

# WREN'S NEST PRIMARY SCHOOL

## BEHAVIOUR POLICY & GUIDELINES

June 2007

### INTRODUCTION

Good behaviour supports effective learning and enables all children to enjoy and achieve their potential. Our mission statement at Wren's Nest is "unlock potential and reach for the stars". Within our school aims for Wren's Nest we highlight the importance of school being a secure, safe place for all, where learning can take place in a happy, friendly environment.

The provision of a relevant and appropriate curriculum, the use of inspiring and motivating teaching methods and the full involvement of all pupils are important ingredients of successful behaviour management. Inappropriate behaviour, however, can sometimes stem from personal problems or difficulties at home, which may be short or long term. It is important these are recognised by staff at Wren's Nest so that as a school we work to reduce these barriers to learning.

### PARTNERSHIP WITH PARENTS

The school values the views of parents and wishes to work collaboratively with parents to support children behaving well both at home and at school. It is important that we recognise the positive and share the good news as well as contacting parents when children have difficulties.

### POSITIVE BEHAVIOUR MANAGEMENT

All behaviour management at Wren's Nest should emphasise a **positive approach**. Attention should, as far as possible, concentrate on recognising and acknowledging good behaviour. It is a fact of life that all too often children gain more attention from negative or unacceptable behaviour thereby reinforcing its importance and enhancing its credibility. Our behaviour management should attempt to redress this balance.

Our first priority is to create opportunities to acknowledge and reward positive behaviour. Most pupils respond well to praise and there is something worthy of praise in all pupils. Therefore, the emphasis must always be on the positive.

Nevertheless sometimes, unacceptable behaviour necessitates a consequence. A consequence is less likely to be effective if overused.

It is important, therefore, to provide a **staged response**. If severe consequences are applied too soon then the teacher and the school is left with no place to turn.

## REWARDING GOOD BEHAVIOUR

Daily/ Frequent Rewards - awarded at teacher discretion.

- Smile & praise from teaching staff. We encourage smiling at Wren's Nest!
- Team points - every child in school is in one of the 4 teams : Bears, tigers, dolphins or eagles
- Stickers & stamps
- Work displayed/shared with others
- Responsibility given (classroom jobs etc.)
- Well done phone call or postcard home

A record of these awards does not need to be systematically taken.

Major Awards - awarded at teacher discretion.

- **Merits** - awarded to individual pupils to mark achievement in academic work, effort, behaviour, creative or physical activity. Awards are presented regularly, normally within a year group awards ceremony. At these events pupils are encouraged to show examples of their work and / or talk about the award. Teachers will keep records of which children have received merits on a displayed chart.
- **Bronze, Silver and Gold Merit Awards** - when any child has received the first ten merit awards they are entitled to a bronze badge. This will be presented in assembly. When 20 merits are attained the silver badge is presented, and 40 merits gains the gold award. When children have gained 30 merits we award them with a certificate acknowledging this fact.
- **100% Attendance** - certificate issued termly in a special assembly.
- **Whole class reward** - the reward is agreed by the class and the children work towards achieving 50 stars in order to achieve the reward. A teacher may operate a whole class reward for Literacy and Numeracy groups as well as class groups (see appendix). Awarding class points encourages a team spirit and fosters development of a whole class pride and ethos.

**Possible class points / stars may be given for:**

Lining up smartly

Sitting appropriately in assembly

Getting changed efficiently to/back from PE

Excellent behaviour during a wet lunchtime / break etc

Class rewards can be decided by the teacher and the children and may be an extra playtime session / rounders game / drama session / art work etc

**No child should be disapplied from this reward.**

## CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

We encourage children to reflect and, given the options, make a positive choice to behave in the correct way. When children make the wrong choice we help them to understand that there is a consequence for that choice. We also support children when a wrong choice is made, to recognise what the correct choice might have been.

### **In the classroom**

At Wren's Nest we have a consistent approach to the management of inappropriate behaviour within the classroom. It is an approach, which should be followed by all members of staff. Most inappropriate behaviour exhibited by children, can be effectively dealt with by staff in the classroom. More extreme behaviours may require the help and support of other members of staff. In response to this, at Wren's Nest, we have developed a two-tiered system of behaviour management.

### For behaviours that are appropriate for staff to deal with themselves - The Consequence Pathway

Minor, low-level disruptions that are likely to take place in all schools such as:

- telling tales
- talking while the teacher is speaking
- messing with objects on the table
- arguing/ disagreeing with another child etc.

Children should be given a quiet, **verbal warning** by the teacher, highlighting incorrect behaviour and specifying to the child what the child needs to do. This verbal warning should be given quietly and discreetly to the child, not delivered in a raised voice or in the direct hearing of peers. The aim here is to reinforce that it is the behaviour that is unacceptable, not to humiliate the child.

If disruptions by the child continue, the child should be asked politely to go and sit at the **thinking table** - a quiet table, away from other children where the child can think about their poor behaviour and re-focus - in their own class for 5 minutes (self-timed using a sand timer). At the end of this time hopefully the child will be ready and focused to rejoin the class.

### More extreme disruptions

Sometimes, a child's behaviour may be more inappropriate and it is helpful for them to calm down and re focus in another classroom. In this case they are sent for **Calm Down Time** (CDT) for 5 minutes in a designated partner class, where they sit at the thinking table and leave after their designated time. While in the partner class the child should behave appropriately at all times. If they do not, their behaviour should be reported to the Team Leader who will speak to the child at an appropriate time before the end of the school day. The child should not be chastised by the staff within the partner class, simply for having been sent there, although poor behaviour in that classroom can be dealt with by the partner staff.

Behaviours for which a CDT is appropriate might be:

- repeated continuation of minor, low-level disruptive behaviour, as detailed in the preceding section
- or continuing to misbehave even while sitting at the thinking table in your own class,
- bad language, heard by the teacher, directed or undirected at another child, (if reported by another child but not heard always give a verbal warning that if bad language is heard by you the child will be asked to go to CDT)
- observed physical violence towards another child,
- refusal to follow instructions given by an adult,
- low level rudeness to an adult ie; tutting, heavy sighs!

These behaviours merit an immediate CDT as they are quite simply unacceptable behaviours within school and within society, in general.

On returning to class, the child needs to return in an appropriate way and enter the classroom quietly. If they are not ready to do this then they need to return to CDT.

If they continue to behave badly, they will need to be referred to another member of staff (see referral procedures).

Being sent to CDT has a follow up consequence (otherwise children might quite enjoy a little break from the classroom once in a while). The time needs to be paid back to the teacher at the earliest available opportunity (ie. break/lunch) to make up for the work that they have missed (this should not exceed 10 minutes).

**Sad Face Cards** - Children at Wren's Nest respond best to a discrete, quiet word to redirect their behaviour. It is often helpful to speak to children who are misbehaving, outside the classroom, on an individual basis, rather than in front of their peers. Most classes have full-time classroom support during morning sessions. If the teacher feels that a child will respond best to a quiet word or to making their apology outside the classroom then the classroom assistant can oversee the class while the teacher and child step just outside the door. However, the teacher should not be outside the classroom for any longer than 5 minutes and this should take place during appropriate times ie. when the class are engaged in an activity that the CA can oversee.

If you do not have classroom support then a sad face card should be sent to the year group classroom assistant who should respond as soon as a convenient time arises.

### **Record Keeping**

Class teachers should maintain a class record to monitor the use of this pathway. If any child is being sent to CDT on a regular basis then their difficulties should be discussed with their parents, after school, and strategies should be suggested to support good behaviour. At this point, the class teacher should begin to maintain individual behaviour records for that child. If the child is taught by another teacher, they should also maintain individual records for the child, at the request of the class teacher (see appendix).

If behaviour still does not improve the class teacher should seek the advice of the Deputy Headteacher.

### **Repeated Inappropriate Behaviour**

If a child has accessed calm down time twice in a short period then they are referred to the phase Team Leader. The team leader will then speak with the child and make them aware how important it is to make the right choices and appropriate consequences will be implemented by the Team Leader.

If the child needs referring more than twice to the team Leaders the child would be referred to the Deputy Headteacher. The Deputy will utilise all available behaviour records to discuss, in depth, the child's behaviour with them and their parents.

For continuous repeated inappropriate behaviour which is proving disruptive to education of the child or others a referral will be made to the Headteacher.

### **Record Keeping**

For the referral system to be effective it is important that full and accurate records are made to track a child's inappropriate behaviour. Good communication between Senior Managers and class teachers is vital in the effectiveness of this system of record keeping. Copies of any exclusion letters (available from the school Bursar) should be placed with the child's records.

**Urgent Card** - The urgent card is sent if there is a disruption such that children / staff are at risk. For example; it may be extreme physical/ verbal violence that cannot be calmed by the staff present. The card should be sent immediately, by a trusted child, to the office. The Head/ Deputy or member of SMT will respond immediately. It is important not to misuse this card. It signifies that staff require immediate assistance to regain control of a situation.

### **Behaviour that should be referred immediately to the Headteacher or the Deputy**

Verbal or physical abuse from a pupil directed at a child or member of staff should always be referred to the Head or Deputy. A detailed account of the event should be recorded, by the teacher, on the child's behaviour referral sheet.

Concerns should be shared with parents prior to the child being placed onto the referral pathway so that parents and staff can work together to help a child to improve their behaviour.

## **INTERNAL EXCLUSIONS**

Although Wren's Nest is committed to inclusion, there is a need, in extreme circumstances, to exclude children from school. However, it is becoming increasingly obvious from carrying out post-exclusion interviews, that for most children, being excluded from school is an appealing option as many are allowed to play at home, watch TV or play on their computers.

We therefore operate a system of internal exclusion. This system is in line with the Behaviour Improvement Programme (BIP) to which we are committed.

The internal exclusion takes place in the Quiet Zone. This room is self-contained, having toilet facilities. Due to the circumstances leading to a placement in the Quiet Zone, it is not meant to be a study support area with support and individual attention. It is not a therapeutic day but a punitive day. Although this goes against our normal supportive practice and is hard to maintain, it is important that the child finds the day hard and boring. The child should work independently for most of the time with some guidance on the nature of the tasks. At tuck time and lunchtime experience has shown that the child does need a break from intensive work so colouring sheets and books are available.

Children arrive at 9:15am and are escorted to The Quiet Zone by their parent. They are collected from the Quiet Zone at 3pm, again by their parent.

Children will be supervised by the Learning Mentors at all times.

If a child does not conform with requests in the Quiet Zone, the Deputy or Headteacher should be sent for immediately. In these exceptional circumstances, and at the discretion of the Head, the child may be asked to complete their exclusion at home.

The Quiet Zone is a facility that is utilised by other designated schools in the local area (see appendix)

## **EXTERNAL EXCLUSION**

Wren's Nest is committed to the policy of inclusion and providing education for all. As a school we try to cater for the needs of all children and work closely with parents to support every individual. It is the right of every child to receive high quality education in a safe and secure environment, which is conducive to learning and for all staff to provide that education in an equally safe and secure environment. In extreme cases of special need where Wren's Nest is unable to meet the needs of an individual, such that they are unable to remain in the shared learning environment, it may be necessary to follow the process of external exclusion. This is seen as the very last resort and the school does not wish to undertake this process with any child but, if their behaviour is very severe, the child may be excluded at home, at the Head's discretion.

A child at high risk of exclusion will have a Pastoral Support Plan implemented to support them to be successful in school.

If a child has to be excluded on several occasions, either internally or externally, in any single school year, a longer fixed term exclusion may be imposed, whereby a child would be educated at The Mere for the duration of that fixed term exclusion. Upon their return,

should they need to be excluded again, it is likely that a permanent exclusion would be the regrettable but most likely outcome.

Some behaviour may be such a risk to the safety of either the child them that, at the Head's discretion, a child may be permanently excluded immediately.

### **Further strategies to support children who are experiencing behaviour difficulties or facing exclusion**

At Wren's Nest we also offer a wide range of further positive strategies to support children for whom behaviour is a concern. These strategies can be accessed through consultation with the Behaviour Co-ordinator during the times detailed previously (p.9)

The range of strategies available includes:

- ✓ being supported to develop Individual Behaviour Plans which will incorporate a range of strategies for utilisation to support individualised needs,
- ✓ referring children to complete individual or group projects with the school learning mentors or key workers (see Learning Mentor Guidelines and Information)
- ✓ requesting that children become targeted children (see appendix)
- ✓ outreach support from the Mere
- ✓ support from our school health adviser
- ✓ Referral to the YISP panel
- ✓ Referral to Dudley Children's Fund

### **Monitoring and Review**

A summary of this policy will be shared with parents annually and the whole policy is available for all parents from the school office.

The policy will be reviewed annually by the Deputy Headteacher and the Curriculum and Standards Committee of the Governors.

**CLASS CONSEQUENCE PATHWAY RECORD**

Tick appropriate boxes to correspond to number of times sanction was applied

Date	Name	Verbal Warning	Thinking Table	Calm Down Time (CDT)	Comments

INDIVIDUAL CONSEQUENCE PATHWAY RECORD  
FOR

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**Tick appropriate boxes to correspond to number of times sanction was applied**

Date	Time/ Lesson	Verbal Warning	Thinking Table	Calm Down Time (CDT)	Comments	Parental Involvement/Comments

INDIVIDUAL REFERRAL RECORD SHEET  
FOR

**Tick boxes as appropriate**

Date	Time/ Lesson	Phase Manager	Deputy Head	Head	Reason Referred (in detail)	Parental Involvement/ Comments	Consequence of Referral

**'Target Children'** - Children causing high level of concern

As part of our positive behaviour strategies, and following discussion with the Behaviour Co-ordinator, some children are provided with an individual 'target' sheet which gives 2/3 specific behavioural targets for them to concentrate on and achieve.

These targets should be directly linked to the targets laid out on their IBP and should be generated by the class teacher.

- The child will score 0/1/2 for each session based on their behaviour and targets.  
0 = unsatisfactory 1 = satisfactory 2 = good
- This gives them a possible score of 10 throughout the day. ( 5 sessions)
- If they achieve 7 or above (70%) then they are given a 10 minute reward activity after 3 o'clock. This activity can be done with a friend -- who provides a good role model -chosen by the teacher.

( Reward activities can be - computer time - board games - art activity etc. at the discretion of the teacher - but need to be manageable and enjoyable!)

- If the child scores less than 70% they receive no reward.
- This process will continue on a daily basis providing 'immediate' daily rewards for good behaviour.
- When the child has scored 70% daily for a period of 2 weeks the rewards move to 10 minutes every other day (still 70% score).
- If this is maintained for a further 2 weeks then the reward will be given every 3<sup>rd</sup> day.
- At this point it is at the discretion of the teacher and Behaviour Co-ordinator to consider whether the child is ready to move on to a 'Progress Sheet' or whether they still need the close monitoring of a target sheet.

**Progress Children** - Children requiring some support to help them to manage their behaviour.

Children who successfully begin to manage their behaviour with their 'Target Sheets' may, following consultation with the Behaviour Co-ordinator, move onto Progress Time where their Target Sheet is replaced by the less formal and specific 'Progress Sheet'.

- On a progress sheet the child's behaviour is recorded twice daily (morning/afternoon) as great / satisfactory / unsatisfactory.
- If the child achieves satisfactory or great for every session of the week they will choose a 30 minute reward time on Friday afternoon.
- These rewards will consist of - football outside or time in the ICT suite playing games of their choice organised by the Learning Mentors
- The child will have a classmate to join them in this activity - a good role model - to be chosen by the class teacher.
- If the child has any unsatisfactory marks during the week they will not receive the reward.
- The child starts afresh at the beginning of each week.
- It is expected that the child will continue to receive Progress Reward Time indefinitely, for as long as they are successful.
- The class teacher should monitor the child's progress closely and if the child begins to 'fail' utilising this system then the class teacher should once again seek advice and support from the Deputy Headteacher.
- Target sheets and progress sheets are provided by the Learning Mentors

For this system to succeed as a behaviour management tool it is essential that both of them are explained to the child and that they fully understand them.

**WREN'S NEST BEHAVIOUR PATHWAY**

Key for responsibilities:  
 CT = Class teacher  
 DHT - Deputy Head  
 LM = Learning Mentor  
 SENCo = SEN Co-ordinator

The CT should be involved throughout process.  
**Meetings involving external support / PSP meetings will take place within the school day and CTs will be released.**

