

# Wylde Green Primary School



## Managing Children's Behaviour Policy

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### Behaviour Management Policy

It is the policy of our school to actively promote mutual respect by highlighting all aspects of good behaviour and to minimise unacceptable behaviour by applying all school rules positively and consistently. The purpose of this policy is to encourage and reward good behaviour. At the same time pupils need to realise that there are consequences for unacceptable behaviour.

#### Acceptable & Unacceptable behaviour

The School defines acceptable behaviour as that which promotes courtesy, co-operation and consideration between all pupils and all adults within the school community and all visitors to the school.

The school has identified examples of unacceptable behaviour as that which includes:-

- Disruptive behaviour which affects the learning of others
- Name calling
- Verbal abuse
- Threatening language or Intimidation
- Physical abuse
- Bullying and Harassment  
(including racist abuse and sexist homophobia)

The school communicates regularly the standards of acceptable and unacceptable behaviour to pupils and parents/carers through school rules, brochure, home school agreement, assemblies, newsletters and letters.

## **Early Intervention**

The school recognises the importance of teaching pupils to make the right choices as early as possible.

The school encourages pupils to take responsibility for their own behaviour and helps them to recognise the consequences of inappropriate behaviour.

The school provides appropriate training for all staff in order to promote positive and consistent behaviour standards within the school.

### **Working in partnership with parents**

Parents/ Carers will be contacted promptly by the school to notify them of any serious incidents of misbehaviour in which their child has been involved, with a view to correcting inappropriate behaviour.

The school will investigate as appropriate the reported incidents to establish the facts from all parties. Consequential actions will be determined on that basis. The school will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigation, including the recording of incidents and witness statements for incidents which incur Level 2 and above.

The school will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons, ensuring confidentiality, together with recommendation for action.

## **Expectations**

We will pro-actively teach pupils the way to behave appropriately in a variety of contexts.

### **Staff will:-**

- Always arrive before the pupils and begin lessons on time
- Ensure every lesson is well prepared
- Try to keep pupils interested, motivated and challenged
- Mark all work constructively, with pupil participation wherever possible
- Encourage everyone to take responsibility for their classroom environments maintaining an attractive, clean and tidy room
- Make behaviour expectations clear, especially when embarking upon new activities
- Display classroom rules and teach them frequently
- Reinforce classroom rules regularly, or as and when appropriate
- Make effective use of the SEAL resources and the PSHE curriculum and ethos and values of the school to promote positive behaviour amongst all pupils

### **Pupils will:-**

- Be aware of consistent staff expectations of them
- Walk quietly around the school
- Be quiet and sensible when others are working
- Be polite when addressing everyone, including peers
- Enter and leave collective worship time silently
- Listen to others with respect
- Leave classroom and school in an orderly way
- Show respect for other's belongings and school equipment
- Take responsibility for their own learning and for developing a positive behaviour culture within the school through peer mediation, playground pals and strategies for self discipline

These expectations form a basis for the classroom rules that have been developed and are consistent through the whole school.

## **Rewards for Good Behaviour**

The children can be given Housepoints – up to a maximum of five, for any good behaviour noticed. They are recorded on the Housepoint chart and contribute towards the school Housepoint system.

- ❖ Praise post-cards will be posted home (at least 1 per class each week) to signify good behaviour. An instant recognition of good behaviour in school is a praise-pad note, sticker, stamper or raffle ticket. Children who receive a 'Praise Postcard' are allowed to sit on a chair during assemblies the following week.
- ❖ A child can be rewarded with a Headteacher Award from Mrs O'Toole to celebrate exceptional behaviour.
- ❖ A child is chosen from each class for displaying excellent manners and behaviour in the dining hall during the week. They have the privilege of sitting at the Golden Table with a friend on Friday lunchtime.

### FURTHER REWARDS

- Privilege card – The Headteacher can give the whole class a Privilege card. This will be awarded to the class who are showing consistently green or gold for the week in each phase. The privilege is to be decided by the class. Suggestions which can be arranged include library time, an extra ICT session with the laptops or an educational treat.
- Extra playtime can be earned by children who have 'been green' for the whole half term
- The children who have achieved Gold the most frequently in each class each half term will be entered into a raffle. A £5 book prize will be awarded for each phase.
- Children will be chosen by the class teacher for exceptional work and will be invited to attend Mrs O'Toole's tea Party.

# Consequences

- There are 5 levels
- The policy is based on promoting positive behaviour through the 'It's good to be green' scheme

## How it works

- Each class has a 'It's good to be green' ladder with every child having their name displayed on the ladder
- Every child starts every day on 'Green'
- If a child behaves well throughout the day they will be moved to 'Gold' on the ladder
- In line with the new consequence policy, the first consequence will result in the child being warned by the teacher and have their name moved to the first stage of the ladder. If the child persists with this behaviour they will be moved to 'Yellow' on the ladder. At this point the child will be reminded that any further misbehaviour will result in a yellow card.
- A child may also be given a yellow card for more serious misbehaviour such as Swearing/verbal abuse (heard by an adult) or leaving the classroom without permission (level 1)
- More serious misbehaviour such as fighting or serious challenges to authority will result in the child having a red card (level 2) Children who receive a Red card will miss all breaks for 24 hours. Children will have their lunch in the Red Card room away from their friends. They will be supervised by a member of the Senior leadership team.
- Teachers may reward improved behaviour by inviting the child to move their name back up the ladder, however they cannot move up to Gold during that day
- Persistent moving up and down the ladder will result in a Yellow card

## Levels

- 'Ladder' is a warning – all children will receive this in order to remind them of our first school rule – 'to be kind, considerate and polite'
- Level 1 is a Yellow Card
- Level 2 is a Red Card – referral to AHT
- Level 3 and Level 4 – child sent to DHT or HT according to policy

## Recording of Yellow/Red cards

- The teacher will record the names of those children on a Yellow card and tick the relevant misbehaviour on the card. This will be handed to the senior member of staff for recording in the 'Behaviour Book' at the next break time. At the end of each week the names of children and type of misbehaviour will be recorded on the behaviour tracking as a means to identify children who may need additional support for their behaviour.
- At the end of each day, the teacher will inform the parents that a yellow card has been given and ensure that the child attends the 'Behaviour Room' the following break time with this card, where the child will complete appropriate work set by the class teacher.
- Other more serious incidents according to the Behaviour Policy guidelines will be recorded and dealt with by a senior member of staff, in line with the policy. Those children who receive Level 3 consequences will lose their right to represent the school in any way for the following 5 days.
- Any child who has received a yellow card will not be eligible for extra breaktime at the end of the half term.
- Any child who received a red card will miss the breaktime and extra breaktime at the end of the half term.

Levels	Example of behaviour	Responses	Sanctions
<b>Ladder</b>	<ul style="list-style-type: none"> <li>•Wandering about</li> <li>•Calling out</li> <li>•Interrupting the teacher</li> <li>•Talking at inappropriate times</li> <li>•Pushing and shoving in the line</li> <li>•Irritating other children</li> <li>•Interrupting other children</li> <li>•Low level disruption</li> </ul>	<ul style="list-style-type: none"> <li>•Speak to the child</li> <li>•Eye contact</li> <li>•Reminders</li> <li>•Give the child choices about their behaviour e.g. Make the right choice</li> <li>•Change seating arrangement (Class Teacher responsibility)</li> </ul>	<ul style="list-style-type: none"> <li>•Move down the ladder</li> <li>•Asked to apologise for behaviour</li> <li>•Keep child back for private chat with teacher at next break</li> </ul>
<b>One</b>	<ul style="list-style-type: none"> <li>•Swearing/verbal abuse including sexist or homophobic language or rude gestures (heard/seen by an adult)</li> <li>•Leaving the classroom without permission</li> <li>•For three consecutive low-level offences (persistent offenders who don't reach a Yellow card – parents to be contacted by the teacher on the same day)</li> </ul>	<ul style="list-style-type: none"> <li>•Talk to child</li> <li>•Discuss consequences of behaviour</li> <li>•Separate child from scene or other children involved</li> <li>•Class teacher inform parents of yellow card.</li> <li>•In conversation refer to Home/School agreement</li> </ul>	<p style="text-align: center;"><b>YELLOW CARD</b></p> <ul style="list-style-type: none"> <li>•Child completes work in hall at next break time</li> <li>•Withdrawal from class privileges</li> <li>•Support room for scheduled timetable support, then support in classroom for appropriate children</li> <li>•Use of Reflection sheets</li> </ul>
<b>Two</b>	<ul style="list-style-type: none"> <li>•Fighting</li> <li>•Deliberately throwing objects to hurt</li> <li>•Deliberately damaging property, not respecting it</li> <li>•Serious challenges to authority,</li> <li>•Verbal defiance, answering back</li> </ul>	<ul style="list-style-type: none"> <li>•Referral to AHT</li> <li>•Red card sent to AHT and then sent to DHT to keep a record of red cards.</li> <li>•Incidents recorded in the Incident Book</li> </ul>	<p style="text-align: center;"><b>RED CARD</b></p> <ul style="list-style-type: none"> <li>•Child misses all breaks for 24 hours</li> <li>•AHT telephone parents and meets with them and class teacher as soon as possible</li> <li>•Exclusion from classroom for a period of time (internal exclusion)</li> <li>•Possible referral for consideration Of IBP at School Action for emotional and behavioural difficulties – AHT's decision and Individual behaviour plan considered</li> <li>•Use of Reflection sheets</li> </ul>
<b>Three</b>	<ul style="list-style-type: none"> <li>•Continuous Yellow cards</li> <li>•Biting</li> <li>•Verbal abuse toward any staff</li> <li>•Vandalism – ie permanent damage</li> <li>•Bullying</li> <li>•Racist remarks</li> </ul>	<ul style="list-style-type: none"> <li>•Alert Learning Mentor to arrange for immediate removal of the child from class. In Early Years the TA will remove the child from the classroom</li> </ul>	<ul style="list-style-type: none"> <li>•DHT telephone parents and meet with them as soon as possible</li> <li>•Lunch time exclusion for Level 3 behaviour during lunchtime</li> <li>•Fixed term exclusion for repeated Level 3 behaviours in a half term.</li> </ul>

## **EXCEPTIONS TO THE STAGED APPROACH**

There are very few exceptions where the staged approach will not apply.

- If any child continues to defy a member of staff or in any way attempts to strike, kick or verbally abuse them, they will proceed immediately to Level 4
- Bullying will immediately result in Level 3 and the child will go to the Deputy Headteacher
- Racist, sexist or anti-disability language or behaviour will again, immediately result in Level 3
- Children who hold an **Individual Behaviour Plan** or have **specific individual needs**, which propose alternative means of managing behaviour, will be managed according to that Plan.

## **Lunchtime and Playtime Behaviour**

With regard to the Playground rules, these need to be reinforced. Similarly, our expectations of the children at the end of break times. This is also dependent on staff responding promptly to the bell and meeting classes as they are sent in.

### **Dining Hall Rules**

We queue calmly.  
We stay in our seat.  
We face the table.  
We do not talk with food in our mouth.  
We keep food on the plate.  
We swallow our food before leaving.

### **Our Caring Playground Rules**

We play together and look after each other.  
We follow instructions the first time, given by an adult.  
We play without fighting, play fighting or being rough.  
We use kind words and actions towards each other.  
We call other children by their real names.  
We are polite to everyone.

Parent Teacher Meeting

<b><u>Pupil:</u></b>	<b><u>Class:</u></b>	<b><u>Date:</u></b>
<b><u>Present:</u></b>		
<b><u>Issues Discussed:</u></b>		
<b><u>Action to be taken by when and by whom:</u></b>		
<b><u>Signed:</u></b>		

**RECORD OF INCIDENT (Level 2+)**

<b>Name of pupil</b>	
<b>When and where incident happened</b>	
<b>Details of incident</b>	
<b>Witness Statement (If none, please record 'none')</b>	
<b>Describe any injuries suffered by pupils or others and any property damaged during the incident</b>	
<b>Action taken</b>	
<b>Any other details</b>	