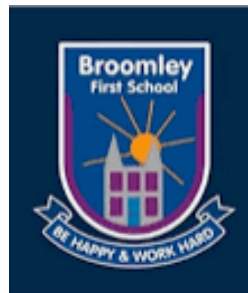


Whittonstall and Broomley First Schools



Behaviour Management Policy

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The Aims of the Behaviour Policy

The primary aim of our behaviour policy is to promote good relationships, so that staff and children can work together with the common purpose of helping everyone to learn. It supports the school community in aiming to allow everyone to work together in an effective and considerate way towards each other. We aim to treat all children fairly and apply this behaviour policy in a consistent way, to provide a safe and nurturing environment where all of our pupils can thrive.

Positive Behaviour For Learning.

To create a positive culture for behaviour for learning, Whittonstall identifies three specific behaviours that should be developed by staff and pupils.

- Behaviours towards a positive use of self
- Behaviours towards positive relationships with others
- Behaviours towards a positive relationship with the curriculum and the wider community.

Whittonstall First School is committed to:

- Ensuring we have a whole school approach for creating a positive, safe and supportive school climate in which pupils can learn and develop. This approach involves the whole school community working together.
- Ensuring all staff are responsible for teaching the behaviour expectations, providing consistent feedback to pupils, and delivering consistent corrective feedback and consequences when expectations are not followed. The entire school, including the classrooms, corridors, lunch hall and schoolyard are considered part of the total learning environment.
- Establishing a social culture and learning and teaching environment to provide individual behaviour support to achieve positive academic and social outcomes for all pupils.
- Considering the pastoral needs of pupils accused of misconduct.

Promoting Positive Behaviour for Learning:

This policy recognised the link between effective lessons and behaviour for learning, alongside effective teaching and learning.

The foundations for good discipline and behaviour are well-prepared lessons and activities, with a range of differentiated tasks, matched to learners' abilities and interested, that are gradually extended to ensure progression takes place.

Whittonstall Staff are expected to:

- Model positive relationships at all times
- Explore lesson structures and planning to support behaviour for learning
- Consider a range of teaching approaches and learning styles
- Establish classroom routines and expectations in accordance with other school policies.
- Develop strategies and techniques for explicitly teaching specific behaviours needed for learning
- Reflect on the impact of learning environment on behaviour.

The whole school community are expected to recognise the set of skills required to develop positive behaviour and these include:

- Respecting others
- Emotional wellbeing and resilience
- Innovation and creativity
- Leadership
- Non-verbal communication
- Emotional intelligence
- Self-awareness
- Motivation.
- Collaborative approaches
- Problem solving

In summary our aims for this policy are:

- To support the educational and pastoral aims of the school.
- To contribute to the ethos of the school
- To provide a calm, safe and happy environment for all children.
- To prevent and tackle bullying
- To ensure that our schools have an anti-bullying culture whereby no bullying, including bullying between adults and children, will be tolerated
- To ensure that the conduct of all members of the school community is consistent with the values of the school.
- To ensure all pupils have the maximum motivation and opportunity to learn positive social behaviour.

Section 2: Statutory Policy Requirements:

1. Legislation and statutory requirements:

This policy is based on advice from the Department of Education (DfE) on:

- Behaviour and Discipline in schools
- The Equality Act 2010
- Use of reasonable Force in Schools
- Supporting Pupils with medical conditions at school
- It is also based on the Special Educational needs and disability (SEND) code of practice.
- Schedule 1 of the Education Regulations 2014; paragraph 7 outlines a schools duty to safeguard and promote the welfare of children; paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance that academies should publish their behaviour policy and anti- bullying strategy.

2. Definitions

Inappropriate behaviour

This is characterised by the infringement of any of these important rights:

- All pupils have the right to be taught in a positive learning environment where effort and achievement are recognised and rewarded.
- All staff have the right to teach in an environment where pupils behave.
- Both staff and pupils have a right to feel safe and secure.

Any behaviour that affects these rights will be challenged, managed and monitored. At Whittonstall we want all of our pupils to become good citizens.

Inappropriate behaviours that will never be tolerated at school:

- Violence to others
- Bullying (verbal, physical or cyber)
- Use of offensive language
- Deliberate or repeated disruption to lessons
- Damage to or theft of, school property
- Endangering the health and safety of a pupil or member of staff.
- Deliberate flouting of school rules.

Serious inappropriate behaviour includes repeated instances of minor inappropriate behaviour.

Pupils will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other pupils and staff that they may have offended and show they can keep the school promises.

3. Bullying

'We believe that bullying is a behaviour by an individual or a group over a period of time that hurts another physically or emotionally. All members of our community are responsible for challenging bullying when they see it.'

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belonging, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber- bullying	Bullying that takes place online, eg through gaming sites or on messaging apps.

Details of our schools approach to preventing and addressing bullying are set out in our tackling bullying policy.

4. Roles and Responsibilities

4.1 The Headteacher:

The head teacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that the staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4.2 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on the online trackers.

4.3 Parents and Carers

Parents and carers are responsible for:

- Supporting their child in adhering to the pupil code of conduct
- Informing the school of any changes in circumstances that may affect their child's behaviour.
- Discussing any behavioural concerns with the class teacher promptly.

4.4 Pupils:

Pupils are responsible for:

- behaving in an orderly and self-controlled way;
- showing respect to members of staff and each other;
- in class, making it possible for all pupils to learn;
- moving quietly around the school;
- treating the school buildings and school property with respect;
- wearing the correct uniform at all times;
- accepting sanctions when given;

5. School Pledges

5.1 Pupil Pledge

- I will always behave in a calm manner whilst moving around my school.
- I will enter and leave the room calmly when asked.
- I will give my full attention throughout the lesson by displaying good listening behaviour and following instructions.
- I will use positive words at all times to encourage others and uphold our high expectations
- I will work cooperatively to support a productive learning environment where everyone feels able to learn.

5.2 Teacher Pledge

- We will communicate all behaviour instructions to ensure that they are clear, concrete and sequential.
- We collectively share and model behaviour in our schools, by speaking to all with respect, empathy, kindness and understanding.
- We do not shout at our pupils.

5.3 Parental Pledge

- I will support my child in adhering to the pupil code of conduct, by ensuring they follow the rules for uniform and behaviour.
- I will inform the school of any changes in circumstances that may affect my child's behaviour.
- I will discuss any behavioural concerns with the class teacher promptly.

6. Rewards and Sanctions:

At Whittonstall First School, We have developed a set of 'Promises' in school: Each of our children pledge to:

- *Keep Safe*
- *Keep Healthy*
- *Keep Connected*
- *Keep Giving*
- *Keep Green*
- *Keep Kind*

The Promise 'Keeps' work alongside our expectations of our children in school. The Keeps represent the areas in life which we are encouraging our children to continually show excellence in, in order to support them as lifelong learners and responsible citizens.

Zones of Regulation

We have implemented the use of Zones of Regulation across the school. Zones of Regulation is used to support our pupils develop their self-regulation skills and emotional control, with support from adults in school.

The Zones of Regulation uses four colours to help children self-identify how they are feeling and to categorise this feeling into a colour zone. They then use their 'zones toolbox' to support them move from the blue, yellow or red zone, back into the green zone. Every child starts the lesson in the Green Zone, in which we will see positive behaviours for learning.

Adult support : The adults in school use the language associated with the zones to support children to understand and regulate how they are feeling. While some children may be able to self-regulate using their zones toolbox others may require more adult support.

6.1 Sanctions:

When pupils enter the yellow zone – a zone in which they may experience a more heightened sense alertness and show this through more hyper behaviours, they will be given a warning by the class teacher. This is an opportunity for them to use the tools in their toolbox to support them getting back to the green zone.

We recognise that a child is in the red zone when they experience a heightened state of intense emotions. In this zone, they are unable to control their emotions or their reactions. In order to support pupils effectively in this zone, they will be supported to leave the area in which they are displaying these emotions and go to the Green Zone Area, which is located in the school Library.

- A member of the SLT will be noted at this point and will support with the situation.

The Library's Green Zone

This area, located in The Library, is used to support all children who are experiencing emotions related to the red zone. This space provides an area of support and time out for a child in the red zone. They will have access to a range of Zones Tools to support them with moving from this zone back into the Green Zone.

It's best for children to experience the natural consequences of being in the RED zone. If a child's actions/choices hurt someone or destroys property, they need to repair the relationship and take responsibility for the mess they create.

Once the child has calmed down, staff will support the child to use the experience as a learning opportunity. This allows them to process what they would do differently next time and how they will repair any damage that has occurred. This will differ depending on individual circumstances but could involve the children repairing something broken or completing a written apology.

If we are not able to support a child to move back into the green zone and their behaviours are unsafe to themselves and others, we will have to telephone parents / carers.

Children who are frequently experiencing the Red Zone Incidents of children moving into the yellow or red zone are recorded on our behaviour logs and then onto CPOMS. These incidents are discussed with parents / carers. If there are a number of incidents or a concern around the level of the incidents then parent / carer meetings will be arranged to support the child.

This may mean the involvement of outside agencies such as:

- CYPS
- Primary Mental Health
- Educational Psychologist

Or the agreement to one or more of the following:

- Agreeing a behaviour contract.
- Putting a pupil 'on report'.
- Risk assessment.
- Pupil Planning Meeting with the Local Authority Inclusion Officer.
- Personalised Learning Plan.
- Letters, phone calls home to parents/carers, followed up by meetings where needed.
- Expecting work to be completed at home

Exclusions:

On the very rare occasion we may use internal exclusion in response to serious or persistent breaches of this policy. Pupils may be sent to internal exclusion during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. This will be supported by the Head teacher and/or SLT.

- **Internal Exclusion Process:** A pupil will be removed from some or all normal lessons and social times for a short period. This is a serious step and parents/carers will be informed. This internal exclusion will take place with the Headteacher or a member of the SLT.
 - **Exclusion:** This means a pupil is not allowed to attend school. Usually exclusions are for a fixed term. Excluded pupils can be readmitted only following an interview between parents/carers and a member of the Leadership Team. Guarantees about future behaviour will form part of this meeting. Sometimes we ask for these guarantees in the form of a written contract. Systems to manage a pupil on their return to school may also be put into place at these meetings. These could include social isolation, risk assessments highlighting the need for a pupil to be out of school at lunch, or personalised timetables. Exclusions can also lead to a meeting with senior officers from the Local Authority to discuss the pupil's
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future. The local governing body will be informed. Such exclusions can become permanent. Exclusion is the most serious punishment a school can take and happens rarely. Pupils will, at times, spend some time in Student Support after internal or external exclusion prior to a return to mainstream classes.

6.2 Off-site behaviour: bringing the school into disrepute (Discipline of pupils beyond the school grounds) Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

6.3 Rewards

At Whittonstall, we believe in high expectations of behaviour for all members of our school community. High expectations build intrinsic motivation and a culture of togetherness and teamwork. Our 'rewards' are based around recognising positives and celebrating our main promises.

Praise is one of the most powerful forms of influencing children's behaviour

All of our staff are responsible for verbally rewarding positive behaviours. In our schools, children are praised for:

Keeping the school rules and class rules

Completing work to the best of ability

Being kind or considerate

Remaining on task

Moving around the school sensibly

Showing improvement

Demonstrating a positive attitude

Continued good behaviour

Being helpful

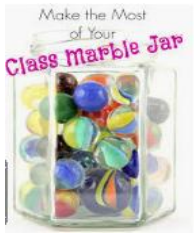
Lining up sensibly

Being polite

Meeting a target

Listening well

Setting a good example



Class Marble Jars – In our schools, our pupils work as part of a group and build up rewards as a class, not individually. This is done through the process of a Marble Jar.

- Children earn class marbles, these are collected in a jar stored in individual classrooms.
- These marbles are given for teamwork, whole group participation or for exceptional positive behaviours that are described above. This, for example, could be for the quietest or smartest class to line up after break, a whole class lesson that was very successful (such as a drama performance), or an exceptional piece of work.
- Once the class have filled their jar, they then have a 'Marble Jar Party'. This is a reward chosen by the class themselves for their great teamwork. Examples of marble jar parties include movie and hot chocolate, extra playtime, or a craft afternoon.
- Once the jar has been filled, the marbles are emptied out and the process begins again.
- Please note: Marbles **are not be removed** from the jar for any reason.

Whole School Rewards

All children in school take part in a weekly Celebration Assembly in our school.

This assembly celebrates all of the wonderful things that are going on in school, and is an opportunity for the children to receive recognition from their wider school community.

Each week the assembly will focus on the work and achievements of **one year**. They will have the opportunity to present what they have been learning about, talk about their successes and achievements as a team and celebrate their learning.

One of the SLT will conduct this assembly every week, with the whole school community present. In the summer term, parents and carers are welcomed into these sessions too, to celebrate their child's learning.

6.4 Playtimes:

We recognise that playtimes are a very important part of our daily school sessions. They present opportunities for children to reregulate, enjoy the fresh air and take time to relax and interact with their peers. We are also aware however, that these times are often unstructured, and that they require different behaviours to the classroom.

As schools, we aim to ensure that any break sessions are opportunities for social learning and children supported to continue to regulate their emotions and follow the playground code.

To do this we ensure:

- Continuously monitor and update the outdoor environment. We ensure that there are a range of activities and resources for children to use, These are replaced and rotated regularly, and are interesting and stimulating for the children.
- Staff are strategically placed to support and care for the children on the yard, providing additional support where necessary.
- The older children, through our Playtime Buddy system, model play.
- Positive sportsmanship is modelled in our wider curriculum, and replicated at break times.

Break Time Sanctions:

Sanctions during outdoor play will continue to reflect the whole school sanctions, however more adult support may be needed during unstructured play.

In this case if any rough/inappropriate play occurs the following steps are in addition/complimentary to the whole school sanctions:

- Inappropriate play/ rough play – staff go to the child, give a verbal warning and remind them of Toolkits to support their emotions outdoors. If the child is still finding difficulty returning to the green zone, they remain with that staff member for 5 minutes reflection and cool down (walking around with the staff member)

Children are not excluded from movement at playtime at any time.

7. Behaviour Management

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged;
- Use strategies to manage negative behaviours including seat moves, support partners, and the use of Tools in children's toolkits;
- Display the pupil promises and refer to them regularly;
- Develop a positive relationship with pupils, which must include:
 - ❖ Greeting pupils in the morning/at the start of lessons/after lunch.
 - ❖ establishing clear routines;
 - ❖ communicating expectations of behaviour in ways other than verbally;
 - ❖ highlighting and promoting good behaviour;
 - ❖ concluding the day positively and starting the next day afresh;
 - ❖ Having a plan for dealing with low-level disruption; using positive reinforcement.

7.2 Restorative Approaches

At Whittonstall, we use Restorative approaches after the occurrence of any less positive behaviours. Restorative practices are a range of practices that help pupils to develop the skills and attitudes necessary to build, maintain and repair community relationships. Restorative approaches are not a 'soft' option as pupils are obliged to be accountable and responsible for their actions and, likewise, to learn from their behaviour and to change.

We use a restorative learning sheet, a series of questions that encourage pupils to reflect on behaviours and identify how they may change, after an incident. These practices help our pupils to:

- develop social and communication skills.
- Begin to find ways to discuss feelings
- Identify changes to their future behaviours
- Begin to resolve conflict independently.

The questions are neutral and non-judgemental; they focus on the wrongdoer's behaviour and its effect upon others. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected. We recognise that this process is continually developing for younger children in our school, and all reflections are indicative of the child's age and specific needs.

8. Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

9. Training

Our staff are provided with training on managing behaviour, including management of actual or potential aggression for specific staff. Behaviour management will also form part of continuing professional development

10. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Senior Leadership Team every year. At each review, the policy will be approved by the Headteacher.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection Policy and Procedures
- Equal Opportunity and Race Relations Policy
- Bullying Policy
- ICT Policy