

# Smith's Wood Primary Academy



## Behaviour Management Policy

<b>Reviewed on:</b>	<b>November 2019</b>
<b>By:</b>	<b>Nick Hobbis</b>
<b>Approved on:</b>	
<b>Signed on behalf of Governing Body:</b>	
<b>Role:</b>	
<b>Next review date: (period of review)</b>	<b>November 2020 (annually)</b>

Good behaviour should be promoted in a consistent way in order for the children to feel safe and secure, the school to be orderly, and to set the tone for quality teaching and quality learning.

**Every child has a right to learn**

## PRINCIPLES

The aim of this policy is to ensure a calm, **positive working atmosphere where the boundaries of acceptable behaviour are clear to all**. Smith's Wood Primary Academy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

The behaviour policy is based on the principle of Assertive Discipline.

The features of this approach are:

- Behaviour is managed by teachers through a **Classroom Behaviour Plan**, with an emphasis on the positive.
- Pupils understand the standard of behaviour expected of them through **negotiated and agreed rules**.
- Pupils are treated **consistently and fairly** throughout the school and therefore know what to expect.
- Pupils are taught to **accept responsibility** for their behaviour and to make appropriate choices as to how to behave.
- Pupils have a **'Fresh Start'** and a chance to **'Put it Right'**.
- **Consequences and rewards** are in place when pupils conform, or choose not to conform to rules.

We expect parent and carers who request a place at Smith's Wood to help us to ensure good standards of behaviour at the school by supporting the strategies outlined in this policy.

## CLASSROOM BEHAVIOUR PLANS

Classroom behaviour is managed by teachers through the Classroom Behaviour Plan which should be **in place at the beginning of each term**.

Rules must be negotiated with the pupils at the beginning of each new year or term and **should be regularly reviewed** with the children. These must be **prominently displayed in the classroom**. **We aim to ensure that rules are, where possible, phrased in a positive manner**.

**All pupils earn class/table reward points** for appropriate behaviour. A target figure is agreed and class or table rewards or 'Golden Time' given once the target is reached. A visual display of progress toward the target is desirable.

Golden time is a set period of no more than 15 minutes per week. During golden time, teachers remain responsible for the behaviour of all children in their class.

**Consequences must be consistently applied** when pupils do not adhere to the classroom behaviour plans.

**Step 1. Warning – pupil is given opportunity to 'put it right'**

**Step 2. Time Out – a short period of time e.g. 10 minutes (with work) with another teacher to think about their behaviour.**

**NB No pupil should be sent to stand in the corridor. Pupils sent from the classroom must also be provided with work.**

**Step 3. Withdrawal – pupil removed from classroom (for the remainder of the session) to a separate supervised area. Withdrawal to behaviour co-ordinator or phase leader: work provided by class teacher.**

**Step 4. Additional Sanction- pupil removed from the classroom and a Senior Member of staff are informed immediately. Parents are informed and Senior Member of staff will action an additional sanction.**

Pupils who receive a behaviour log **must** have this action recorded in the behaviour log folder; which will be updated on a daily basis by designated member of staff.

**The aim is always to enable the pupil to accept responsibility for his/her behaviour, explore alternative choices which could be made and agree a way forward. The pupil will be returned to the class to 'put it right'.**

An evaluation of the behaviour plan should be undertaken by the class teacher and pupils every term. The Behaviour co-ordinator and senior staff will evaluate behaviour logs weekly, half termly and termly and will report to teaching

staff and the senior leadership team. Where appropriate, parents will also be contacted for an appointment to be made.

If a child receives 3 or more behaviour logs in a one week period, a letter (from the phase leader) will be issued to the parents outlining this behaviour. If this happens on a second occasion, then phase leaders will make an appointment to meet with the child's parents. In addition, where a child accrues two behaviour logs in consecutive weeks then that child will also be issued with a letter home from the phase leader for persistent infringement.

**Poor behaviour will be recorded in the class behaviour log.** This will be monitored by senior staff and should be available at all times. The purpose of this log is to record any trends and patterns of poor behaviour. The log also is a source of evidence if disciplinary action is required at a later date. The log will record the name of the pupil, date, time and a brief summary. This log is a confidential document and will be updated to SIMS on a daily basis.

## **SEVERE BEHAVIOUR**

**Severe behaviour is not** behaviour which results from **skills deficit** but is an **overt refusal** to comply with school policy including behaviour which is **intended** to cause **deliberate harm or disruption**.

Such behaviour includes:

- Swearing or shouting directly and overtly at a member of staff or another pupil.
- Wilful damage to property.
- Violence intended to cause physical harm to others.
- Confirmed bullying
- Intentional, persistent behaviour which makes it impossible to proceed with lessons.
- Deliberate refusal of a reasonable request made by an adult.

### **Procedure:**

- Immediate removal from class to senior member of staff. Where a child needs to be removed from the classroom and refuses to leave, staff should send for the designated behaviour professional or, in severe circumstances, a senior member of staff.
- Where a child's behaviour is considered to be severely and persistently aggressive or disruptive a child may be taken to a supervised isolation room to work. The length of time will be at the discretion of the senior staff in consultation with the behaviour professional.
- Informing/ involvement of parents to effect change in pupil behaviour. The Family Support Worker may become involved in working with vulnerable families.
- Further action at the discretion of senior staff
- Return to class with re-integration plan.
- Behaviour professional to record all incidents resulting in severe behaviour procedures.
- Solihull's exclusion policy is adhered to.
- Pupils who have fixed term exclusions will be put on a reintegration programme.
- The Primary Pathway is followed to ensure a structured approach to referrals to Outside Agencies.

Referrals may be made to:

- ESB D Team
- YISP
- CAMHS
- Play Therapy
- Counselling

## LUNCHTIME AND PLAYTIME BEHAVIOUR

Rules for outside play and dinner hall behaviour have been agreed by pupils and staff.

### Playground Protocol

- Always put your litter in the bin.
- Play in your own space.
- Keep your hands and feet to yourself (not even play fighting)
- Look out for people on their own – invite them to join in your game.
- Control your temper – if something goes wrong ‘walk away’ or count to 10.
- Don’t spit.
- No swearing.

### Dining Hall Protocol

- Walk into the hall and line up without pushing.
- Always do as you are asked the first time.
- Say ‘please’ and ‘thank you’.
- Talk quietly.
- Eat sensibly and don’t drop food on the floor.
- Check the table and floor are tidy before leaving.

### Peer mediation

Mediators wear identification jackets and are situated in the playground.

Role of the Peer Mediator:

- To facilitate disputants in solving their problem.
- To enable solutions to be found which are satisfactory to both disputing parties.
- To enable conflicts to be resolved peacefully and contributing to a feeling of safety and security on the playground.
- Keep confidentiality though there may be occasions when a problem can’t be solved and needs referring to a teacher.

### Procedures for non-compliance with agreed protocol.

**Step 1. Reminder of the rule being broken.**

**Step 2. Warning**

**Step 3. Removal to lunchtime cooler room for a short period of time (this is at the discretion of the senior lunchtime supervisor or duty teacher). The teacher supervising the lunchtime cooler room will record the child’s name and the reason for the time out on SIMS.**

Steps 1 and 2 can be by-passed if the behaviour is extreme and endangering others, in which case the duty teacher should be contacted.

**The duty teacher should involve HT/DHT as appropriate.**

## REWARDING THE GOOD; ENCOURAGING GOOD BEHAVIOUR

To encourage good behaviour at Smith's Wood Primary School, we aim to **emphasise the positive** whenever possible. Whenever possible, attention should be given for success rather than failure and children should be given regular positive feedback and praise for work and behaviour.

Work set should be appropriate and meaningful, giving all children the opportunity to succeed.

### Rewards at Smith's Wood

- Verbal praise. (As a rough guide, there should be at least 3 positive comments for every negative comment made)
- Positive comments on work
- Letters/ postcards home communicating good behaviour or excellent work
- \*Team points/table points Smith's Wood Primary Academy House System (Also see House System Policy)
- Class reward (no more than 15 minutes for reward time and it must be linked to specific class behaviour targets)
- Pupil of the Week (certificates and trophies with children meeting with Headteacher)
- Team captains
- Pupil of the Term
- Annual awards

### Pupil of the week

A celebration assembly will take place every Friday.

Pupil of the week sheets are displayed in the photocopying room on Friday mornings. Staff to record the name of one pupil who has performed well (work, behaviour attitude)

### Class of the Week

Each week the class with the highest attendance level will be celebrated in the whole school assembly on Friday.

### Team Points

Pupils are allocated to one of four houses and they collect points for good work, attitude, contribution to lessons etc. These points should be displayed prominently in the classroom. Points will be collected on a weekly basis and the winning team will be announced in the Friday assembly. Team captains will collect the trophy / plaque for their team.

### Attendance

Classes with highest attendance receive an attendance certificate in the 'Celebration/ Friday' assembly.

## SANCTIONS

For school to create and maintain a positive learning environment, the children must be aware of sanctions and to understand that for all actions there are consequences.

If children choose not to abide by the agreed class behaviour code, the following sanctions may be applied:

- Written warning (recorded in Behaviour Log Book)
- ‘Time out’ within another classroom (usually 5 minutes) ‘Time out’
- Loss of play/dinner time (class teachers must ensure adult supervision)
- Contact made to parent – through home/school book or via telephone
- For persistent/more significantly poor behaviour the following sanctions may be applied:
  - After-school detention (Notice to be given to parents). Parental permission for a detention is not legally required, however, given the age of pupils at primary school, parents are requested to confirm whether or not they will be collecting a pupil.
  - Parents/Carers to meet with class teacher and senior member of staff (if appropriate)
  - Formal letter home
  - Lunchtime exclusion
  - Internal exclusion
  - Internal exclusion in a separate setting
  - Temporary or permanent exclusion

Under no circumstances should a class teacher leave the room unattended.

**NO CHILD SHOULD BE SENT OUT OF THE ROOM AND BE TOLD TO STAND/SIT IN THE CORRIDOR.**

The school also has a number of calm/ safe areas to be used when a child is highly agitated. In such circumstances, a child will be directly supervised. The school has an isolation area for use when a child is disruptive or a danger to themselves or others. In line with DfE guidance (Jan 15), this will be for a limited period and the school will act “lawfully, legally and proportionately.” The DfE guidance states that it is for “individual schools to decide how long a pupil should be kept in isolation.” A professional judgement will be made, based on the age of the child and specific circumstances. A child will not be sent back to the main class if they are clearly agitated, defiant or unready to work. Where a child’s behaviour requires a longer period away from the main class, breaks will be provided as required. A child will be offered lunch as necessary.

Where a child is serving an “internal exclusion”, this will be for a serious breach of the behaviour rules. Parents will be informed in writing of the reasons for the internal exclusion. The child will be supervised at all times by a member of staff.

Where a child is serving an internal exclusion in a separate setting, parents will be informed of this option in advance. The child will be supported by a member of staff from the host school.

Senior members of staff must be informed immediately of incidents of a more serious nature. However, staff should avoid sending children to Head/Deputy Head unless absolutely necessary. The first point of call for incidents relating to behaviour should be with the behaviour professional/ phase leader. (Support staff in this case should accompany the child along with the behaviour log).

### Physical Intervention (see additional policy)

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- (a) committing any offence
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself)
- (c) prejudicing the maintenance of good order and discipline at the school or among pupils receiving education in the school, whether during a teaching session or otherwise.

All staff have been trained in the use of restraint techniques. Physical intervention will be used by staff as a last resort. Where possible, staff should request the support of senior staff or the behaviour specialist. All incidents must be

reported to senior staff and recorded in the serious incident book. Parents / carers are to be informed as soon as is practical.

## **MOVEMENT AROUND SCHOOL**

- All staff, including support staff, will 'meet and greet' children as they enter the school in the morning in order to begin each day in a positive way.
- Whenever children return from break/lunchtime, staff will be expected to be in their classroom to welcome the children back in.
- Teachers are to ensure all children move around the school in a calm, orderly way, re-enforcing 'good habits' Children should be reminded of this throughout the year and given reasons why we expect this to happen
- During assembly times, class teachers are responsible for monitoring the behaviour of their class. Praise good behaviour, address poor behaviour.

### **Malicious allegations against staff**

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the principal will consider the appropriate sanction (in accordance with this policy) to take. As well as this, the school will also consider whether a referral to the police is appropriate if there are grounds for believing a criminal offence may have been committed.

### **Persistent and Vexatious complaints**

The school follows the Solihull Metropolitan Borough Council policy on Persistent and Vexatious complaints. In addition, Smith's Wood Primary Academy follow the statutory guidance on Keeping Children Safe in Education 2019.

### **Parent/Carer Behavioural Concerns**

Where a parent/carer wishes to talk to a member of staff concerning the behaviour of their own child or to report an incident they should follow the process that has been communicated to them through whole school correspondence. This details that the first instance for communication should be the class teacher. Class teachers should not respond to requests for conversation during morning entry to school but defer parents until an appropriate appointment can be arranged. For further requirements parents/carers have the option to draw incidents to the attention of phase leaders. Finally, the lead behaviour professional and senior member of staff responsible for behaviour are contactable for matters that have not been resolved or require further monitoring, additional interventions or extended communication with the parent/carer raising a concern. Appointments for meeting with such members of staff should be directed through the school office.

### **Also see**

Health and Safety policy

Inclusion policy

PHSE policy

Anti bullying policy

Exclusion policy

Safe handling policy

Keeping Children Safe in Education 2019 Statutory Guidance

Smith's Wood Primary Academy Complaints Policy

House System Policy

**Policy last reviewed: Nov 19**

**Next review: Nov 20**