



Behaviour Policy

Review due: Spring/Summer 2016

Behaviour Policy - Interim Review Statement

This policy is due to be reviewed in Spring/Summer term 2016.

Whilst the overall framework and tenor of the policy remains accurate, some adjustments now need to be made to ensure this policy both reflects and guides current practice.

This is because:

- External reviews of the school, including those by the Local Authority and School Improvement Advisor, have commented on the very strong and often outstanding work of the school linked to the personal development, behaviour, safety and well-being of pupils. Consequently, there are aspects of the school's current good practice which are not necessarily fully reflected in this policy. For example, the school now no longer uses a 'gold' award as a motivation tool and instead has other means to motivate pupils. At the same time, other strategies which continue to be effective (such as use of a clear 'steps' system to deal with behaviour issues in class) do remain in place.
- Similarly, examples of strong practice which have been more recently introduced and developed in the last 2-3 years (such as the use of 'Pupil Voice' groups to motivate and encourage good behaviour) are not yet reflected in this policy.
- Since this policy was last updated (in 2012), there have been significant improvements in the number of behaviour incidents in both class time and lunchtime as a result of the school's strong work to improve behaviour and safety. Therefore, the policy should reflect the way in which the school has achieved this and intends to sustain this positive work.
- In Autumn 2015 and Spring 2016, all staff at the school underwent 'Sollihol' training which was run by our link CAMHs consultant. This was a significant process which enabled us to evaluate the way in which we support pupils and understand how to help them to create positive attachments with others. This training focused on the importance of key principles to support vulnerable pupils at the school and which we believe to be important to our work with children and families. This includes the principles of 'containment' and 'reciprocity' and 'reconciliation' – which help pupils to understand their impact on others and to become 'problem solvers' around their own behaviour whenever there are issues. This training was completed in Spring 2016 and it is our intention that it should now be reflected in the policy.

A working party will be formed composed of senior leaders, class teachers, learning mentor, support staff and our link CAMHs consultant to work on developing the policy. We are aiming to have a first draft of the new policy by May 2016, which will then be developed into an updated final version of the policy by the end of Summer 2016.

Winton Behaviour Policy

Aims

We aim to create a positive ethos in school, focussing on positive behaviour management. A consistent approach is needed to ensure that children, parents and staff have the same high expectations of good behaviour in and around the school premises.

We have a shared responsibility for behaviour throughout the school. Every child in the school is the responsibility of every teacher. In practice this means that all adults in school praise positive behaviour and challenge negative behaviour wherever they find it. In this way, we teach the children that good behaviour is expected at all times and in all places.

Equal Opportunities

Children and adults in Winton school should not be discriminated against on the basis of race, culture, sex, sexuality, social class, age, mobility, ability or in any other way. We aim to show respect for and appreciation of each other as individuals and to create a positive and caring environment. A consistent approach, understood and followed by everyone involved with the school, is expected.

A Positive Ethos

We aim to focus on positive behaviour management through:

- Welcoming the children at the beginning of the day
- Holding class meetings and circle time at least once a week
- Ensuring we provide children with positive feedback
- Each day a fresh start
- Modelling positive behaviour (eg, in the way we treat others)

To support this positive ethos we use the "6 Golden Rules"

Do be gentle
Do be kind and helpful
Do listen and show respect
Do be honest
Do work hard
Do look after property

Movement Around the School

We expect movement around the school to be calm and sensible. See guidance and procedures for movement around the school.

Rewards

Each class uses a merit card system. The awarding of merits should be referenced to the 6 golden rules.

Merits are issued for: good learning and excellent examples of children following the golden rules.

Double merits are issued for exceptional work or behaviour. This is presented to the headteacher at 3 o'clock on the day it is received. Infant children have pockets in their class rooms where they collect their merits. Junior children are responsible for collecting their own merits. Merits are counted at the end of each half-term and rewards given. Rewards are given out as follows:

- Gold award – top 3 in each class

- Silver award – next 3 in each class
- Bronze award – teacher’s discretion

Rewards are discussed with each class and chosen and approved by school council. Merits are also given for following the golden rules in the lunch hall and playground. Teachers may add to the merit system with their own methods of reward (ie: stickers).

Although we operate ‘reward systems’ at Winton we also recognise that the best behaved children are **those who are motivated as learners**. It is this development of intrinsic motivation and self-identity that drives our approach to encouraging excellent behaviour in our pupils.

Negative Behaviour: Procedures and Sanctions

In Classrooms

Each teacher has a class behaviour folder which contains a behaviour record sheet. The child’s name, unacceptable behaviour and consequence are recorded on the sheet. Low level behaviour incidents (eg, pushing in line, swearing) remain the responsibility of the class teacher to be dealt with as part of the class community. More serious or ongoing disruption may require further action to be taken.

The procedures of the behaviour policy are based on a system of choices and staged consequences for the children. If behaviour escalates, so children will move to different stages with different consequences. Each stage should be expressed not simply as a warning, but as a ‘chance to get it right’ and improve their behaviour.

Step 1: A warning (children told what they are doing wrong, given chance to amend behaviour)

Step 2: Time-Out in class. Children given time-out in class to ‘calm down’ (typically 5 mins, no more than 10 mins). Then return to class work.

Step 3: Time-Out in partner class (typically 10 mins). Then return to own class to be greeted with a smile and a ‘new chance’. They should be sent with a time-out slip, which the class teacher should file in their behavior folder.

Step 4: Sent to a senior teacher/member of SLT who will keep a note. They should be sent with a time-out slip, which the class teacher should file in their behavior folder.

Step 5: Dealt with by Assistant Head/Inclusion Manager or DHT

Step 6: Dealt with by Headteacher (see ‘Referrals to Headteacher’)

All behaviour folders are reviewed every half term by the leadership team. This will be led by the Inclusion Manager. Exclusion slips and reports are kept in a pocket in the behaviour folder and will be put into individual files at the end of each year.

If children are experiencing ongoing behavioural difficulty, the inclusion manager will support them with strategies to work in class. The inclusion manager will also support teachers with strategies to support these children where appropriate.

In Playground

Children displaying unacceptable behaviour in the playground are supported by being sent to Time Out (in the meeting room). Children’s names and reason for having to attend are

recorded and discussed with the adult on duty. Serious incidents may be referred to SLT. If children persistently misbehave a meeting is requested with the class teacher and parents or carers.

Serious Incidents

This results in a letter being sent home. If a child receives three letters home during a half term, or 4 letters over a term, their parents/ carers will be invited in to meet a member of senior leadership team and the class teacher to discuss the issues. At this point, more serious action may be taken. See serious incident folder.

Referral to Inclusion Manager/Assistant Head or Deputy Head

In addition to the Inclusion Manager's general role of monitoring and supporting the behaviour of 'focus children' there may be times when children may be sent to the Inclusion Manager/Assistant Head or Deputy Head. This will usually be because:

- An incident is serious and other SLT members are not available.
- An incident or child's ongoing disruptive behaviour is deemed significantly serious and referred to DHT/AHT by Phase leader.
- A child's behaviour represents a threat to the health and safety of other children.

In the headteacher's absence, the Deputy Headteacher may choose to suspend or exclude children if it is deemed appropriate.

Referral to Headteacher

Where children are referred to the headteacher it should be because:

- An incident is serious and other SLT members are not available (particularly if there is a risk to health and safety).
- An incident is serious enough to warrant exclusion.
- A child's repeated behaviour puts them in danger of exclusion (this will normally be referred by Inclusion Manager or other member of SLT).
- Child protection issues.

Support for Focus Children

If a child is causing concern they become a whole school issue and appropriate support will be put in place. This support is discussed and reviewed by the Inclusion Manager and SLT during regular meetings. Possible support includes:

- Intervention from the Inclusion Manager and/ or key worker (individual reflective sessions, in class support, membership of nurture groups, circle of friends etc).
- Placement on the Special Needs Register and support from the SENCo with strategies, setting targets etc.
- On going monitoring and support from a member of SLT
- Family support from the Home School Liaison Worker/ EWO

Anti-Bullying Policy

This policy is supplemented by our anti-bullying policy.

Pupil Voice and School Creed

At Winton, we place high value on the listening to the voice of the child. Through our weekly pupil voice sessions, we have created a school creed which reflects and supports our anti-bullying ethos;

- We believe that to have a good future,
- We must try our best in the present.

- We believe in working hard,
- Learning from our failures
- And celebrating our successes.
- We believe in kindness, good manners and respect.
- We know that we are safe.
- **At Winton, we are proud of who we are.**

Curriculum

All teachers are encouraged to plan for Emotional Literacy and address issues of concern through regular class meetings and circle time. Circle time should be planned in to the weekly timetable. We use a program called Second Steps where social skills are taught. We also encourage children to be self-motivated, independent learners wherever possible.