



Wollaston Primary School
Behaviour Management Policy
September 2022



Rationale

At Wollaston Primary School we pride ourselves on the care and nurture that we offer to every child in our care. We have a strong community ethos and actively promote respectful, caring and trusting relationships between our staff, families and children. We believe that every child needs a strong team of support to enable them to achieve their aspirations in an environment that is safe, happy, respectful and nurturing. We aim to provide vibrant and exciting learning environments where learning can take place happily and without disruption.

We recognise that there will be occasions when the behaviour of individual children may disrupt the education of themselves and others around them, we strive to ensure that each individual and class is well supported and that high expectations are upheld. The following policy outlines how we expect behaviour to be managed through the implementation and promotion of our values, a clear consistent approach, and a system of rewards and sanctions that enables children to take responsibility for and to reflect on their behaviour.

Our school values.

At Wollaston Primary we expect all of our children to treat school staff, visitors, our school environment and other children with respect at all times. We recognise that it is the right of every child to receive an education without the threat of any kind of bullying, physical or emotional. We expect all children to move around the school in a polite and considerate manner, and to be able to trust them to follow our school values and become good role models to others. Bullying is taken very seriously and where there are repeated incidence of concern a policy exists to eradicate this in all its forms. We have 6 values that we expect our children to follow. These are regularly discussed during assemblies and actively promoted throughout the school day. Our values interlink with 4 key words: Nurture, Inspire, Learn and Achieve. These are displayed around the school.



Promoting our values

Our school values are used in place of individual school rules. This ensures a consistent approach that is embedded across Key Stage 1 and 2. Children are taught exactly what each value means and are supported to understand what this 'looks like in practice.' This is taught through PSHE lessons, circle time, assemblies and through modelling by positive adult role models. Adults working within our school are expected to support our school values and to promote attributes associated with them as part of their professional conduct. Each fortnight one value is focussed on and this becomes the focus for the whole school. At the end of the two-week period a celebration assembly is held and a child from each class is selected to receive the achievement award for their class, having demonstrated the selected value.

Supporting our values through our morning routine

Each morning staff are expected to greet children at the classroom door, on their arrival to school in the morning. This allows staff to model our school values from the start of the day in a positive wellbeing manner. Children will be directed towards a task that can be completed calmly before the register is taken. Children arriving through the infant or main playground gate will be met by members of the senior leadership team, as well as a familiar member of staff, to allow effective communication with families where concerns may be raised. Teachers will be available on the playground at the end of the day to provide an additional communication opportunity should this be needed.

Our home school agreement

As pupils join our school, parents and children are asked to read and agree to the expectations outlined in our home school agreement. This document is signed and a copy is kept in the school office. This outlines the responsibilities of school and home and promotes a positive working relationship.

Sanctions

When sanctioning children or talking about their behaviour, all staff must ensure that they link their concerns directly to the school values. Sanctions must follow the 5 stage visuals and these will be clearly displayed alongside the values poster in classrooms and other learning spaces. It is important that the member of staff ensures that the child or children involved understand what they need to do next to ensure that the school value identified is upheld. To ensure that we model to our children the values we expect from them we pride ourselves on being a '**no shouting**' school. Staff understand the importance of nurturing all of our children, providing them with clear boundaries and comprehend that often-raised voices do not support positive outcomes.

Our 5 stage Behaviour Policy

Our behaviour policy follows 5 very clear steps. These are visualised below and are openly displayed around school. This aims to ensure that all children and adults clearly understand the expectation to follow our school values and exactly what will happen if they choose not to.

- Stage 1- We expect all of our children to follow our school values. When doing this they will have numerous opportunities for celebration, praise and reward. Achievements are regularly shared on a fortnightly basis as a whole school.
- Stage 2- Children who choose not to follow our school values will be given a warning. This will involve them being given a warning card. Staff will clearly verbalise that a warning card is being given. Discussion with the individual will follow where they are reminded what they need to do to re-focus and return to stage one. Where whole class input is disrupted adults will be mindful of

addressing a concern publicly and may direct the rest of the class to a task to allow behaviour to be individually raised.

- Stage 3: Children continuing to choose not to follow our school values will be given a 'time out.' This is time away from the situation. This could be in their own classroom or in another 'buddy' classroom. The adult supporting the child will use their professional judgement to decide whether a reflection sheet should be completed during this time. Time outs should be recorded on My Concern using the behaviour feature. If two incidences happen consecutively during a week then the child will visit a member of the senior leadership team to discuss this further. At this stage 'Time in' can be used in an educational capacity. This must last no longer than 20 minutes and should involve the completion of the reflection sheet, in partnership with the supporting adult. Children should not be withdrawn from playtimes unless this has a clear educational value and involves direct support from an adult. Children should not be left unattended in any area of the school building at any time.
- Stage 4: Focus cards are introduced to help refocus children back to stage 1. These will provide a from of monitoring, target setting and discussion to ensure that the child knows exactly what they need to do to improve their behavioural choices. Parents will be invited into school for a meeting at this stage. Children will begin with a green target card that is completed at the end of the day by their class teacher. If concerns are still prominent children will move to an orange target card that will be shared with a member of the senior leadership team at the end of the day. In cases where this does not have an impact, children will progress to a red stage 5 target card which will be shared with the Deputy/Headteacher at the end of the day. These are to be shared with parents and stuck into a focus book, which moves between home and school daily.
- Stage 5: This is the final stage before outside agency support is sought and introduced. Children will be given a red focus card. This will continue to move between home and school and parents will be invited in for a further meeting. If this is not successful then the school's exclusion policy will be consulted.

Emotion Coaching

All staff use the emotion coaching approach to help them manage challenging behaviour incidences. Emotion coaching encourages children to take responsibility for their behaviours, through helping them to understand the different emotions they experience, why they occur and how to handle them. At Wollaston Primary School we promote the importance of understanding our emotions and how they can make our bodies feel or react. We ensure that children are given a listening ear and the support they need to meet their individual needs. Emotion coaching provides a clear 3 step approach to dealing with behaviour in the moment:

- Step 1- Recognise, empathise and validate the feelings of the child, labelling them out loud. This supports a child in calming through co-regulation. It is important that adults ensure they remain calm and set the emotional tone. The adult should maintain a calm empathic face.
- Step 2- Setting limits on behaviour. Co-learning through stating the boundary limits of acceptable behaviour. At this point adults should make clear that some behaviours cannot be accepted.
- Step 3- Problem solving with the child or young person. This should not happen until the child is calm and in a relaxed and rational state. Adults should explore the behaviours that gave rise to the behaviour, incident or action. Adults should scaffold and suggest alternate ideas and actions that could lead to more appropriate and productive outcomes. Adults should empower the child or young person to believe that they can overcome difficulties and manage their own feelings and behaviours.

The child may need time to calm between steps 2 and 3, which should be a period of 'time out' (See stage 3 of the 5 stages.) The reflection sheet encompasses the 3 steps of emotion coaching.

Vulnerable/SEN children

In addition to the general policy we use a range of strategies to support the wellbeing of our vulnerable/SEN children. At Wollaston Primary School we understand that some of our children may experience difficulties or barriers to learning that may impact on their behaviour. In these cases, identified children will be given a positive handling plan and adaptations may be made to support them on an individual basis. The use of 'time in' should be carefully considered in these cases, as time on the playground may be vital to supporting the child's regulation. Adults should consider the child's understanding of emotions and their ability to control choices and behaviours. Where concerns arise support should be sought from the Inclusion team and SENCO to allow a personalised plan to be implemented. It is important that staff closely monitor any triggers or patterns of behaviour to limit any disruption that may occur. Children may be supported by:

- Calm cards- Children may show this card to an adult to allow them access to a safe or calm space when they need it. They are given a physical card to allow them to leave the classroom without having to communicate directly with an adult.
- Check- ins- Children will be given the opportunity to check-in with a trusted adult at a given point of the day. This may be during transition times or at points of the week they find difficult. This time enables a child to share any anxieties or frustrations they may have allowing these to be handled quickly and effectively
- Library/lunch club pass- Individuals may be given a library/ lunch club pass to allow them to access less structured times of the day in a much smaller group. Play here will be closely monitored and structured to meet individual needs. Social skills are actively promoted via positive social role models.
- Lego time- This provides children with an opportunity to talk to a member of the senior leadership time in a less intrusive manner. This is an opportunity to reflect upon what is going well or any anxieties that may be present.
- Visual schedule and prior warning of routine changes- All classrooms have a consistent visual timetable. In some cases, children may have an individual schedule. Children should be warned of unexpected changes using the surprise card.
- Mentors/teams- Identified children across school will have a mentor or a team of adults to support them. Teams are clearly identified to children using their handprint with names written onto each finger. Other children may be allocated an additional adult around school who will provide support where needed or may check in daily
- Staff monitoring- Staff to keep an eye out for specific children as they move around school. Morning greetings are essential here as a way to employ positive reassurance to set children up for the school day.

Positive rewards

Please note children can only access main school reward systems when on stage 1 of the 5-stage behaviour plan.

School staff implement positive rewards as part of the daily routine within their classroom. Rewards across school should be as consistent as possible to ensure that all children have the opportunity to earn these. Rewards should link to the school values. Children may be rewarded by :

- The school house point system and earning of house point awards
- Written or spoken praise or encouragement
- Praise pad notes- these are sent home to be shared with parents
- Receiving a sticker
- Being nominated to receive a values certificate at our fortnightly celebration assembly
- Sharing a piece of work with an adult outside of the classroom
- A postcard home from the headteacher recognising an achievement
- A mention in the school's newsletter
- Receiving a values badge that can be displayed on their school tie

House points

At the start of the year all children will be sorted into 4 house teams:

- Yellow- Marten
- Blue- Summers
- Green-Beacon
- Red- Bader

Siblings will be in the same team. In the classroom children will have the opportunity to earn house points linked to our school values. Children will be given a token and the adult will verbalise which value this has been given for and why. At the end of a lesson children will take their token to the large jars in the top corridor placing them inside. House points will be counted up fortnightly and a tally kept during each term of frequency of winning. At the end of a term the winning team will receive a reward at the head teacher's discretion.

Head boy and Girl.

At the start of each academic year, our year 6 children will have the opportunity to nominate themselves for the Head Boy/Girl elections. They will be expected to prepare a short speech to share with the senior leadership team and the school sharing why they should be elected. Following this elections will take place across the school. The Head boy and Girl should demonstrate the values that are imperative to our school and children should be encouraged to consider their votes carefully. Following election, they may be asked to speak at school events, to visitors and at governor meetings. They will additionally meet with the Senior Leadership to provide pupil voice where deemed appropriate.

Consequences

At Wollaston Primary School we believe that a close connection should be established between an unacceptable behaviour and a consequence. Any behaviour concerns should be managed as close to the incident as possible and should not transfer to the subsequent days. If a child is on stage 2,3,4 or 5 of the 5-stage plan, then they will not be able to access the rewards detailed in stage 1.

Time out

This is a period of time where an adult may choose to move a child away from a situation. This may happen during learning time or at playtimes. This will enable those involved to calm and will support self-regulation. The length of this is decided by the adult however should be no longer than 20 minutes. Adults should consider whether the child is able to access the reflection sheet and if possible this should be

promoted. Reflection sheets should be shared with class teachers and incidents recorded using the Myconcern system. During learning time, the child should spend time in a buddy class within their key stage. This is outlined below:

EYFS- Year 1

Year 1- Year 2

Year 2- Year 3

Year 3- Year 4

Year 4- Year 5

Year 5-Year 6

Year 6-EYFS

Time in

This should only be used as an educational tool and will be deployed during morning or lunchtime playtimes. This provides an opportunity to discuss any concerns on a 1:1 basis and the reflection sheet may be completed in partnership with the child. In these instances, reflection sheets may be shared with the Inclusion team. Children should not be left to complete this time unattended as this has little value to improving behaviour outcomes.

Focus cards

Where stage 4 of the 5-stage behaviour plan, they will be given a focus card to support them in managing their behaviour.

Green card- A child will remain on this for at least one week. This will allow for the clear tracking of behaviours and may identify periods of the week that are considered to be triggers. If after a week improvements have been made then the child will return to stage 1. This must be completed and shared daily with the class teacher.

Orange card- A child must remain on this card for at least a week. If after this time there has been improvement then the child may move onto a green card. Therefore, if a child is placed onto stage 4 of the 5-stage behaviour plan, they will remain at this stage for a minimum of 2 weeks. If concerns are still prevalent then this will be discussed with a member of the senior leadership team. The decision will be made to place the child either onto another week of orange or progression to a red focus card will be implemented. This must be shared with a member of the senior leadership team and completed daily.

Red card- A child will remain on this for at least a week. If there is an improvement then they will progress to orange and green with a minimum of one week at each stage. In total a child at red stage will remain on a focus card for 3 weeks. This must be shared with and signed by either the Deputy Headteacher or the Headteacher daily.

All cards should be shared with parents, focus cards should be placed into a folder that the child takes home each day and should be kept as a record of support when completed.

The Deputy/Headteacher

In some serious cases where levels of disruption are high it may be necessary for the matter to be referred immediately to the Deputy/Headteacher. Only the headteacher, or the Deputy in their absence can make the decision to exclude a pupil, in accordance with the school exclusion policy. In this case the child's

parents will be informed via letter and invited into school for an exclusion meeting. INMAT will be informed as will the Educational Inclusion Partnership Team.

The Senior Leadership Team

Each member of the senior leadership team completes one lunch duty a week. They are asked to take 3 separate learning walks around the dinner hall, outside areas and lunch club. They will check in with all lunchtime supervisors to ensure that all children are following the school values. The golden rules of lunchtime are in place and children should be reminded of these as necessary. The role of the senior leadership team is to intercept and reiterate behavioural expectations where needed. Where incidences have occurred children may be directed to lunch club to regulate and reflect upon their actions. The final walk of the duty should take place at the end of the lunchtime period and support lunchtime supervisors in organising the children into classes ready for their learning. Children are expected to line up as soon as they hear the whistle and should stand silently until their adults arrive. They are expected to move through the corridors quietly.

The governors (LAC)

When establishing a new behaviour policy this is discussed with the school's governing body. The governors are not involved in the day to day management of behaviours however they are responsible for monitoring the implementation of this. The chair of governors will be notified of any exclusion where this is deemed necessary.

Parents

We hope that parents will always keep a balanced view of any incidences that may be reported to them by their child. In the first instance where concerns are prevalent the child's class teacher should always be the first point of call. They are able to make contact with any adults who may intervene and are contactable via their staff email address. Concerns should only be address to the Deputy/Headteacher where concerns remain following this contact, or where the incident is considered to be substantial in nature. Appointments can be made with members of the Senior Leadership Team via the office.

Monitoring

On a weekly basis the Deputy/Headteacher complete learning walks around the school. All staff are responsible for the promotion of our school values and positive behaviour within the school day. Staff are actively encouraged to speak with Deputy/Headteacher where concerns arise, linked directly to the behaviour policy. Suggestions for improvements are welcome and will be considered

All behaviour incidences that cannot be managed at stage 2 of the 5-stage behaviour plan, or that raise any safeguarding concerns must be logged on Myconcern as soon as possible after their occurrence.

Whole class consequences

These are extremely rare and should not be relied upon as the main tool for behaviour management. They should only be used in incidences where a significant majority of the class is causing a serious concern that is disrupting learning or leading to unsafe behaviours. The decision of these is the responsibility of the class teacher, however the Key Stage 1 or 2 leaders should be made aware of this. Staff should consider the impact on children who consistently work at stage 1 of the 5 Stage Behaviour Plan and the detrimental impact that this may have on a child's anxiety and self-esteem.

Emergency Situation

In these situations, the safety and wellbeing of the class should be a priority. A red triangle is available in each classroom and can be used in an emergency. This should be sent directly to the closest member of the senior leadership team, who may then send for additional support. It may be necessary during these situations to relocate the class to a quieter area that allows learning to be refocussed and resumed.

Staff Wellbeing

Where staff have been directly involved within more complex or serious incidences, support will be offered immediately to these staff members. This may include time in a quieter area of the school, away from the classroom and the opportunity to talk through their thoughts with other members of staff including the school's Senior Mental Health Lead or Headteacher.

Wollaston Primary School
Behaviour Support Card



Name: Class:

Date:

| | 8.55- 11.15 | Break | 11.30- 12.30 | Lunch | 1.30- 2.30 | 2.30- 3.30 | SLT sign & comment |
|-----------|----------------|-------|-----------------|-------|---------------|---------------|-----------------------|
| Monday | | | | | | | |
| Tuesday | | | | | | | |
| Wednesday | | | | | | | |
| Thursday | | | | | | | |
| Friday | | | | | | | |

This card must be given to your teacher to be completed at the end of the lesson.

Wollaston Primary School
Behaviour Support Card



Name: Class:

Date:

| | 8.55- 11.15 | Break | 11.30- 12.30 | Lunch | 1.30- 2.30 | 2.30- 3.30 | SMT sign & comment |
|-----------|----------------|-------|-----------------|-------|---------------|---------------|-----------------------|
| Monday | | | | | | | |
| Tuesday | | | | | | | |
| Wednesday | | | | | | | |
| Thursday | | | | | | | |
| Friday | | | | | | | |



Wollaston Primary School- Pupil Behaviour Reflection

How are you feeling?



Angry

☐

Happy

☐

Sad

☐

Unhappy

☐

Confused

☐

What can I do differently next time?

What happened?

Student Name:

Signed:

Date:

5 Stage Behaviour Plan- Quick reference guide

| | |
|-----------------------|---|
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Time out!



**WARNING
CARD**

Think about what you are doing...



What would be a better choice?



What is the consequence of your behaviour?

