

Behaviour Policy

Intent

At Worsthorne, we believe in the positive management of behaviour. We aim for all the children to achieve their maximum potential in a caring and safe environment. We accept that children make mistakes and believe it is the responsibility of all the adults in the school to help the children to learn from their mistakes. We aim for our children to become independent and self-disciplined learners.

The principles act as guiding framework to the behaviour policy and the manner in which we assess, support and respond to the behaviour displayed by our children. The six principles are:

- Children's learning is understood developmentally.
- School provides a safe environment for all.
- Reward success and de-escalate negative behaviour.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children.

The school ethos is based upon a positive, consistent and structured approach to appropriate behaviour management where expectations are clearly modelled and communicated to provide a secure environment. The ability to adapt behaviour which is appropriate to a variety of situations is an essential life skill. We believe that it is our responsibility to help children to understand the importance of good behaviour and therefore learn to make the right choices at school and as future citizens.

Roles and responsibilities:

The Headteacher should:

- Promote a consistent approach throughout the school
- Support members of staff in their implementation of the school's policies
- Oversee the implementation of the policy throughout the school
- Provide behaviour management training at least every two years
- Ensure that the policy is reviewed and revisited annually

The Governors should:

- Ensure that the policy is updated regularly by the Headteacher and reflects the ethos of the school.

All staff should:

- Establish and encourage positive relationships
- Implement the school policies for behaviour
- Encourage the pupils to gain team points and other rewards

Parents and Carers should:

- Support the school in implementation of the policy to ensure a cohesive and cooperative approach to managing their child's behaviour

Children should:

- Take responsibility for their actions

Implement

It is the belief of the staff and governors that close attention should be paid to ongoing day to day rules and regulations in order to establish a firm basis for courtesy and consideration for others. All staff, therefore, must use positive behaviour management strategies to:

- Reinforce common decency and courtesy in order to help the children to grow up to be polite and caring members of society
- Make certain that children show respect for each other and for all members of the school community
- Encourage children to move around the school appropriately without running and with consideration for others
- Prevent the use of inappropriate language
- Encourage children to show care for our school environment
- Foster good relationships within our school

Below is a list of actions and strategies all staff working within Worsthorne School agree to implement:

- **Smile** – passing along positive energy and creating a sense of security and belonging
- **Display only behaviour which you would want children to replicate.** Staff will demonstrate respectful interactions with all members of the school community.
- **Use of positive language (verbal and body)** e.g. *please put your hand up* rather than *do not shout out* and *finished* rather than *no*. This also includes positive body language and the avoidance of fear, anger and frustration in adult behaviour.
- **Giving time to 'Noticing' children will be a priority for all staff.** Traditional activities such as 'show and tell' are celebrated as an opportunity to build connections and relationships with children. Children will be greeted positively when they enter the classroom each morning and after playtimes. Staff should notice that children are not ready for learning, they will intervene with nurturing strategies (time out, 1-1 talk time, engagement of another adult)
- **Consistent Celebration** of children's achievements through the presentation of awards, team points, 'public praise', notes and phone calls home.
- **Closing the gap and turning down the volume.** Staff will not correct behaviour in school by shouting over distances, through crowds, or over noise. Signs and positive indicators should be used wherever possible. Children will be spoken to privately in behaviour correction in order to maintain the child's self esteem.

- **Wait, watch, wonder.** Becoming attuned to the child's behaviour is key in assessing behaviour, preventing the escalation of situations and connecting with the child. Staff will endeavour to think empathetically when dealing with behaviour and understand that all behaviour is a form of communication.
- **Necessary involvement.** Staff will avoid unnecessary involvement in behaviour issues that they are not dealing with. This includes questioning and approaching children who are being dealt with by other members of staff for a behavioural issue.

School Systems for Behaviour Management

Whole School Agreement

At the beginning of each academic year the six point whole school agreement is renewed. A competition to illustrate each of the points is held with new posters being displayed in every classroom and around school as a result.

Our School Agreement:

1. Welcome everyone.
2. Try our best in everything we do and allow other people to do the same.
3. Be kind to everyone and treat other people as we would like to be treated.
4. Look after our school, our belongings and those of other people.
5. We are all part of the Worsthorne team who are here to support each other.
6. Have fun learning together!

Team Points

Everyone in the school, other than the Headteacher, is in one of our four teams: Fire (red), Earth (green), Air (yellow) and Water (blue).

Team points are given in reward for upholding the Worsthorne Charter. This could be in the effort the children put into their schoolwork or through their behaviour, relationships or movement around school. The team points take the form of small, coloured discs which are given to the children by the adults or other nominated children. Once received, the children place their team points in the clear tubes in the school hall. The tubes allow the children to see which teams are doing well throughout the week.

Team Captains are elected from Year Six by the other members of their teams. It is their job to motivate their team and liaise with the Adult Leaders to agree the content for Team Meetings.

A Celebration Assembly is held on a Friday morning to inform the children of their team's progress. Each week, the winning team agrees its own reward with its Adult Leaders. This generally takes the form of a fun activity during Friday afternoon but could be any reasonable reward agreed between the team, the Captains and the Adult Leaders.

Student of the Week

Each week, a Student of the Week is nominated from each class to recognise an outstanding achievement. The Students of the Week are presented with certificates in Celebration Assembly and their photographs and work are displayed in the main corridor of the school.

Values Award

Each half term has a value focus. Each week, a Value Award winner is chosen from each class. The child could be nominated by any member of the school community.

The Value Award winners are invited to sit at a special table during lunchtime on the following Monday, where they eat lunch with the head teacher or deputy head.

Class Shout Out Board

Every class has a 'Shout out Board' for staff to record special moments. This could be for helping others, doing something positive and for recognition of anyone's hard work. The aim is for every child to have a 'shout out' every week.

Celebration Assembly

Parents, carers, grandparents and other family members have an open invitation to attend Friday's Celebration Assembly if they so wish. Text messages are sent out to the families of children who are receiving an award from school. The children are also encouraged to bring in certificates of achievement from activities outside of school so that they can be presented during the Celebration Assembly.

Procedures

- The school's ethos is that reward and praise are more effective in the long term. Teachers should develop their own strategies for encouraging good behaviour.
- It is important that all staff should establish a positive and welcoming atmosphere for children by welcoming them inside the classroom on their arrival.
- Team points are to be awarded by all staff and visitors.
- Acceptable behaviours should be discussed with children and their views (phrased in a positive way) posted on the classroom wall and reviewed. These should form the basis of the whole Class Agreement developed at the beginning of each academic year with teachers and their class.
- All school staff have the same authority as teachers in matters of behaviour, i.e. they are expected to insist on correct codes of behaviour and to issue routine rewards and/or sanctions.
- During lessons, Teaching Assistants are to initially and discretely speak to a child causing any disruption to others' learning.
- If the behaviour continues, the child is directed to the safe space for that class, giving them the chance to calm down or to think about their behaviour. The child can join back in when ready or prompted.
- Where wrong choices occur, the adult in charge will make the initial decision regarding the appropriate course of actions.
- The School Council have an active role in the review and implementation of the behaviour policy.
- The Headteacher may in certain circumstances refer difficulties to parents and the Governing Body.

- Teachers may determine whether the circumstances require that parents should be informed about behaviour issues.
- All staff must record behavioural incidents on CPOMs.

There are consequences to wrong choices. These may include:

- Chain of command: Class Teacher, Key Stage Leader, Deputy Head, Head Teacher
- A child being guided to spend time in the safe space.
- Key Stage Leader asked to speak to the child in the safe space.
- An individual child or groups of children to discuss their wrong choices with the teacher or Key Stage Leader, what they can learn from this and how they can move forward. Children are encouraged to reflect on their actions: what have they done, what should they have done, what they will do next time
- If a child is causing danger to themselves or others, the class is removed from the room and a member of SLT is called for. If there is only one adult in the room, a child from the class to take an orange help needed card to the appropriate member of staff.
- Welfare staff to have an orange help needed card, which will be taken by a child to the child's class teacher and then the chain of command will follow as necessary.
- If low level disruption becomes frequent (2-3 times a week), parents to be verbally informed by a phone call or in person, with Head Teacher's knowledge.
- For more serious incidents, a member of SLT will inform parents immediately.
- Individual support will be identified and given as needed by SLT.

Exclusions

The school will avoid exclusions (both fixed term and permanent) whenever and wherever possible. However, in extreme cases, where behaviour has become violent and aggressive towards staff and other children, and is endangering the safety of staff and children, and preventing other children from their right to education, then a short term fixed exclusion may be implemented. A return to school meeting will take place before the child returns back into their normal classroom provision. A parent or carer for the child must be present at this meeting. A permanent exclusion would only be issued if violent or aggressive behaviour is prolonged and every other possible interventions and strategy (including external services) has been exhausted and has failed.

Internal Exclusions

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different class / intervention room. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: behaviour chart to address specific behaviours causing a problem; support from the pastoral team and SENCO etc)

Supervision

It is essential that adequate and effective supervision is provided. To this end the following systems are in place:

- Staff on supervisory duties in the playground should distance themselves from the children and each other by positioning themselves strategically to establish good sightlines.
- Children enter the building from 8.45am and staff members should welcome children in.
- Pupils should be discouraged from re-entering the building during break times, but should be encouraged to ask permission to use the toilets during break and lunchtimes.

Impact

In implementing this policy the school will:

- Establish systems which are consistent throughout the school and which are clearly communicated to children, parents and staff
- Encourage children to respect the needs and well-being of others
- Promote by example acceptable standards of behaviour
- Encourage positive relationships throughout the school community
- Consider the special needs of individual children
- Encourage children to incorporate respect for everyone and everything into their daily lives

Date of Policy	July 2021
Person Responsible	SNicholls
To be reviewed	Annually
Review Date	July 2022