

WREN'S NEST PRIMARY SCHOOL

BEHAVIOUR POLICY & GUIDELINES

March 2009

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.

All children and young people have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour. Adults in the school should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is not acceptable in any situation. The system of rewards and consequences used at Wren's Nest are set out in the following paragraphs of this behaviour policy.

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.

A POSITIVE APPROACH TO 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 staff 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/scanned in to show on multimedia projector in assembly
- Responsibility given (classroom jobs etc.)
- Well done phone call or postcard home
- Sent to Deputy Headteacher/Headteacher to share good news and to receive praise and/or stickers

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 excellent achievement in academic work, effort, behaviour, creative or physical activity. Awards are presented weekly in year group merit assemblies. At these events pupils are encouraged to show examples of their work and / or talk about their achievement. 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. Children who achieve Gold awards will be taken on a special end-of-year trip to celebrate their achievements. Their photos will also be displayed on the 'Gold Award' display board to highlight their achievements.
- **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. KS2 also have break and lunchtime sticker charts for rewarding the whole class for an incident free break and lunchtime.
- **Letters of commendation** - sent to parents to congratulate parents on the excellent behaviour and work from their child. Letters are personally signed by the HT and DHT.
- **Target sheets** - individual children may be rewarded for their good behaviour through their daily target sheet that clearly states what they have to achieve to receive their daily/weekly reward.

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.

Good and responsible attitudes to their schoolwork.

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, unless previously agreed with the Deputy Headteacher.

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.

Managing inappropriate classroom behaviour

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. Staff in the classroom can; effectively deal with most inappropriate behaviour exhibited by children. 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.

The teacher, highlighting incorrect behaviour and specifying to the child what the child needs to do, should give children a quiet, verbal warning. 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 the partner staff can deal with poor behaviour in that classroom.

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.

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).

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 it is the class teacher's responsibility to discuss these issues with their parents, either after school or at a mutually convenient time that has been arranged. When meeting with parents, positive news should always be shared 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 or works with teaching assistants in small group interventions, 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 or more 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 the Team Leader will implement appropriate consequences.

If the child needs referring more than twice to the team Leaders, in a similar period of time, 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.

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. The teacher, on the child's behaviour referral sheet, should record a detailed account of the event. Each time a child is referred the Deputy Head teacher will keep a record of the referral (see appendices), and these referral sheets will form part of the behaviour monitoring system, carried out by the Learning Mentors and the DHT, to track children who are causing concern and to ensure that appropriate strategies are being fully utilised.

Modified behaviour pathway for children in the Early Years Foundation Stage (EYFS)

For the younger children in the school, the same approach and positive rewards based ethos exists when managing behaviour. However, it is important to ensure that any consequences administered is appropriate for younger children who may still be developing their sense of right and wrong and defining their personal boundaries within the context of school:-

Day care modified behaviour pathway for 0-2year olds:-

1. Simple verbal warning eg. 'No' and then the child is removed from the situation.
2. adult to show appropriate cross gestures eg. Cross facial expression.
3. adult to demonstrate/model how they are sorry/care for others through gentle gestures and verbal responses.

Day care modified behaviour pathway for the over 2year olds:-

1. Child receives a simple verbal warning.
2. Child is moved to sit/stay and reflect with adult supervision to reinforce what they have done wrong and what they could do to put the situation right.
3. Sent to Nursery (supervised by Day Care staff).

Nursey modified behaviour pathway:-

1. Child receives a verbal warning.
2. Child is sent to Thinking table.
3. Child is sent to Reception.

Reception modified behaviour pathway:-

1. Child receives a verbal warning.
2. Child is sent to Thinking table.
3. Child is sent to Year 1.

Again, if a child displays extreme outbursts of behaviour then senior members of staff who are known to the children should be involved and pasrents kept informed at all times as to how their child is developing personally and socially with both concerns and positive developments highlighted.

Managing inappropriate lunchtime behaviour

Lunchtime behaviour is treated with the same positive ethos and rewards ethos as it is when managing classroom behaviour. There are many positive activities for children to access during lunchtimes including, outside classroom equipment (which is in a named box for each year group and for which the class mentors have responsibility for maintaining) and lunchtime clubs run by Learning Mentors. Children are encouraged to join a club if they are having difficulties as discreet supervision has a supportive and positive effect upon children who require additional adult support outside of lessons.

When children breach the behaviour policy at lunchtime then a similar sliding scale of consequences exists as when managing inappropriate classroom behaviour. Each class has a designated Class Mentor who spends each lunchtime with their class and is trained to talk to the children and to prevent and deal with situations before they turn into a more serious incident.

Positive lunchtime rewards

Children who behave well at lunchtimes are rewarded with:-

- ✓ Praise
- ✓ Team points
- ✓ Stickers
- ✓ Notes home
- ✓ Merits
- ✓ Special lunch clubs provided by the DHT
- ✓ Certificates
- ✓ KS2 class break and lunchtime sticker charts with a half termly reward for the classes who score the highest 3 scores (1st £20, 2nd £15 and 3rd £10)

Lunchtime Warnings

A warning may be given by the class mentor, Learning Mentors, Mrs Lenton or Mrs Mason if children have been calling low level disruption eg. Pusing, name calling etc. or if they have to be spoken to, if they are causing difficulties with other children or members of staff

Owing 10minutes

If a child has ignored a warning or the situation has become more serious or intentional then they may be required to owe 10 minutes of their lunchtime. If possible, this time can be owed on the day of the incident, to serve as an immediate consequence or if at the end of lunchtime, on the following day.

Owing 20 minutes

If a child has deliberately hurt someone, called them inappropriate names eg. Swearing (whilst playing not at another child or member of staff) or has refused to follow reasonable instructions for a member of staff, then they may be required to owe 20 minutes again, on the same day if possible but if not, on the following lunchtime.

Owing between 20minutes and a whole lunchtime

If the incident is more serious than an incident requiring 20minutes of time owing or due to a child repeating incidents of a similar nature over a short period of time, then children may be required to owe more than 20 minutes. The time to be owed should be appropriate to the incident caused and should be decided in consultation with Mrs Lenton, the chief lunchtime supervisor and member of the Senior Leadership Team (SLT) who is on duty at lunchtime.

Protocol for owing a whole lunchtime

Children who owe a whole lunchtime will be required to stay inside with a member of staff supervising them. During this time, children will be required to eat their lunch and then either read and book or complete appropriate work which will be provided by the member of staff supervising the child/ren. If a child is in receipt of free school meals, then a packed lunch will be provided by the school kitchen. If the child normally has a hot lunch then parents will be informed prior to the time owing and will be asked to provide a packed lunch for the child during their lunchtime keep-in.

Dealing with incidents at lunchtime of a more extreme inappropriate behaviour

As with the behaviour pathway in the classroom, if a child has an extreme outburst of behaviour eg. Extreme swearing/inappropriate/offensive language, fighting, inciting violence, refusing to follow instructions, deliberately disrupting and or hurting others or any other incident of totally unacceptable behaviour, then immediate referral to the Deputy Headteacher or other member of the SLT, (in the absence of the DHT) is required. In most cases of extreme incidents it would be expected that the child in question, would be immediately removed from the situation and playground. In many cases, they may need a member of staff to sit with them in a quiet room whilst they take time to reflect upon their actions and whilst the incident is investigated. In some extreme cases, it may be appropriate for the child to miss more than 1 lunchtime or even to be excluded, if the headteacher considers the incident to warrant a more serious consequence. When more extreme incidents of behaviour are displayed then parents will be informed by the Headteacher or Deputy headteacher and strategies put into place to assist the child in successfully accessing lunchtimes.

Record keeping

All lunchtime incidents, including children receiving a 'Warning' will be recorded in the lunchtime incident book, with the date, nature of the incident, who it was witnessed by, any other children or staff who have been involved and the consequence given. This ensures accurate reporting to parents and monitoring of incidents of a similar nature or repeated incidents caused by the same child. Lunchtime records are closely monitored by the Learning Mentors and Deputy Headteacher and are reported to the Local Authority at the end of each term to ensure that the number of incidents is decreasing overall, year on year. If children are regularly owing time or are having difficulties during lunchtimes then parents will be involved to discuss positive strategies to enable the child to cope at lunchtime and prevent further disruption to other children who are trying to engage in positive play.

INTERNAL EXCLUSIONS - USE OF THE QUIET ZONE

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.

The Learning Mentors will supervise children at all times.

If a child does not conform with requests of the Learning Mentors 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 also a facility that is utilised by other designated schools in the local area.

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 from the site and work at an alternative educational provision or have a fixed term exclusion. This is at the discretion of the headteacher.

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

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 Deputy Headteacher:-

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 or request of a 6-week placement
- ✓ support from our school health adviser
- ✓ support from our school Family Support Worker (FSW), Tracey Bradley
- ✓ referral to PC Paul Davies and the PCSO's

EXTERNAL EXCLUSION - ALTERNATIVE EDUCATIONAL PROVISION

If a child has to be excluded on several occasions and the Quiet Zone is no longer proving to be an effective deterrent, a child may be excluded from the site and alternative educational provision provided, eg. Priory Primary School, The Mere, High Arcal, Castle High or Ellowes Sports College.

Fixed term and Permanent exclusion

If a child continues to disrupt the education and learning of others, for themselves and/or there is a serious breach of the behaviour policy then a longer fixed term exclusion or a permanent exclusion may be considered.

In the case of permanent exclusions, if;

1. The child has seriously breached the school behaviour policy on many occasions;
2. They are disrupting both their own education and that of others;
3. The school has implemented a range of appropriate strategies to meet the individual needs of the pupil and,
4. The welfare of others, both pupils and staff, are at risk,

Then, the Headteacher may acknowledge that we have exhausted all available strategies for dealing with the child and that the Headteacher now needs to permanently exclude the child from Wren's Nest to protect the education and welfare of both themselves and others.

In the case of a serious physical assault then, at the Head's discretion, a child may be permanently excluded immediately.

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 and published on the school website www.wrensnest.org.uk

The Deputy Headteacher and the Curriculum and Standards Committee of the Governors will review the policy annually.

CLASS CONSEQUENCE PATHWAY RECORD

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

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

INDIVIDUAL CONSEQUENCE PATHWAY RECORD

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

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

INDIVIDUAL RECORD OF REFERRAL TO DEPUTY HEADTEACHER

Name of child _____ Year/Class _____ Time _____ Date _____

Reason Referred (in detail)	Details:	Action taken / Consequence

'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 or 1 for each target, each session.
- ✓ Each child will have a different target number to achieve (depending on the number of targets they have and depending on the number of sessions that it applies to - some children may or may not have break and lunchtime included on their target sheet. However, the target will be approximately 70% or more of the total number.
- ✓ Depending on the nature of the difficulty and how the child responds to their target sheet, rewards may be either daily or weekly.

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

- ✓ If the child scores less than their target number they receive no reward.
- ✓ If a child is not achieving their targets on a regular basis then the use of the target sheet will be stopped. Target sheets are intended to encourage good behaviour and positive rewards not to reinforce failure of any kind.
- ✓ When the child is repeatedly achieving their targets then the targets will be modified to acknowledge their achievements.
- ✓ The impact of the target sheets are reviewed regularly to ensure that they are effective for each child.
- ✓ When a child is consistently achieving their targets then again the target sheet will be modified to address behaviour issues as they evolve and to reinforce the positive rewards and the behaviour that is expected in school.
- ✓ When a child no longer requires a target sheet then their behaviour will continue to be monitored through the classroom and breaktime tracking. Regular 'Check-in' time with a Learning Mentor will be used to allow the child time to discuss any difficulties that they may be having on a more informal basis.