but what other positive choice could you have made?

(Space for conversation)

Do you remember last time (lesson/playtime/week) when you ...(previous positive behaviour)

That's what I want to see today.

This scripted conversation should be non-threatening and led with a gentle approach.

4) Loss of Privilege and Reflection

If the behaviour persists the child will receive a 15 minute loss of playtime. The child will be asked to complete a "reflective journal" (Appendix 2 gives an example which may be adapted to suit pupil age and/or ability) with their class teacher or the member of staff imposing the sanction. The reflective journal will help the child to

- Understand what has happened
- Reflect on why it happened this way
- Learn from this experience to shape their future actions

Parents will be notified and the incident will be logged on CPOMS.

5) Escalation to Team Leaders

If a child is asked to write a reflective journal twice in a week, the Team Leader will be informed. They will discuss the incidents with the child, this conversation will be recorded on CPOMS and the parents notified. Team Leaders may issue further sanctions including:

- Further loss of free time
- Moving to sit alone
- Sending work home
- Letters of apology
- Loss of responsibility

6) Escalation to Headteacher or Deputy Headteacher

If a child is asked to write a reflective journal shortly after working with the Team Leader, the Headteacher or Deputy Headteacher will be informed. They will then meet with the child and parents/carers to discuss the incidents and reflective journals. This conversation will also be logged in CPOMS. Further sanctions may include:

- Loss of free time/off site activities
- Moving to sit alone (may be in another classroom)
- Letters of apology
- Placed on weekly report system
- Loss of responsibility

7) Major Breaches of Discipline

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in the classroom.

This type of behaviour is extremely rare and it is the responsibility of the Headteacher or Deputy Headteacher to deal with such incidents. The standard procedure will be from stage 7 (above) and possibly applying the Exclusion Policy. A very serious incident may result in this standard procedure being abandoned and the Exclusion Policy being applied immediately.

Consequences of poor behaviour choices should be shared with children before they are necessary to promote positive choices at all times. Appendix 3 summarises steps 1-7.



Name: _____

Date: _____



Reflecting on today: a time to think...

What happened? _____

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Why did it happen this way? _____

In the future, how could I choose to behave differently to achieve a better outcome? _____

What could I do now to make things better? _____

Remember our 3 school rules:

Be Ready

Be Respectful

Be Safe

At Whinstone we *"help each other to be the best we can be."*

Consequences for poor behaviour choices could include:

- 1) Being reminded about out school rules
 - a. 'Be Ready'
 - b. 'Be Respectful'
 - c. 'Be Safe'

- 2) Losing playtime for poor behaviour choices

- 3) Completing a "Reflective Journal", this will help to:
 - a. Understand what has happened,
 - b. Reflect on why it happened this way
 - c. Learn from this experience to shape future actions

- 4) Being moved to work alone, this could be in a different class

- 5) Writing a letter of apology

- 6) Completing missed work at home

- 7) Being on a weekly report to share with parents

- 8) Working alone out of class

- 9) Being excluded from school