



Rushall Primary School

Where every child sky rockets!

Behaviour Management Policy and Guidelines

(To be read in conjunction with our Positive Behaviour/Team Teach Policy)

July 2018

Rushall Primary is proud to be a caring inclusive school. Our values are built on mutual trust and respect for all. Our school behaviour policy is therefore designed to support the way in which all members of our school can work and live together in a supportive way. At Rushall Primary School we aim to promote an environment where everyone has the opportunity to achieve, where they feel happy, safe and secure celebrating individual difference.

The primary aim of our behaviour policy is to promote good relationships for the whole school community, so that everyone can work together with the common purpose of allowing everyone to achieve, enjoy and grow together in an effective and considered way. It is our goal to help children grow in a safe environment and become positive, responsible and increasingly independent members of the school community and the wider society. We are preparing children for a life beyond Rushall where they make a valuable contribution to world in which we live.

The aims of our whole school approach are to:

- To de-escalate conflict at the earliest point.
- Help pupils develop responsible attitudes based on children taking responsibility and ownership of their behaviour.
- Children have the right and responsibility to learn and develop; we give them these rights and responsibilities from a very young age.
- Promote pupils self-esteem, build resilience and develop independence.
- Promote awareness of the needs of others.
- Ensure a safe school environment.
- Protect pupils from injury to themselves, others and property.
- Divert pupils from inappropriate to appropriate behaviour.
- Teach pupils that actions and choices have consequences.
- To foster positive home – school relations.

Classroom Management of Behaviour

Behaviour management needs to be considered in the context of the whole school, its aims, organisation and curriculum.

The points and ideas outlined below assume that the curriculum being offered to the individual is appropriate to their needs and within their capability (Quality First Teaching). Inappropriate content and the frustration it causes is often the root of disruptive behaviour.

Some children will have more detailed Positive Behaviour Plan that addresses their individual circumstances and needs.

Principles

- Focus on the observable
- Remember: Behaviour is learned and therefore can be modified
- Behaviour is a form of communication
- Addressing negative behaviour can be long term for some children; do not give up at the first attempt.
- It is essential that we take time to look behind the behaviour to seek the root cause:



- For pupils continually displaying negative behaviour, teachers should complete an **ABC Chart** (Appendix 1) to record individual incidents of negative behaviour so that suitable support and interventions can be planned for. This chart can be found on the Staff Drive- Pupil Information – ABC Chart. A member of the Senior Leadership Team can support with the recording and analysis of ABC charts.

Roles and responsibilities

Pupils should:

- Receive regular feedback, including praise for work and behaviour
- Be involved in negotiations concerning targets for future work and behaviour
- Have support to modify their behaviour where appropriate
- Receive sanctions matched, where possible, to misdemeanours which enable them to reflect and understand their actions
- **In cases of extreme and/or persistent negative behaviour, where others are put at risk or have their education continually disrupted to be excluded from school in line with the legal framework. Exclusion will only be applied only after all available strategies have been tried**

Teachers should:

- Use positive feedback first and most often
- Set realistic targets for pupils work and behaviour, that are explicitly taught so that the child understands what is expected of them
- Negotiate with pupils regarding reasonable expectations for work and behaviour
- Bring children experiencing behaviour problems to the attention of key staff, e.g. Class Teacher, Social Mentors, Headteacher, Deputy Headteacher and SENCo
- Consult with parents concerning pupils experiencing behaviour problems
- Work as part of a multi-professional team to jointly plan, implement and evaluate the effectiveness behaviour strategies to support children with more challenging and complex behaviour.
- Look behind the behaviour and consider what is driving the behaviour. At Rushall we encourage all staff to use our ABC Charts (Appendix 1) to record incidents of negative behaviour so that suitable support and interventions can be planned for.
- When a child displays serious unacceptable behaviour an **Incident Form** is completed by the member of staff working with the child, including lunchtime staff, and it is sent to the Headteacher for monitoring. Senior Leaders will fully investigate the incident that has occurred. Depending on how serious the incident is deemed, a child may be moved straight to an **internal exclusion** or an **external exclusion**. This will be decided by the Senior Leadership Team

Parents should:

- Be offered consultation to discuss children's progress in work and behaviour
- Be made aware of an open door policy to raise their concerns
- Be consulted when children are experiencing behaviour problems at the earliest point in order to communicate how school and home can work together to support the needs of the child and be consistent in our approach
- Receive an explanation for any exclusion including a statement of its duration, including details of the appeal procedures for any exclusion.

At Rushall Primary School we employ a positive approach to behaviour the key features being:

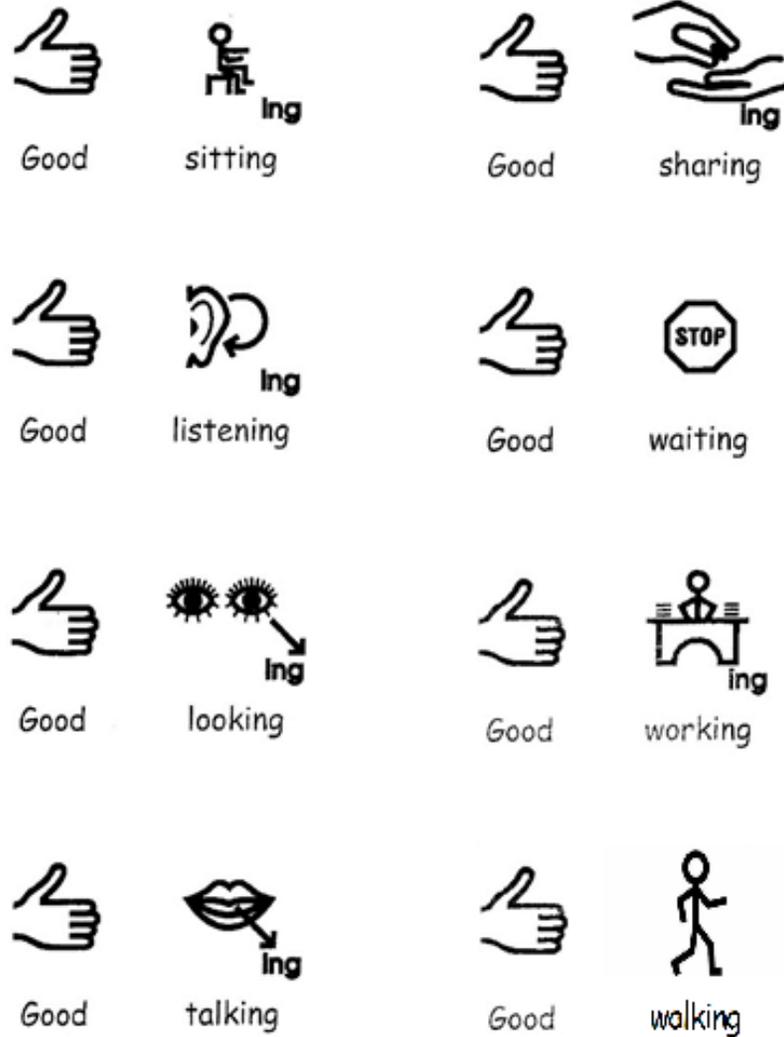
- Be pro-active not reactive.
- Concentrate on the positive.
- Be clear that children have choices; they should take ownership of their behaviour. If children make the "wrong" choice, then they must be allowed to put things right and also talk about how they could do things differently in the future.
- Show acknowledgement of the small steps and effort the child is showing to make the right choices, even when this is expected by all.
- When dealing with unwanted behaviour, remember, it is the behaviour that is unacceptable not the child.
- Be consistent.
- Be explicit.

Whole School Rules: Positive Prompts/Golden Rules

At the beginning of each new term every teacher spends quality time with their class to discuss the school rules. *'Positive Prompt'* posters are clearly displayed on yellow cards in each classroom, dining room, and in our after school club to visually reinforce good behaviour. This strategy was put in place following successful collaboration with key staff at Rushall Primary School and the Speech and Language Therapy Team (NHS).

We use the following Makaton signs and symbols throughout the school to promote positive behaviour; they have become known as our *Golden Rules*:

Key Makaton signs to support good behaviour:



Good To Be

The 'Good to be an approach to positively reinforce good behaviour and encourage improvement:

- EYFS and Year 1 - Good to be Green Clouds
- Yr 2- Yr 6 - Good to be Green wall charts

Green:

Green Behaviour Scheme' is used throughout the school as

The idea of this approach is that every child starts every session on "green", setting all of our children up for a positive start for each lesson. If the adults have to remind children about their behaviour for a second time the child is moved to "orange", serving as a warning, giving the child the

visual cue to make the right choices. If the negative behaviour continues the child will move to “red”, this will form the basis of a more detailed conversation about the child’s behaviour and also a consequence, e.g. loss of privilege, loss of some/all of their playtime.

If children physically hurt another child or use bad language, they automatically go to “red”, which is an automatic consequence. It is important that “consequences” are dealt with very soon after the session, unless it is the end of the day. We want every day to be a fresh start and it is important for children to know that they can put things right and get back on track.

Serious incidents

Should pupils physically hurt another child, display dangerous behaviour or use bad language, they must be issued a RED card and an Incident Form completed. Consequences in these instances will be decided upon an individual basis according to need and the child’s age.

Ways of Dealing with Unwanted Behaviour- De-escalation of Conflict

- Tactically ignoring the unwanted behaviour – coupled with giving attention to the alternative, desired behaviour.
- Changing the context.
- Changing the activity.
- Providing help/support, e.g. reminding of agreed strategies.
- Changing the organisation, including changing of adult/face.
- Removing distractions or providing distractions.
- Allowing the child to change context, e.g. allowing the child who is distressed in some way to go to another place until they feel composed.
- Using humour – seeing the funny side of a situation to relieve tension.

Right techniques of control:

- Signs and signals, e.g. Makaton signing, pointing, non-threatening body stances, a firm look.
- Calling them back to task.
- Reminders about rules and routines.
- Reminders about consequences and make the right choice.
- Using peer group influence – promoting team-work.

It is essential that adults remain emotionally in control at all times. We work as a team at Rushall and help will always be provided and can be requested without fear of failure.

Please Note:

The following sanctions not allowed:

- ***Any forms of physical punishment, rough handling or physical contact other than minimum force needed to prevent injury.***
- ***Blanket punishments where a whole group is punished for the misdemeanour of one.***
- ***Personal ridicule of an individual pupil in front of a group, class or in assembly.***

Our Reward Systems

Throughout the school we have a range of rewards which all complement our whole school positive approach to behaviour. Individual classes have a range of rewards including table points, lining up rewards and class 'Dojos', where children earn dojo points which are recorded on the interactive white board in their classroom to serve as a visual reminder of good attitudes to learning and behaviour.

Whole School Rewards

Children are placed in a team within our house system from Reception. The team colour (red, orange, blue and green) through their school life remains the same. The names of our teams change termly in consultation with the children and reflect our creative curriculum theme for the term.

Children can earn coloured tokens from all staff for positive behaviour in and around school. The Headteacher and Deputy Headteacher have a short supply of purple tokens, which are worth 10 points due to their rarity and therefore, are handed out for outstanding achievement and behaviour, including kindness toward others, and impeccable manners. These tokens are then posted in the token boxes and counted each week then reported to the whole school in our **Star of the Week** assembly each Friday. At the end of each half term the house with the most points gains a team reward in the final week of that half term. This usually takes the form of children having a reward morning/afternoon with a particular focus planned by class teachers, in the past this has been; making bird feeders, Lego play, cookery, art and craft sessions, woodland picnic and multi-sports activities to name but a few!!

During our Star of the Week assembly each Friday individual children, groups and classes are publically recognised for hard work, perseverance, and positive attitudes to learning, relationships and behaviour. Parents are invited to this weekly assembly.

Working with parents

We aim to work collaboratively and in partnership with parents/carers to support children and their families in all aspects of behaviour management. We aim to build a supportive dialogue between home and school so that children fulfil their full potential. We talk and work with parents immediately if we have concerns about any child's welfare or behaviour.

Using the range of expertise at Rushall Primary School we are able to support parents and families in setting clear behaviour boundaries in the

home. The following members of staff may be involved in supporting families with behaviour strategies at home:

- Head Teacher and Deputy Headteacher
- Social Mentors
- Special Needs Co-ordinator (SENCo)
- Class Teachers
- Rushall's Inclusion Advisory Team
- Education Psychologist

Conduct outside of the school grounds

The school's behaviour policy will also apply when the pupil is:

- Taking part in any school organised or school related activity.
- Travelling to or from school.
- Wearing school uniform.

The behaviour policy will also apply even if the conditions above don't apply when:

- The pupils actions could have repercussions for the orderly running of the school.
- The pupil poses a threat to another pupil or member of the public.
- The pupils actions adversely affect the reputation of the school.

School staff will only discipline pupils when they are on the school premises or under the lawful control of the pupil.

Confiscation of inappropriate items

If it is deemed that a child has brought an inappropriate item in to school, it will be confiscated by a member of staff. The item will be stored securely in the school office and can be collected by a parent at the end of the day. If a child brings an inappropriate item in, school cannot take any liability for damage or loss of confiscated items. Inappropriate items include, but not exclusively: jewellery, mobile phones, electrical items, lighters and toys/games/cards.

If a child is believed to have prohibited items with them, school has the power to search pupils without consent. This includes items that are likely to cause personal injury, commit an offence or damage property. Staff also have this power if it is an item stated in the prospectus as being against school rules.

Bullying

Bullying in any form, including on-line bullying will not be tolerate at Rushall Primary School. Please refer to the Anti-Bullying Policy for further guidance.

Homophobia

Homophobia in any form will not be tolerated. All incidents will be classed as a serious incident and will be recorded and dealt with appropriately in line with the Anti-Bullying Policy.

Race Equality Policy

Racism in any form will not be tolerated. All incidents will be classed as a serious incident and will be recorded and dealt with appropriately in line with the Anti-Bullying Policy.

Monitoring Racist and Homophobic Incidents

Racism and Homophobia will not be tolerated in any form and will be treated as serious unacceptable behaviour. As such incidents will be recorded on an Incident Form. Incidents are recorded as follows:

- 1) Internal Record – is completed in the form of an **Incident Form** (completed by staff at all levels) an internal record.
- 2) All incidents are monitored by the Senior Leadership Team and analysed for patterns.
- 3) External incident reports are completed for incidents judged to be severe or part of a pattern and a copy forwarded to Walsall LA.

Behaviour Charts

Behaviour Charts (in the form of timetable monitoring) are given to children once they have been referred to Senior Leaders. Following a conversation with parents a Behaviour Chart will be completed by the class teacher after every session and taken to a designated Senior Leader at the beginning of morning break, lunchtime and before they go home. The card will also be sent home for parents to sign. At the start of every day the **class teacher** will meet with the child to remind children of the expected behaviour. After a period of 2 weeks a discussion between the child and designated Senior Leader will take place and a decision made as to the next steps:

- If the child has had no incidents over the 2 week period they will be removed from a behaviour chart.
- If a child's behaviour has made improvements but there been a few incidents they will remain on the behaviour chart for a further 2 weeks.
- If there have been no improvements in behaviour over the 2 weeks a meeting with parents will be arranged and a Behaviour Support Plan will be written and agreed.

Behaviour Support Plans

A meeting will be arranged between the Designated Senior Leader, Class Teacher, parents and the child. At this meeting a discussion will take place around triggers that have been identified, successful/unsuccessful strategies for dealing with the child's behaviour, rewards and consequences. This plan will be completed and signed by the School, pupil and parent. The content of the plan will then be shared with all staff who work with the child to ensure the strategies identified in the plan are consistently applied. This includes lunchtime staff.

Pastoral Support

Throughout the school, children who may need support in terms of their behaviour have been identified. These children will receive a programme of pastoral support to enable them to better manage their behaviour. This programme will be run, in the first instance, by Miss Faulkner (Care, Guidance and Support Manager).

Rushall Primary School work closely with all those involved with a child including parents and other agencies. Rushall support pupils in a number of ways including:

- Individual and small group work to develop self-esteem, positive communication, right choices, etc.
- Initiating and leading Early Help meetings that provide opportunities for children with support from a number of agencies.
- Internal Exclusion Support – for those children who have, after following the behaviour policy, been internally excluded.
- Liaise with parents/carers regularly.

Internal exclusion

At times some pupils may need to be withdrawn from their class for their safety and the safety of others. This is a short term measure that is only used as part of a progressive process and will always be shared with parents. Senior Leaders within the school will make the decision to internally exclude a pupil. This decision is never taken lightly. At times spaces within school may also be used to house pupils, on a temporary basis, whose behaviour has proved to be significantly disruptive, violent or of an anti-social nature. These pupils will be removed from their class, and will work under the supervision of a key member of staff. This type of in school support must only be used as a last resort for serious incidents which have been dealt with by the Senior Leadership Team. This support must not be used to house pupils for a period of 'time out', nor without the agreement of a member of Senior Leadership. Parents must be informed that their child has had an internal exclusion.

Fixed Term and Permanent Exclusions

The decision to exclude a child (fixed term or permanent) is taken when the child:

1. Is in serious breeches of the School Behaviour Policy.
2. Is likely to seriously harm the education or welfare of others in the school.
3. After a range of alternative strategies have been tried.

Before deciding to exclude, the Head Teacher should:

1. Consider all the relevant facts and firm evidence, **exclusion can never be justified for unmet special educational need or disability**
2. Allow the pupil to give their version of events
3. Check whether an incident appeared to be provoked, e.g. another child/adult or situation
4. Consult others if necessary
5. Keep detailed notes at all stages

Exclusion can be:

1. Short Fixed Term – Arrangements for setting and marking of work must be made.
2. Lunchtime exclusion – This should be normally no more than 5 school days and must include arrangements for children on Free School Meals (a lunchtime exclusion counts as a half day for statistical purposes)
3. Long Fixed term exclusion from school – This can be up to 45 days in a School year and arrangements for setting and marking work must be made

At Rushall Primary School we follow the guidance set out in:

‘Exclusion from maintained schools, Academies and pupil referral units in England’(statutory guidance for those with legal responsibilities in relation to exclusion), DfE 2017, see:

https://consult.education.gov.uk/school-absence-and-exclusions-team/statutory-exclusion-guidance/supporting_documents/Draft%20statutory%20guidance%202017.pdf

Procedures for excluding a pupil

For all exclusions

1. Parents must be telephoned on the same day, without delay.
2. The relevant letter must be sent to the parents within 1 day.
3. Walsall Children’s Services, Clerk to Governors’, Chair of Governors must be contacted on the same day, without delay.
4. Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting. It is important for schools to help minimise the disruption that exclusion can cause to an excluded pupil’s education. Whilst the statutory duty on governing bodies or local authorities is to provide full-time education from **the sixth day of an exclusion**, there is an obvious benefit in starting this provision as soon as possible. In particular, in the case of a looked after child, the school and the local authority should work together to arrange alternative provision from the first day following the exclusion. Where it is not possible, or not appropriate, to arrange alternative provision during the first five school days of an exclusion, the school should take reasonable steps to set and mark work for the pupil. Work that is provided should be accessible and achievable by the pupil outside school.

Registration

Whilst an excluded pupil’s name remains on a school’s admissions register the pupil should be marked using the appropriate attendance code. Where alternative provision has been made that meets the requirements of the pupil registration regulations, and the pupil attends it, an appropriate attendance code, such as Code B (Education Off-site) or Code D (Dual Registration), should be used. Where pupils are not attending alternative provision they should be marked absent using Code E.

Reintegration

A process of planned support and progress reviews is in place for all children following exclusion. This will always take place on the child's return to school following an exclusion with the Headteacher/Deputy, child and parent. This meeting aims to give the child a fresh start and serves as an opportunity to refresh the high standards of behaviour expected in and around school. This may be backed up with visual prompts to help the child understand their timetable or a report card to keep them on track.

Pupils at Risk of Permanent Exclusion

In most cases, individual children at risk of permanent exclusion, will be raised with parents, governors and Walsall Children's Services in a measure to support the child and family and action plan next steps to prevent a permanent exclusion and improve the outcomes for the child.

Permanent Exclusions

In rare situations where the behaviour does not improve, when all other forms of support and reasonable adjustments have been exhausted or there has been a serious incident the school will have no alternative but to make a permanent exclusion. This decision is never taken lightly and is always as a last resort.

(A) Antecedent (B) Behaviour (C) Consequence Chart

Use this chart to record details about your child’s problematic behaviour. It is also helpful to note how often the behaviour occurs.

Setting	Antecedent	Behaviour	Consequence	Reflection
Example: Classroom after break time	Example: Teacher asks children to move into their reading groups.	Example: Fred runs around the room and refuses to stop.	Example: Reading groups are delayed whilst the teacher catches him and makes him sit down.	<i>Are we satisfied with the reason? Do we need to go ‘deeper?’ Trigger? Frequency?</i>

