

Waterloo Primary Academy

Behaviour Policy



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WATERLOO PRIMARY ACADEMY BEHAVIOUR POLICY

“Our overall aim is to help each child to achieve his or her maximum potential. We believe that parents send their children to school to learn and that it is our job to teach them.”

MISSION STATEMENT

With a positive whole school approach the difficulties experienced by children with Emotional Behavioural and Social difficulties can be effectively reduced to enable such pupils to have full access to the National Curriculum and ‘choose to succeed’.

WHAT DO WE MEAN BY GOOD BEHAVIOUR ?

Acceptable behaviour is just that, children need to be taught and learn that we expect good behaviour. Simple rules of good behaviour will be taught to the children, will be regularly reinforced and will be applied by us all. It is important that everyone including parents, children and all who work in the school know about and understand these rules. At the very heart of our school behaviour policy is the collective approach to behaviour. We are all responsible for the behaviour of all the children. Ignoring bad behaviour from a child in someone else’s class is as unacceptable as sending your problems to someone else rather than trying first to sort them out.

FIVE RULES FOR GOOD BEHAVIOUR

1. Everyone in school is careful, kind and considerate.
2. Everyone in school is polite and friendly.

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3. Everyone in school is helpful.
4. Everyone in school is quiet and hardworking.
5. Everyone in school is honest and truthful.

Please note that the rules apply to everyone not just the children.

ENCOURAGING POSITIVE BEHAVIOUR

Good behaviour must be recognised and rewarded. At its very simplest level praise should always be given to a child who has behaved as we expect, especially where good manners are concerned.

Teacher's choice:

Classroom charts, table points, pupil of the week, behaviour book, Dojo points.

Being presented with stickers to show that they have done well.

Having a letter sent home to inform parents of their good behaviour.

Having a class vote at the end of each week, the winner to receive a small prize.

Being presented with certificates /rewards in assembly.

DISCOURAGING INAPPROPRIATE BEHAVIOUR

Sound classroom organisation will alleviate many behaviour problems. The teacher adopting a high profile and being an actual presence in the room, moving about and moving closer to potential problems can repress most misbehaviour in class.

Some elements of good classroom management are:-

- Establishing a set of class agreed and understood rules and routines.
- Consistent application of these rules and routines
- Sound classroom organisation.

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- Quiet rule reminders. eg. pointing to class rules on the wall.
- Setting of clear expectations.
- Emphasis on positive behaviour with the consistent use of praise.
- Model good behaviour.
- Use of appropriate body language and tone of voice.
- Ensuring the pupils start and finish lessons on time. (see information for teachers.)
- Ensuring the work is appropriate to the pupil's ability.
- Using class LSA in behaviour education.
- Using non- verbal methods for dealing with low level/ high incidence behaviours.
- Consistent use of effective rewards as outlined in the policy.

HOW WE DEAL WITH INAPPROPRIATE BEHAVIOUR

A first response to unacceptable behaviour would be non-verbal, usually described by teachers as 'the look.' This should be followed up straight away by a casual check on possible reasons for the misbehaviour. E.g. inability to understand the task, no pencil/ruler etc others in the group and so on. A quiet word of warning about repeating the misbehaviour should be given.

PERSISTENT misbehaviour, however, must be confronted and dealt with. We adopt a 'stepped' approach as follows:

STEP 1 Giving reprimands both private and public (i.e. in front of the rest of the class.)

STEP 2 Isolating the pupil within the class (e.g. on a 'time out' chair or desk.)

STEP 3 Removing privileges (e.g. playtime or favourite activities.)

AT THIS POINT A REFERRAL INTO ELST TEAM SHOULD BE

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CONSIDERED

- STEP 4** Sending the child to another parallel class and informing the Principal. Using the slip provided.
- STEP 5** The class teacher contacting parents to discuss ways of helping with behaviour.
- STEP 6** Placing on a white, Year Leaders' Report Card and informing the Headteacher.^{*1}
- STEP 7** A partner exclusion may be considered.
- STEP 8** Placing on an amber or red, Headteacher's Report Card.

The use of the report card system needs careful consideration if it is not to become diluted. The white report card is the prerogative of the Year Leader. Before issuing a child with a white report card s/he must check that appropriate setps have been taken to address the issues and the date on which the class teacher contacted the parent(s) to discuss behaviour. The requirements for having the card signed by school and home are an important aspect of monitoring behaviour and should be enforced.

EXCLUSION.

Is used where allowing the child to remain in school would be detrimental to the education or welfare of the child and/or to others in school. Exclusion will always be as a last resort when the school has taken all reasonable steps to avoid excluding the pupil. It will follow on from action taken to support the child and modify behaviour and to resolve conflict. Exceptions would be a violent assault, vandalism, racial attacks or other serious breaches of discipline. The ultimate sanction is permanent exclusion. The LEA guidelines of the exclusion of pupils

¹ A child on a white report card must have it signed by the Year Leader and parents each day.

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are followed. On returning to school the child will be placed on red report to monitor their progress.

Only the Headteacher and, in his absence, the Deputy Headteacher or teachers may exclude a child. *No one else may send a child home for misbehaviour or require his/her parents to come and pick him/her up.*

If poor behaviour continues and it is felt that school have used all of the resources available to them, a referral to a Behaviour Unit for a short term placement may be considered.

PLAYTIME

We do not expect 'classroom' behaviour at playtimes. Children are expected to run about, shout and play. Our overriding concern is one of safety.

As in the classroom the profile of the teachers on duty is all-important. There should be an actual presence in the playground moving from place to place and acting to prevent possible misbehaviour. **TWO TEACHERS STANDING TOGETHER CHATTING DO NOT PROVIDE AN ACCEPTABLE LEVEL OF SUPERVISION.**

Teachers should send to the hall immediately any children who engage in dangerous play. This includes all fighting; including so called play fighting, kicking etc.

When a child reports to the teacher on duty that they have been hurt this should be properly dealt with;

'Go away and don't tell tales'

'Keep away from them then'

A child on a red report card must have it signed by the HT/DHT each day as well as the parents

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'Oh. You'll live'

Are not very helpful responses and do not help us to identify and help children who may be being bullied. As a minimum the duty teacher should be seen to speak to any guilty party. A few minutes 'time out' standing by the teacher on duty or off to one side can be used as an alternative to sending the child inside.

Children will be expected to go to the toilet, collect their coats and go outside.

They **WILL NOT** be permitted to re-enter school until the end of playtime.

Teachers on duty in the hall will be expected to check the junior cloakroom and toilets to ensure that all children have gone outside.

KEEPING IN AT PLAYTIME/LUNCHTIME.

If you keep a child in at playtime or lunchtime you must stay in the room yourself to supervise that child. The hall is only to be used for children who misbehave in the playground not for those who misbehave in class or don't finish their work.

ENHANCED LEARNING SUPPORT FOR CHILDREN WITH BEHAVIOURAL, EMOTIONAL AND SOCIAL DIFFICULTIES.

Some or all of the children may exhibit the following;

Lower levels

1. Difficulty in remaining on task.
2. Fluctuating responses to correction.
3. Disrupting the process of teaching and learning.
4. Disaffection or disillusion with the process of education
5. Problems in making peer relationships.
6. Moodiness and unpredictability.

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Higher Levels.

1. Despite individual support the child still makes no progress.
2. Disruption to the learning of peers despite intervention of WEBs team
3. Behaviour that is self-injurious and/or endangers others.
4. Significant unhappiness, stress or disaffection.
5. Unpredictable or 'unusual' behaviour, ie. not what you would expect, even from an EBSD child.

INTERVENTION

When children's behaviour falls outside normal school expectations the teacher will first use the behaviour strategies as defined in this policy.

If the children's behaviour continues to cause concern .A consultation with the Principal or Deputies will be held and the parents will be informed in writing. A copy of this letter will be placed on file.

SCHOOL ACTION

The teacher's concerns will be recorded on the ELST referral system and monitored parents will be informed.

The Behaviour LSA will investigate and suggest further action.

IBP may be set up

SUPPORT.

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The support provided may be small group work or individual discussion time led by a member of the behaviour team depending on the child's needs.

This time is planned, evaluated and recorded by the Behaviour team and these records shared with the class teacher.

MULTI AGENCY SUPPORT.

Consultation with outside agencies and parents.

Multi agency meetings.

IBP.

Pastoral Support Programme.

Partner Exclusion.

THE BEHAVIOUR TEAM: ROLES

Behaviour Specialist LSA/ behaviour team

Proactive in approach to children's behaviour management.

Discuss individually or in appropriate groups their behaviour.

To encourage the pupils to take ownership of their own behaviour and its consequences.

Monitor progress on a regular basis.

To liaise with class teacher ELST team and parents.

Withdraw appropriate groups for relevant activities.

In addition to the support given by the class teacher, children whose behaviour is causing concern throughout a year group may receive additional support from the Full Time LSA.

Children will be identified by class teacher and referred into the ELST the parents and CV Informed. Progress will be monitored by ELST and CV.

ELST Support Process

