



Whinstone Primary School

Behaviour Management Policy

November 2019

We are a Rights Respecting School that places the UN convention of the rights of the child at the heart of our ethos and curriculum. It is our aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. This behaviour management policy promotes:

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

Article 28

You have the right to a good quality education.

You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

1. Behaviour Management Policy Introduction

1. To create a culture of exceptionally good behaviour and positive attitudes for learning.
2. To ensure that all learners are safe, treated fairly, shown respect and promote good relationships.
3. To build a community which values kindness, care, good humour, obedience and empathy for others.
4. To support pupils in making positive choices with their behaviour.

2. Scope of Policy and Objectives

This policy covers the behaviour of all staff, volunteers and children.

3. Responsibilities

1. Vision Academy Learning Trust (VALT): has overall responsibility to ensure that policies and procedures are in place for the processes associated with Whinstone Primary School.
2. The Local Governing Body (LGB): has responsibility to ensure that Whinstone Primary School operates within the policies and procedures set out by VALT.
3. The Headteacher: has responsibility to ensure that operational services are suitably established within the policy and procedural framework set out by VALT, and to ensure that all staff and volunteers understand and comply with the policy and procedural framework.
4. Senior Leadership Team: Each Senior Leader is responsible for ensuring that the policies and procedures are adhered to within their area of accountability.
5. School staff: Each member of school staff is responsible for ensuring that the policies and procedures are adhered to within their area of accountability.
6. Volunteer helpers: All volunteer helpers within the scope of the policies and procedures are responsible for the implementation of the policy within their own area of accountability.

4. Behaviour Policy - Key Themes

4.1 *We have three rules:*

- Be ready
- Be respectful
- Be safe

4.2 *Consistency in practice*

In the implementation of this policy we expect all members of our school community to demonstrate consistency of practice:

1. Consistent use of language with simple and clear expectations reflected in all conversations about behaviour (see appendix 1).
2. Consistent approach from all staff taking responsibility for behaviour interventions and seeking support but never delegating.
3. Consistent positive reinforcement, routine procedure for reinforcing, encouraging and celebrating appropriate behaviour.
4. Consistent consequences within classroom level and established structures for more serious behaviours (Appendix 1).
5. Consistent respect shown by adults.
6. Consistent emotional control and restraint modelled by all adults.
7. Consistent routines for behaviour around school.

4.3 *Managing behaviour*

1. Being safe and engaging with learning are always the primary aims.
2. Praise the behaviour you want to see.
3. Follow the sequence in Appendix 1 progressing through the “reminder”, “caution” and “loss of privilege” as appropriate.

4.4. *Recognition and rewards for effort*

- We recognise and reward children whose behaviour and attitudes are exceptional.
- Although there are different ways of praising and rewarding children, a personal word of praise can be as effective as a larger more public event.
- The use of praise is the key to positive relationships and is essential to create a positive ethos throughout the school.

5. Roles and responsibilities

Staff will:

- Meet and greet as they enter school.
- Use the language of “be ready, be respectful and be safe” when discussing behaviour choices
- Model positive behaviours.
- Engage in reflective dialogue with children as required.
- Never ignore children who are making poor behaviour choices.

6. Implementation

1. Whinstone Primary School Local Governing Body, Headteacher, Senior Leadership Team and all staff are responsible for ensuring that this policy is effectively implemented.
2. This policy will be available on the Whinstone Primary School website.

7. Audit

1. This policy will be reviewed on a 2 year cycle or earlier if necessary.

APPENDIX ONE

Practical steps

Always promote positive behaviour choices and praise the behaviour you want to see. If a pupil is not behaving appropriately then the following sequence can be used as necessary.

1) Reminder

The reminder of expectations- **Be Ready, Be Respectful, Be Safe**- delivered to the child. The staff member makes them aware of their behaviour. The child has the choice to do the right thing.

2) The Caution

A clear verbal caution is delivered to the pupil making them aware of their behaviour and clearly outlining the consequence of loss of privilege if they continue. Pupils are reminded of their previous good conduct to prove that they can make good choices.

3) Loss of Privilege

This would usually be staying in at play or lunchtime for a suitable length of time and supervised by the member of staff who has decided on this course of action.

- The pupil is asked to speak to the adult away from others.
- Using the script below a dialogue is established to enable pupils to reflect on their behaviour choices and to support them in identifying positive steps forward.

4) The Script

The following script is to be used to frame a conversation with a child on a one-to-one basis to discuss poor behaviour choices at a suitable time during the pupil's loss of privilege or a suitable time of reflection when the child is able to focus on the conversation.

I noticed that you

...which has broken our rule about

This was your choice, but what other positive choice could you have made?

(Space for conversation)

Do you remember last time (lesson/playtime/week) when you ...(previous positive behaviour)

That's what I want to see today.

This scripted conversation should be non-threatening and led with a gentle approach.

Serious incidents

A serious incident or continuous poor behaviour will need SLT involvement and be evidenced on CPOMs. SLT involvement will initially be with the Team Leader, allowing escalation if necessary to the Deputy Headteacher and then to the Headteacher. Parents may be contacted as appropriate and a meeting to discuss future expectations may be arranged. A serious breach may lead to a fixed term exclusion in line with our exclusions policy.

Consistencies

1. Meet and Greet
2. Model positive behaviours and build relationships
3. Positive recognition in each classroom
4. Refer to **Be Ready, Be Respectful and Be Safe** in all conversations about behaviour
5. Retain ownership and engage in reflective dialogue with the child.
6. Never ignore or walk past children who are making poor behaviour choices.