



Behaviour Policy

Aims

We all have a shared responsibility for behaviour throughout the school. Every child in the school is the responsibility of every adult in the school. This notion of shared responsibility is at the heart of our whole school approach to 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 aim to create a positive ethos in school, focussing primarily on supporting children's emotional needs in order to offer them secure attachments and boundaries that will lead to positive behaviour for learning. We are determined every child will succeed and we endeavour to provide an inclusive education within a culture of high expectations.

A POSITIVE ETHOS

All adults should be relentlessly positive role models who help pupils to expand their horizons, understand the possibilities open to them and enjoy learning and life! As adults, we should not be afraid of trying to inspire the young people we work with!

Positive human beings are those who set out not to belittle or control others, but to empower them and to help them to see their mistakes as opportunities for learning. We should seek to apply this idea to the way in which we interact with the children of our school.

This may include

- Welcoming children with a big smile at the beginning of the day
- Ensuring we provide children with positive feedback
- Modelling positive behaviour (eg, in the way we treat others)
- Expecting good manners, but also acknowledging it and thanking children for it when they are polite
- Supporting children's emotions when they are having difficulties in regulating them, showing them that they have positive options in difficult situations.

At our school, we have some key reference points to support a positive ethos. These include:

- The Golden Rules: these are particularly used in our younger year groups to help children to understand school rules and to encourage positive behaviours!
- The School Creed: this was written by our pupils and says what we wanted to say about what is important to us as a school. We always say this in assembly and every so often we re-visit the school creed to consider what it means to us.
- Team-Work Principles: these apply to the way in which we work, in all the things we do, in order to be a great team!

EYFS / Key Stage 1	Whole School	Whole School
The Golden Rules	The School Creed	Team-Work Principles
Be gentle Be kind and helpful Listen and show respect Be honest Work hard Look after property	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 resilience, kindness, good manners and respect. We know that we are safe. At Winton, we are proud of who we are.	Encouragement Motivation Cooperation Resilience Respect

The 'Solihull' Approach

As a school, we have invested heavily in the principles of the 'Solihull Approach' which means that we are committed to supporting pupils to create positive attachments with others. We believe this will be essential to their success in life! We are committed to the principles of 'containment' and 'reciprocity' and to supporting pupils to understand that ruptured relationships can be repaired. To this end, we support our pupils to understand the impact that they have on others and to become 'problem solvers' around their own behaviour whenever there are issues. We want them to understand that, wherever possible, they are capable of solving their problems themselves and becoming resilient, confident and aspirational young people!

Rewards

Although we allow 'rewards systems' at Winton we also recognise that the best behaved children are typically **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.

"Stay on Green"

As a school we practice a system called 'Stay on Green' which celebrates all pupils' everyday success in their learning and reinforces positive behaviour.

***A child who is 'on green' is a child who is being successful, showing positive behaviours and learning well!
Therefore, almost all children should be 'on green' almost all of the time!***

Adults should 'positively acknowledge' children regularly for being 'on green' as a matter of course, to consistently reinforce the idea that behaving positively and working hard are the 'expected norms' that we are proud of at our school every single day. Being "on green" may also link to 'the golden rules', the 'teamwork principles' and 'the school creed' – and teachers may refer to these at their discretion when complimenting children for being 'on green' in order to consistently reinforce what our expectations actually look like.

In each classroom, there is a 'stay on green' (to further emphasise the idea of growth) with all children's names on it. Should children's behaviour fall below expectations and the 'steps system' (see below) be needed, then their name will be removed from the green tree because they are no longer 'on green'. However, they should be reassured that they will have the chance to be 'on green' again shortly following a period of time-out.

The reason we have chosen green is because in our marking policy we use this colour for 'growing green' when we ask children to respond to feedback and improve their work – so the association is with the idea that this is a 'good thing' because learning to improve ourselves is a positive act!

Other Rewards

Other than this, teachers may adopt their own rewards systems and approaches to motivating pupils, so long as they are consistent with the ethos and principles expressed within this behaviour policy (and there are no significant disparities in material rewards given between different classes – this will be monitored at phase level). Possible rewards may include:

- Stickers: to acknowledge excellent progress and work.
- Certificates / Star of the Day / Star of the Week
- Catch Me Learning: to encourage positive learning behaviours in class.

In addition, we use a system of 'Yellow Merits' for excellent work which children may wish to take to show to a senior member of staff (AHT, DHT or HT). They should bring their 'Yellow Merit along with their work. They may keep their yellow merit as a 'prompt' to take home and tell their parents about their work.

Individualised reward systems may be also used to support pupils who experience difficulties with their behaviour (such as traffic lights charts). These will be bespoke and designed in order to support these individuals with the specific challenges they face.

"Golden Time" is not allowed and should not be set up as a standard weekly expectation or reward for classes. However, some form of 'reward time' may be used sparingly and occasionally, particularly for the younger year groups, where the teacher believes it may be appropriate and have a positive impact.

RULES AND EXPECTATIONS

Movement Around the School

We expect movement around the school to be calm and safe.
See [Appendix A](#): Guidance and Procedures for movement around the school.

Negative Behaviour: Procedures and Sanctions

In Classrooms

Low level behaviour incidents remain the responsibility of the class teacher to be dealt with as part of the class community. It is important that a 'problem solving' approach is consistently applied where pupils display challenging behaviour and that they believe that adults genuinely want them to improve their behaviour.

However, there are times when pupils may demonstrate behaviour which has a significantly negative impact on their learning and on the learning of their peers and this needs to be dealt with in a clear, systematic and structured manner so that all children are very clear about the consequences of their behaviour.

The procedures of the behaviour policy 'steps system' are based on a system of choices and staged consequences for the children. If behaviour escalates, then 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 first warning

Adult must request the behaviour that they want from the child clearly using positive language. The child must be told that what they are doing is not acceptable and why. The child must be given a chance to amend their behaviour.

Best practice: ensure you are explicit and actually describe exactly what the child needs to do to improve their behaviour. It may not be as obvious to them as we think it is.

Step 2: Time-Out in class.

Children given time-out in class to 'calm down' (typically 2 mins, no more than 5 mins). Then return to working with the rest of the class.

Best practice: as with step 1, ensure that you are explicit about the behaviour that needs to improve. The time-out area should be appropriate, given that some children on time-out may be angry or have challenging emotional issues. It is a matter of professional judgment, but there may be times when it is appropriate for children to carry on with their work whilst on time-out to support them for when they are required to re-engage with others in the class.

Step 3: Time-Out in partner class (typically 10 mins; or 5 mins for KS1 pupils).

Children go to another class for time-out, then return to own class to be greeted with a smile and a 'new chance'. They should be sent with a time-out slip (see [Appendix B](#)), which the class teacher should file in their behaviour folder.

Best practice: We should remember that being sent to another classroom for poor behaviour is a significant emotional event, particularly for younger pupils in KS1. Pupils should be supported, not ostracised, though at the same time they should also understand that this is still the 'consequence' for behaviour which has been deemed unacceptable. Pupils should be sent to the other class accompanied by a 'supportive' member of the class. They should not be sent to a class where they have a sibling.

Step 4: Sent to a senior teacher/member of SLT

They should be sent with a time-out slip, which the class teacher should file in their behaviour folder.
The principles described in the other steps should also be applied here.

Step 5: Dealt with by one of the Deputy Headteachers

Typically, any pupils at this stage will need to be supported and dealt with, in line with policy, on a case by case basis. If an incident is serious enough to be at step 5, the parent will usually be informed, particularly if this is for a pupil who is experiencing ongoing problems.

Step 6: Dealt with by Headteacher

Typically, any pupils at this stage will need to be supported and dealt with, in line with policy, on a case by case basis. If an incident is serious enough to be at step 6, the parent will usually be informed, particularly if this is for a pupil who is experiencing ongoing problems.

For particularly serious incidents, there may be faster or more immediate escalation to step 4 or step 5, whereby a more senior member of staff may need to support dealing with the matter.

All behaviour folders are reviewed every term by the Deputy Head for Inclusion. Time-out slips should be clearly filed. This behaviour tracking is used to identify issues and patterns and, where appropriate, teachers will receive feedback and support on the basis of this. This tracking may also be used with parents to illustrate difficulties and patterns that can form part of a discussion on how to support children to reduce the behaviours that are having a negative impact on themselves and others. We expect all of our parents and carers to support the school in these discussions to secure positive outcomes for our children.

In Playground

Positive behaviour in the playground is just as important as anywhere else in the school. We have invested significantly as a school to ensure that

At morning playtime:

- At least one adult should be monitoring any activity on the play structure
- At least one adult should be monitoring / keeping an eye on the toilets area.
- Children must never be left unsupervised on the pitch
- Adults should be appropriately 'spaced out' around the playground so that monitoring of behaviour is comprehensive and there can be swift intervention where any issues arise.
- Any instances of play-fighting or similar behaviour must be addressed immediately.

At lunchtime:

- At lunchtime, serious incidents are very rare, and most issues are resolved by the staff on duty at lunchtime. Staff are skilled at supporting children to de-escalate and resolve disputes when they occur. If a consequence is needed, they may be given a brief 'time out' on the wall. Children should never be asked to stand 'on the wall' for more than 2 minutes.

More serious Behaviour Incidents at lunchtime

- Although serious incidents at lunchtime are rare, an assigned member of SLT will always be 'on call' to provide support, particularly if there is a serious incident or for pupils who might benefit from being given the opportunity to come off the playground and reflect on their behaviour ('time-out').
- Sometimes this will be particularly helpful for more vulnerable pupils, including those who may have emotional regulation difficulties, in order to give them time to calm down.
- Children's names and reason for having to attend are recorded and discussed with the adult on duty.
- If children persistently misbehave a meeting is requested with the class teacher and parents or carers.

During afternoon play (KS1):

- At least one adult should be monitoring any activity on the play structure
- It is important that the same rules as other playtimes are consistently applied (including no running on play structure and no play fighting)

SUPPORTING VULNERABLE PUPILS

Every Child is Every Adult's Responsibility

If children are experiencing ongoing behavioural difficulty, they may receive support from a range of adults, such as the inclusion manager, learning mentor, HLTA for Pastoral Support and any other staff. We operate dynamically and as a team – utilising our skills and expertise to provide bespoke support wherever possible to enable our young people to succeed!

The Five “Rules” for supporting vulnerable pupils

At our school, we have a small number of pupils who are particularly vulnerable and volatile as a result of the challenges they have faced in life. We have sometimes received pupils on 'managed moves' from other schools due to the fact that they are at risk of exclusion from a mainstream setting, in order to help them to have another chance. It is very important that all staff have a consistent understanding and approach to supporting these pupils.

“It makes a great deal more sense of much of the seemingly unreasonable or outrageous behaviour of many children if one bears in mind that they are often doing to others what they experience as being done to them, both externally and internally.” (Boston & Szur, 1983)

These pupils want to succeed just as much as every other child, but their emotional regulation difficulties means that they can present with a number of challenges, including:

- Emotional volatility
- Deep fear of failure
- Slow to develop trust
- Difficult to keep engaged
- Have poor academic & work related skills
- And they lack the resilience that most children have within them - finding it difficult to deal with the fact that there is no such thing as a 'perfect' day where *nothing* will go wrong!

Whilst we must firmly and consistently uphold the behavioural standards of the school with regard to expecting excellent behaviour from all our pupils, we are also committed to supporting those most vulnerable pupils as much as possible with strategies that will support them on their journey to being able to be independent, resilient, and emotionally secure young people. To this end, there are five 'rules' that we apply when we are dealing with our most volatile and vulnerable pupils, to ensure that we continue to provide an emotionally safe and containing approach to these children.

The five rules are:

1. Fight fire.... With water!
2. Analyse, don't personalise
3. The problem is the problem.... Not the child
4. Behavioural mistakes are learning opportunities
5. We reap what we sow!

Referral to Inclusion Manager/Assistant Head or Deputy Head

In addition to the Inclusion Manager's general role of monitoring and supporting the emotions and related behaviours of vulnerable pupils, there may be times when children may be brought to the Inclusion Manager/Assistant Head or Deputy Head due to issues which have arisen over time.

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 (possibly for Social, Emotional and Mental Health needs SEMH) and support from the SENCo with strategies, setting targets etc and working with the family and outside agencies.
- Ongoing monitoring and support from a member of SLT
- Tracking to identify patterns of behaviour, including use of ABC chart
- Family support from the Learning Mentor, Education Welfare Officer, Families First, CAMHS (Child and Adolescent Mental Health Service), New River College Behaviour Support Outreach Team,

The school tracks all children who are having difficulty managing relationships and demonstrating emotional regulation difficulties that are upsetting to themselves and to others and impeding their access to learning. The ABC (Antecedent, Behaviour and Consequence Chart) is used to identify possible triggers for the resulting negative behaviours and looks at how the child responds to boundaries and consequences. The ABC Chart is then used as a tool for positive, outcomes driven discussions with parents and carers in order to support the child to develop positive changes in their regulation of emotions which will impact positively on their behaviours in school.

The School works with a range of outside agencies in order to achieve positive outcomes for pupils at risk of not achieving educational success. See our Inclusion for Achievement Policy regarding our Team Around the Child (TAC) Meetings. A Team around the Child [TAC] meeting may be held to discuss one particular child for whom many interventions may not be working or where there may be safeguarding concerns for the child. Professionals involved with the pupil and their families will be invited to TAC meetings to help everyone to work together to help the child to achieve positive social and educational outcomes.

Referral to Headteacher

The headteacher will typically be involved in supporting vulnerable pupils in a wide variety of ways. However, where children are referred directly to the headteacher as a matter of 'escalation' within the procedure 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.

Anti-Bullying, including Prejudice Based Bullying

This policy is supplemented by our anti-bullying policy.

Whilst incidents of bullying are very rare, we take an exceptionally strong line on all incidents of bullying, including prejudice based bullying. We encourage staff and pupils to be will at all times to speak out about bullying. Our pupils are taught to identify and be prepared to challenge different types of bullying, including:

- Racist bullying
- Cyber bullying
- Homophobic Bullying
- Verbal Bullying / Name Calling
- Physical Bullying

All incidents of prejudice based bullying are recorded and 'risk-assessed' and appropriate action taken on this basis. Refer to prejudice based bullying 'risk matrix' for details. We also refer to the Prejudice Based Bullying Toolkit from Islington LA, when needed, for guidance.

Exclusion Policy

Exclusion is used very rarely and only as an absolute last resort, where it is materially in the best interests of the child and/or necessary for the safety, security and orderly conduct of other pupils at the school. Refer to Exclusion Policy for details.

Physical Contact and Restraint

All members of staff are aware of the regulations regarding the use of force by school staff, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: 'The Use of Force to Control or Restrain Pupils'. Staff in our school do not hit, push or slap children. However, in exceptional situations, they will intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself, or if the use of such physical contact or restraint is clearly in the best interests of the safety of pupils or other members of the school community. The actions that we take are in line with government guidelines on the restraint of children. In addition, there are a small number of staff who are specifically trained in 'Team Teach' restraint and de-escalation techniques who are available to support the most vulnerable members of our school community where such approaches have been agreed and are needed to support pupils when they find themselves struggling to contain their emotions. These staff are particularly prepared to provide a 'rapid response' for any pupils who arrive at the school through a 'managed move' from another school and may require significant early intervention and support to improve their behaviour. Refer to 'Physical Contact Policy' for details.

Curriculum

Promoting British Values

As a school, we have designed a motivating and meaningful curriculum which we hope will motivate our pupils to love learning and help them to develop the skills and dispositions that will help them in life. Through our curriculum, we promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We ensure actively promote principles and values which

- Enable children to develop their self-knowledge, self-esteem and self-confidence
- Enable children to distinguish right from wrong and to follow school expectations which will prepare them to respect the civil and criminal law of England in the future
- Encourage children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the setting is situated and to society more widely
- Enable children to acquire a broad general knowledge of and respect for public institutions and services such as fire fighters, health services, libraries, police and green spaces in the locality
- Further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage making choices from an early age to support growing understanding and respect for democracy and support for participation in the democratic process,

Building children's resilience to radicalisation

As a school, we already have a strong focus on children's personal, social and emotional development. We are committed to doing this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

Staff should use their professional judgment in identifying children who might be at risk of radicalisation and act proportionately and follow the safeguarding procedures when and where concerns are raised. See 'Tackling Extremism and Radicalisation' Policy for further details.

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.

Appendix A

Movement to and from Classrooms

- At the start of the day, teachers will be in the playground from 8.50am and will bring their class up from the playground when the bell rings at 8.55.
- At the end of the day, teachers take their class to the playground to be picked up.
- At playtime, lunchtime and at the end of the day classes are escorted to the playground by their class teacher.
- Children are not permitted to enter a classroom or the playground unless an adult is present.

At the end of playtime and lunchtime:

- 5 minutes before the end of playtime the bell will be rung.
- Teachers should be in the playground before the final bell at the end of playtime.
- At the end of playtime the bell will ring twice:
- Ring 1: children stand still on the spot. (This should not last for long)
- Ring 2: children walk to their line, where they should line up quietly in their 'movement line' order.
- Teachers will then lead their class up to the classroom. Children should walk up quietly.

Movement around the school

Children should be expected to walk (not run) on the left hand side of the corridor / stairway when they move around the school. Adults should encourage this and it is every adults' responsibility to address the issue if they see any child running.

Assemblies

We enforce high standards of behaviour in assemblies. This implies teaching children about what it means to be a positive member of an audience.

It is the classteacher's responsibility to establish and reinforce these expectations. Classteachers are directly responsible for the behaviour of their class in assembly when they are there. If classteachers are not in assembly (eg, because they have done playground duty) then another teacher should be assigned to be ensuring that this class is behaving as expected.

The behaviour we expect is:

- All children enter the hall in silence.
- All children sit in silence and face the front.
- Children show 'active listening' through assembly.
- If something funny or exciting happens, or if children are able to participate, then this should be taken into account. Assemblies are allowed to be fun! However, children should be able to demonstrate some self-discipline and their understanding of expectations in assembly and return to 'active listening' without fuss.
- Children walk out of assembly in silence.

Before each assembly, there is the option for teachers use a sheet (see pro-forma – Appendix C) to remind each class of the expectations. If their class is being supervised by someone else (eg, a Teaching Assistant) then they will also use this sheet. During assemblies, teachers record names of children who do/ do not follow assembly guidelines. Children are expected to practise assembly behaviour at playtime or at the class teacher's discretion if they do not behave satisfactorily.

We use a 1-2-3 routine for leaving assembly. The numbers should not need to be spoken – fingers should simply be shown.

1. Turn to face teacher
2. Stand up
3. Lead out

Class-teachers should not be giving instructions for the next lesson in the hall at the end of assembly – they should wait until pupils are in the classroom. Teacher voices can be just as disruptive to calm departure as children's voices.

Leaving the Class

Every child who leaves the classroom during lesson time to carry a permission 'card' from their class. This includes trips to the toilets. Children in Key Stage 1 should typically not leave the class to deliver 'messages' alone and this should always be in pairs.

In Key Stage 1, children are allowed to go to the toilet at reasonable intervals. In Key Stage 2, unless there are clear medical reasons, children should not typically be allowed to go to the toilet during lesson times.

Appendix B

Winton Primary School: Time Out Form

Date:

Class:

Step 3 – Partner Class

_____ has been sent to you because

Time Sent: _____

Time Arrived: _____

Could you please keep him/her for: 2 5 10 minutes

Comment on behaviour in partner class:

Signed:

Step 4 – Phase Leader / SLT

_____ has been on time-out on Step 3

and is now being sent to you on Step 4 because _____

Time Sent: _____

Time Arrived: _____

Could you please keep him/her for: 2 5 10 minutes

Comment on behaviour in partner class:

Signed:

Appendix C

Assembly Checklist

Date:

Class/Adult:

	Children are in movement line order
	All children enter in silence with hands by side
	All children sit in silence and face the front
	Children show 'active listening' throughout assembly
	If something exciting or funny happens during assembly, children are able to return to 'active listening' without a fuss
	Children follow 1-2-3 procedure at the end of assembly*
	Children walk out of assembly in silence with hands by side

Children showing exceptional 'audience behaviour' during assembly	Children not taking their responsibilities as audience members seriously
Reward:	Consequence:

*Reminder:

1 = turn to face teacher; 2 = stand up; 3 = Lead out

Policy introduced on: 5th September 2016

Interim Review: Spring/Summer 2017

Expected policy full review date: