

Wimbledon Chase Primary School



Behaviour Management Policy November 2018

Vision Statement

Wimbledon Chase Primary School is an innovative learning community committed to excellence.

Mission Statement:

We will endeavour to achieve this by:

- Constantly striving to find and create better ways of pursuing our goals
- Providing a happy, supportive and safe environment in which everyone can achieve their full potential
- Being truly inclusive and giving every child the opportunity to develop talents
- Encouraging everyone to become creative, motivated and life-long learners prepared for an ever-changing, global community
- Valuing and respecting every member of the school community
- Recognising and celebrating success

INTRODUCTION

At Wimbledon Chase Primary School we expect children to behave in a positive and responsible manner both within school and in the wider community. We expect children to be polite and courteous to each other, to adults in the school and to visitors, and we promote an ethos in which children look after and respect each other.

We aim to enable learning to take place in a secure and supportive environment. Pupils who prevent others from achieving their potential are behaving in an unacceptable way.

We believe that the best form of discipline comes from within and we therefore encourage children to think carefully about how their actions will affect others. We discuss the fundamental rules for positive behaviour on a regular basis and pupils should be clear about the consequences if they choose to behave in an unacceptable way.

The Behaviour Management Policy should be viewed in conjunction with the following school policies:

- Anti-Bullying Policy
- Home School Agreement
- SEN Policy
- Inclusion Policy
- Safeguarding Policy
- Physical Intervention Policy
- School Rules and Pupil Code of Conduct
- PSHE Policy/SEAL Policy
- Equal Opportunities and Race Equality Policy
- Exclusion Policy, Medical Policy, Looked After Children Policy
- School Council Policy
- Keeping Children Safe in Education Sept 2018 part 1.

1. Roles and Responsibilities

1.1 Teachers

Teachers have direct responsibility for behaviour management within their class. The Class Teacher should ensure that rules, rewards and sanctioning procedures are established and understood at the beginning of the year by all the children in the class. (Refer to School Rules, Rewarding Good Behaviour, Sanctions and Pupil Code of Conduct for further details).

In order to promote positive behaviour teachers are expected to adopt the following strategies:

- refer to the School Rules, Home School Agreement and Pupil Code of Conduct regularly
- establish Class Rules and display clearly
- use Circle Time and PSHE/SEAL lessons to explore issues of behaviour
- give rewards such as House Points and “gems” for positive behaviour
- highlight appropriate behaviour with the whole class
- promote positive behaviour via Gold Star assemblies, Golden Time and stickers
- provide written information of class sanctions and rewards for Supply Teachers
- in Phase One and Phase Two, use hand signals to indicate good and bad choices

In the event of inappropriate behaviour, Class Teachers may utilise one or more of the following strategies:

- talk one-to-one with the pupil concerned
- isolate the pupil from the group
- keep the pupil in at break time
- discuss difficulty and liaise with Phase Leader
- contact parents at an early stage and discuss problem
- use the homework diary/home-school contact book for two-way communication with parents
- enter incidents in the class behaviour log
- collect data and keep records regarding pupils’ behaviour
- consult Inclusion Manager regarding pupils with SEN/Looked After Children/PLAC
- ensure that work is differentiated and appropriate for pupil’s ability
- work with Inclusion Manager and Phase Leader in setting targets for improving behaviour
- be aware of effective classroom management techniques (see Guidance for Classroom and Behaviour Management/Bill Rogers strategies).
- listen to Pupil voice. Provide worry /bubble boxes or similar formats for children to report concerns and worries.
- time out in a parallel class with prior agreement
- Pastoral Support Plan-checked by Class Teacher
- follow up behaviour targets and behaviour contracts consistently; ensure other staff who work with the children are aware of any behaviour targets or plans

Class Teachers have direct responsibility for their class and for making pupils aware of rules, rewards and sanctions.

If these strategies fail to be effective then the teacher should refer to the Phase Leader (see Referral Procedure and Behaviour Flowchart)

1.2 Phase Leaders/Assistant Headteachers

Phase Leaders/Assistant Headteachers have a responsibility to support teachers in managing behaviour. As part of their pastoral care role they should:

- oversee the reward system and encourage co-operative team spirit via Phase assemblies
- listen to the pupil voice around behaviour concerns
- discuss pupil difficulties with class teachers
- give advice and guidance over behavioural problems
- arrange and attend meetings involving parents and other concerned parties
- reinforce the behaviour management strategies of teachers
- issue Behaviour Target Cards, notify parents and monitor progress on a daily basis following consultation with class teachers
- reinforce acceptable and unacceptable behaviour via Phase assemblies
- discuss pupil behaviour at Team and Phase Leader Meetings and share expertise and strategies
- discuss problems with Senior Leadership Team or Inclusion Manager

1.3 Special Educational Needs Co-ordinator/Inclusion Manager

It is the responsibility of the SENCO/Inclusion Manager to monitor children with special educational needs including social, emotional and mental health (SEMH) difficulties and Looked After Children/PLAC. They should provide support and encouragement for Teachers and Phase Leaders by:

- providing help and guidance regarding the suitability of work for pupils with learning difficulties
- ensuring all staff working with SEN/LAC/PLAC children are aware of any difficulties and the strategies that have been put in place.
- monitoring Individual Education Plans and Personal Education Plans
- helping to set up behaviour targets and contracts.
- helping to collect data
- organising SEN/LAC reviews
- liaising with the Virtual Behaviour Team
- involving and coordinating other outside agencies when necessary
- attending meetings with parents when required
- liaising with parents and supporting teachers in meetings with parents.
- writing and monitoring risk assessments
- ensuring that TAs are trained in behaviour management techniques and physical restraint, if necessary
- ensuring MDS are able to report incidents and follow up any concerns written in the MDS record book in the school office
- working with the Deputy Headteachers to monitor the class incident/behaviour books.
- monitor children with SEMH needs
- liaise with PSA to ensure information and family situation is considered in the light of persistent behaviour problems

1.4 Nursery Nurses, Learning Support Assistants and Teaching Assistants

Nursery Nurses, Learning Support Assistants and Teaching Assistants play an important part in reinforcing teacher expectations regarding good behaviour. They have a responsibility to:

- monitor the behaviour of disruptive children during lessons
- assist the teacher by reinforcing the class rules
- use the language of good/bad choice to help children take responsibility for their actions
- be aware of effective behaviour management techniques
- liaise with the class teacher to ensure consistency of techniques
- support the aims of the Behaviour Management Policy and emphasise the importance of good behaviour throughout the school
- record incidents of behaviour in the class incident book or on Antecedent, Behaviour and Consequence (ABC) forms.

1.5 Deputy Headteachers

The Deputy Headteachers have a responsibility to:

- support teachers and other members of the school community in managing behaviour
- give advice and guidance with regard to behavioural matters
- liaise with Phase Leaders regarding behavioural issues
- monitor the implementation of the Behaviour Management Policy
- support Midday Supervisors with behavioural problems during the lunch-time period
- train Midday Supervisors to use good choice/bad choice signals
- take responsibility for the implementation of the policy in the absence of the Headteacher

1.6 Headteacher

The Headteacher has responsibility:

- for the implementation of the Behaviour Management Policy and to ensure consistency throughout the school
- to support all teaching staff and other members of the school community with behavioural issues
- to meet parents regarding serious behavioural issues
- to make decisions regarding fixed term and permanent exclusions and inform Governors
- to ensure that all members of staff are aware of the Safeguarding Policy
- keep a record of incidents of bullying, racial homophobic or inappropriate sexual behaviour

1.7 Governors

Governors have a responsibility to:

- support the aims of the Behaviour Management Policy
- offer support to the Headteacher in implementing the Behaviour Policy
- carry out their statutory responsibilities with regard to behavioural issues and exclusions

1.8 Parents

Parents are requested to sign the Home School Agreement. They have a responsibility to:

- support the aims of the Behaviour Management Policy
- work in partnership with the school to reinforce expectations regarding good behaviour
- attend meetings when requested to discuss behavioural problems

Parents are asked to contact the school if they have any concerns regarding their child's work or behaviour.

1.9 Pupils

Pupils are requested to agree to the Home School Agreement. They have a responsibility to:

- abide by the School and Class Rules, Pupil Code of Conduct and the Home School Agreement
- show respect and care for each other
- accept that disruptive behaviour is not just a teacher/pupil issue but everyone's concern
- report incidents of bullying, racial, sexual or homophobic harassment
- discuss problems of behaviour in Circle Time and meetings of the School Council
- be responsible for their own behaviour

1.10 Midday Supervisors

Midday Supervisors have a responsibility to:

- oversee the behaviour of pupils at lunch time
- reinforce expectations regarding good behaviour
- report incidents of poor behaviour to Phase Leaders, Deputy Headteacher or the Headteacher
- use the language of good/bad choice when dealing with children
- record incidents in Incident Log Book
- help children solve friendship conflicts

1.11 Administrative Staff and Site Team

Administrative Staff and the Site Managers have a responsibility to:

- reinforce expectations regarding good behaviour
- report incidents of poor behaviour to Class Teachers, Phase Leaders, Deputy Headteacher or the Headteacher
- use the language of good/bad choice when dealing with children
- support the aims of the Behaviour Management Policy

2. Responsibility of the School Community toward Racist Behaviour

- All incidents of racist behaviour or comments must be reported to the Headteacher teacher for recording and will be treated very seriously
- Recorded incidents must be reported to the pupil's parents
- Members of staff should emphasise that racial harassment will not be tolerated
- The Headteacher will consider the seriousness of the incident, i.e. whether it is a "one off" or part of a pattern, whether it was intended to inflict harm and offence or a thoughtless action. Sanctions will be implemented accordingly.
- All recorded racist incidents should be reported to the LA and the Governing Body annually using the online system

3. Rewards

If we are to create a culture in which good work and behaviour are valued we need to highlight good to all pupils. To achieve this, a consistent approach is needed.

3.1 Merit Awards for Good Work

Teachers recognise and encourage good work by awarding stars. When a child has 8 stars on a Merit Award Sheet, s/he will be sent to the Headteacher for the certificate to be issued. The Headteacher will also use this as an opportunity to look at pupils' exercise books and monitor the quality and consistency of work within the school. Merit Award Certificates are presented in assembly on Friday each week.

3.2 Rewards for Good Behaviour, Work and Effort

Whenever children behave particularly well or make an extra effort, house points will be awarded. All members of staff should regularly award house points in order to encourage co-operative good behaviour. House points will be recorded on a chart in the classroom and totalled each month. The winning house will be announced in the school assembly and an extra 15 minutes playtime awarded during lunch-time that day.

3.3 Incentives for Good Behaviour e.g. stickers, gems, etc.

Examples of good behaviour meriting rewards are: improved punctuality, exceptional effort, using initiative, helpfulness, being polite and courteous, showing a caring and responsible attitude, tidying up, being a good ambassador for the school in sporting or other activities and improved behaviour.

3.4 Gold Star Assembly

Teachers nominate one child per class for the Gold Star Assembly. The names are collected once a week, entered in the Gold Book and certificates awarded in the Phase Assembly each week. In Phase 2, pupils are also given a star to display on the "Star of the Week" board in the classroom.

3.5 Class Gems/Dojo Points

Whenever a child, or group of children, behave particularly well or make a significant achievement they will be invited to put a gem into the class jar. If the class has filled the jar by Friday, they will be awarded **Golden Time** i.e. 15 minutes free choice at the end of the week.

Some children in older classes are rewarded with Dojo points. Prizes/rewards are given as a result of receiving a certain amount of Dojo points.

3.6 Sue Tomes Cup

The Sue Tomes Cup is presented at the final assembly of the summer term to the most outstanding boy and girl in Year 6, for effort, achievement and example. Members of staff are invited to vote for pupils.

Sanctions

The School has a range of sanctions to use for pupils who are unable to keep to the agreed rules for behaviour. These sanctions are organised into four specific stages, listed below.

Stage One

Class teachers may take the following action when there are bad choices regarding school rules or the pupil code of conduct.

- remind the pupil of the class or school rules
- issue a warning, offering a choice for good behaviour
- write the pupil's name on the board/ traffic light system.
- keep the pupil in at break/lunch-time for a few minutes
- move the child to another part of the classroom
- write a note in the homework diary
- ask the child to write an apology (if appropriate)
- 'time out' to a colleague in another class or to the Phase Leader
- make a note in the class behaviour log
- contact the parents at an early stage before the behaviour becomes a serious problem

Stage Two

Repetition of bad choices or more serious disciplinary matters will involve the Phase Leader. The Phase Leader may decide one or more of the following actions:

- speak to the pupil and issue a warning
- issue a lunch-time detention
- following consultation with the class teacher and Inclusion Manager, issue a behaviour target card, inform parents and monitor progress
- contact parents formally by telephone or letter
- arrange an interview with parents
- withdraw privileges or participation at special events
- refer to the Deputy Headteacher
- collect data to monitor behaviour using ABC charts, tick lists, behaviour logs.

Stage Three

Repetition of bad choices or very serious disciplinary matters will involve the Deputy Headteacher. The following action may be taken:

- interview with pupil
- complete ABC
- contact parents and arrange a meeting to discuss the problem
- involve Inclusion manager or outside agencies
- written record of action taken and action plan.
- arrange for a risk assessment to be written
- issue a behaviour contract for the pupils
- refer to Headteacher

Stage Four

If there is no modification of the pupil's behaviour or if the behaviour is considered to be serious enough, the Headteacher may take the following action:

- formal letter to parents requesting a meeting
- establish an action plan to support the pupil and appoint a mentor
- implement a Behaviour Contract involving the child, parent and school, which will be monitored by a senior member of staff
- Team Around the Child (TAC) or Team Around the Family (TAF)
- lunch-time exclusion if appropriate (for no more than 5 school days)

Stage Five – Internal and External Exclusions

A decision to exclude a child will be taken, after due consideration and investigation by the Headteacher:

- in response to a serious breach of the Behaviour Management Policy
- if allowing the pupil to remain in school would cause disruption to the class or seriously harm the education or welfare of other pupils
- following an internal exclusion as the first response. Internal exclusion means a period of time out of class, usually a half day, in a designated room, with work set and supervised by a TA. Parents will be notified of this action and the reasons for it.

In accordance with the School Exclusion Policy, the following procedures will occur:

- fixed-term exclusion. Inform parents in writing immediately. Inform the Discipline Committee of the Governing Body and the LA
- set up a Team Around the Child Meeting Level 1-4 at which a Pastoral Support Plan (PSP) will be agreed if the pupil is at risk of permanent exclusion. (This should be agreed with parents and the LA)
- permanent exclusion. (Inform the LA and the Discipline Committee of the Governing Body)

School Development Area Leader: Mr K Ellis

Linked Governor:

Signed:

Signed:

Date agreed: November 2018

Review date: October 2020

Appendices

1. Pupil Code of Conduct
2. Behaviour Flow Chart

PUPIL CODE OF CONDUCT

As a member of the school community I will act with courtesy and consideration to others in the following ways:

1. I will always try to understand other people's points of view.
2. In class I will :
 - make it as easy as possible for everyone to learn
 - make it easy for the teacher to teach
 - arrive on time
 - have all my equipment
 - start and end the lesson quietly
 - listen carefully
 - follow instructions
 - be sensible
3. I will move quietly and gently about the school:
 - won't run or shout
 - will help to carry things and open doors for others
 - will queue quietly and in single file
4. I will speak politely to everyone and show respect (even if I am feeling bad-tempered!)
5. I will be silent when I'm asked to be.
6. I will help to keep the school clean and tidy so that everyone can enjoy being here:
 - I will use litter bins and pick up litter if I see it on the floor
 - I will keep walls and furniture clean
7. Inside and out of school, on my own or in a group, I will remember that it only takes one irresponsible person to ruin the school's reputation.
8. I will not be a bully or show approval of people who are bullies. I will help other boys and girls in the school

Classroom rules displayed referred to and reviewed frequently along with school rules and code of conduct.

House points and class reward systems displayed and used to reward and promote positive learning behaviour.

Class worry/thought bubble box frequently checked so children can share concerns.

Consult with Inclusion team for LAC, SEN and vulnerable children.

Visual behaviour chart e.g. traffic lights clearly displayed.

Be aware of effective classroom management techniques (see Guidance for Classroom and Behaviour Management/Bill Rogers strategies).

Use PSHE lessons, circle time to explore issues of behaviour. Talk 1:1 with pupil. Ensure work is suitably differentiated. Discuss problems with Phase.

Record incidents in class behaviour logs. Use ABC charts for specific incidents. Contact parents at an early stage and discuss problems with them. Follow up behaviour targets and behaviour contracts consistently; ensure other staff who work with the child are aware of any behaviour targets or plans.

Stage 1 Class

- Issue child a warning – reinforce with visual cue eg traffic lights. Move child within the class for reflection / timeout away from group. Minutes off reward time. Break or lunch time detention. Note in homework diary. Child to write an apology if appropriate. **Move to a parallel class.** Contact the parents at an early stage before the behaviour becomes a serious problem

Stage 2 ADH

- Repetition of bad choices or more serious disciplinary matters will involve the Phase Leader. Lunch-time detentions, collect data to monitor behaviour using ABC charts, tick lists, behaviour logs. **Work in different year group.** Withdraw privileges or participation at special events. Contact with parents. Issue behaviour target card.

Stage 3 DH/Senco

- Repetition of bad choices or very serious disciplinary matters will involve the SLT. **Child to be taken to DH or Senco.** Meeting with parents to discuss the problem. Written action plan which may include extended **detention time or time out of class.** Behaviour contract with clear expectations and consequences to be written with parents and child. Risk assessment, involvement of outside agencies.
- Inform Head teacher if behaviour persists.

Stage 4 Head teacher

- **Child is referred /taken to the Head teacher.** Establish an action plan to support the pupil and appoint a mentor and implement a Behaviour Contract involving the child, parent and school, which will be monitored by a senior member of staff. Lunch time exclusion for up to 5 days if appropriate. Risk assess.
- TAC or TAF meetings to be arranged.

Stage 5 Head teacher.

- **Internal and external exclusion.** This to be implimented after due consideration and investigation. Internal exclusion as first response, child completes work in seperate room supervised by TA and SLT for half or full day. Fixed term exclusion - parents immediately contacted . If at risk of permanent exclusion a Pastoral Support Plan writen at TAC meeting. Governors and LA informed.