



Wrangle Primary School Behaviour Improvement Policy

Reviewed March 2020



1. INTRODUCTION

The way we behave at school directly affects our ability to learn, teach and successfully communicate with others. Good behaviour and attitude is the backbone for sound learning at school and is the key to success and happiness.

Self-image is shaped from an early age. Too much criticism with too little praise and encouragement can lead to low self-esteem and feelings of failure.

Low self-esteem affects behaviour, learning and relationships.

A child who has sound self-esteem has a better chance of being successful in all areas of school life, and of being confident to learn.

Wherever children are growing, learning and testing the boundaries of acceptable behaviour there will be problems. Our success is tested by the way we deal with the problems; not by the absence of them.

This policy aims to set out the expected behaviour of everyone in our school. It defines 'good behaviour' and explains how we will encourage children to behave positively within school. This policy will define our methods of discouraging negative behaviour at Wrangle Primary School.

2. OUR MISSION

We want our school to be a secure, happy place with a family atmosphere, where everyone has mutual honesty, care, trust and respect, and where learning and teaching can take place in a calm and orderly environment in line with our Vision:

**At Wrangle Primary School we all have our
DREAMS**

Determination, Resilience, Excellence, Aspiration, Motivation = Success

The development of positive behaviour is the responsibility of everyone involved with the school.

DEFINING ACCEPTABLE BEHAVIOUR

Acceptable behaviour depends on the example of us all. Everyone has a positive contribution to make:-

- We all expect to be treated with respect, be listened to when talking, answered when we question and be treated as an individual.
- We all expect to be spoken to politely, be taken seriously and helped when needed.
- We all expect the views, thoughts and beliefs of others to be respected.
- We should all conduct ourselves in a calm, quiet and caring manner.
- We all expect to be able to work and play without fear or intimidation.
- We should all respect our school, our property and that of the people around us.
- Children will be expected to follow adults' requests and instructions.

3. ENCOURAGING POSITIVE BEHAVIOUR

Golden Rules

The School Golden Rules were agreed with stakeholders and form the basis of class rules.

1. I will listen, learn and show respect.
2. I will take care of and pride in our school.
3. I will be polite, friendly and helpful
4. I will not use bad language.

Classroom Rules

Children will discuss and formulate their own class rules which complement the school Golden rules. Adults will regularly remind children of, and refer to these rules.

Teachers should:

- ✓ Explain and demonstrate the behaviour we expect to see
- ✓ Expect high standards of behaviour, work, honesty and respect
- ✓ Be consistent
- ✓ Be positive and build relationships
- ✓ Know their pupils as individuals
- ✓ Arrive promptly and be prepared for the lesson
- ✓ Give praise for acceptable behaviour at every opportunity.
- ✓ Deal with poor behaviour according to the agreed behaviour charts displayed in class.

4. REWARDS AND INCENTIVES

A range of strategies will be used which include

- ✓ Awards / Certificates for acceptable behaviour, good work and effort in Celebration assemblies.
- ✓ Positive verbal praise.
- ✓ GEWPs (Great Elite Wrangle Pound)
- ✓ 'Privilege time' awarded to celebrate good behaviour.
- ✓ Children who are 'Good to be Green' will be celebrated in celebration assembly.
- ✓ Children who are 'Good to be Gold' (see appendix 1) will enter the raffle at the end of each half term.
- ✓ Use Headteacher as an incentive to share successes.

5. SANCTIONS

*Warnings will be given before sanctions are imposed so that children have the chance to make the right choices.

*We aim to emphasise to the child displaying unacceptable behaviour that it is the behaviour we do not like, not the child.

*A hierarchy of sanctions will be applied as displayed in classes on the Good to be Green charts.

*Staff will use their professional judgement to decide the level of sanction for a child. They will use the school behaviour policy to guide their judgement (see appendix 2).

*Regular discussions will take place to ensure that sanctions and levels are being applied consistently by all staff.

*Children who are given a red slip will have their parents contacted (appendix 3)

Children will usually have the opportunity to redeem sanctions by demonstrating positive behaviour.

A **monitoring sheet** may be used for tracking a child's behaviour during the day when poor behaviour is persistent.

6. SPECIAL NEEDS

All children will be included in the behaviour policy but consideration for particular needs or circumstances will be taken into account

The Headteacher will always be consulted when exceptions are made.

7. BULLYING

Bullying will not be tolerated in our school under any circumstances. Bullying is defined as any unacceptable form of persistent targeting rather than an isolated incident. Please refer to our Anti-bullying Policy.

8. USE OF RESTRAINT

In very **extreme cases**, there may be times when force has to be used to control or restrain a pupil. Such times may occur when de-escalation measures have failed, or in an emergency.

Key staff have undertaken Positive Handling training to be able to use reasonable restraint to prevent a pupil from doing, or continuing to do, any of the following:

- Injuring themselves or others;
- Causing damage to property (including the pupil's own property);
- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)

Additionally, teaching and support staff are also authorised to use reasonable force as above, to prevent a pupil from:

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of our pupils, whether the behaviour occurs in school or on school trips.

9. EXCLUSIONS

Exclusions occur rarely and are only put in place when all avenues to support positive behaviour have been explored. They will usually be Fixed Term, dependent on the situation. In the case where the behaviour is deemed too extreme then there may be a case for instant exclusion.

We use advice from the DfE '**Exclusion from maintained schools, academies and pupil referral units in England**'. We will follow the '**Lincolnshire Ladder of Behaviour Intervention**' and put the **Lincolnshire pastoral Support Programme**' in place to try to meet the needs of the child.

When exclusions are implemented it may be for behaviours such as

- Physical assault on a pupil or adult
- Verbal abuse / threatening behaviour
- Damage to property
- Theft
- Persistent Disruptive behaviour
- Bullying

Or any other kind of behaviour which contravenes the school behaviour policy and puts themselves, other pupils or adults at risk.

Exclusion will be a last resort following a comprehensive programme of support and with the knowledge and agreement of Governors and parents / carers throughout the process.

10. RECORDING INCIDENTS

*The Headteacher must always be informed if positive handling has been used.

*In all but minor incidents, a written record of the incident should be made and filed as soon as possible after the incident .

*In all but minor cases, parents will be informed of the incident by the Headteacher as soon as practical.

11. COMPLAINTS

Where a parent has a complaint then the school complaints procedure will be followed. Staff should be aware that the use of force might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures.

APPENDIX 1

Good to be Gold

Children who are 'Good to be Gold' will have been on the Gold Star for five weeks in a term. The Gold Star recognises those children who exhibit excellent behaviour all the time.

- All children start the week on the Gold Star. If a child loses minutes during the week, their name is removed from the Gold Star. All children who are on the Gold Star are congratulated in Monday's celebration assembly, and receive a star sticker for their Golden Ticket.
- All children who remain on the Gold Star throughout the week will be rewarded with a Golden Play on a Friday afternoon.

APPENDIX 2

The whole school follows a 'traffic light' system – every child starts on Green each day.

Green

Children who behave appropriately and work hard remain on green.

Amber

- Children will receive a 'warning', but if they continue to make poor choices, the child's initials are written on the whiteboard as a reminder to think about their behaviour. The child can 'earn this back' and have their name removed for excellent behaviour following the first offence. If the child's name is then put back on the board for further offences, this cannot be taken off again for the rest of the day.

Red

- For continued offences, the child's name moves to Amber and they lose a period of playtime (e.g. shouting out, not completing work, etc). Children in Reception and Key Stage 1 lose one minute at a time, those in Lower Key Stage 2 lose three minutes at a time, and those in Upper Key Stage 2 lose five minutes for each offence. This is recorded on the Minor Incident Log in the 'lost minutes' column. Further incidents result in additional loss of playtime. Lost playtime can be earned back with exemplary behaviour and effort, and this is recorded in the 'earned back' column of the Minor Incident Log. The same procedures apply to lunchtimes, but the sanction is immediate ('time out') and incidents are recorded separately, not on the Minor Incident Log.
- Any children who have lost playtime will stay in the classroom supervised by their class teacher or another member of the phase team. Any playtime lost during the afternoon will carry over to the following morning.
- At the end of each week, class teachers pass their Minor Incident Logs to the Learning Mentor who collates the information and monitors the frequency of low-level disruptive behaviour.
- A few children exhibit low-level disruptive behaviour persistently. The parents of these children will receive a letter should the total playtime lost exceed 20 minutes (Reception/KS1); 60 minutes (LKS2) or 100 minutes (UKS2) in a given month. This is monitored, and letters are sent on a monthly basis (see Appendix 4). The children meet with the Learning Mentor to discuss the reasons behind their behaviour so that additional support can be put into place.

Examples of behaviours leading to lost playtime (Amber):

- Using raised or loud voices that disturb others
- Talking repeatedly or fidgeting noisily during silent sessions
- Moving unnecessarily around the classroom, school etc.
- Initiating arguments
- Deliberately distracting others (nipping, poking, nudging etc.); refusing to share resources/materials etc.
- Monopolising the teacher's time
- Refusing to be quiet or sit still during listening times

APPENDIX 3

Red Slip

- Serious incidents result in the child's name being moved directly to a Red Slip. A red slip Incident Report Form (detailing triggers that led to the behaviour) is completed by the adult dealing with the incident and this is passed onto the Learning Support Team, who carry out further investigations. If a child's name is given a red slip, this results in the immediate loss of the following lunchtime. This cannot be earned back. The child is required to sit with an adult in the 'Reflection Room' during their lost lunchtime. They are asked to reflect on the incident and talk about strategies they can use to avoid repeats (with support if needed). Subsequent support may also be put in place from the Learning Support department. Mrs Thorpe informs parents/carers about the incident.
- When a child receives two red slip Incident Report Forms, they lose all their Golden Play for the week during which the second slip was issued, and tasks and supervision are provided by Mrs Thorpe in the 'Reflection Room' during this time. For any subsequent red slips issued, the child automatically loses their lunchtime for that day and Golden Play for that week. When a child receives a third red slip within one term, the Senior Teacher is informed, who speaks to the child about their behaviour; in addition, the child's parents/carers are invited into school to discuss the behaviour and strategies to improve it. The Senior Teacher, class teacher and Learning Mentor attend this meeting. In the event that a fourth red slip is received by a child in a term, the parents/carers are sent a letter asking them to attend a meeting with the head teacher (see letter sent to parents – Appendix 5).

Examples of behaviour leading to lost lunchtime/Golden Time (Red)

- Defacing another pupil's work; use of bad language
- Answering back to any adult in a disrespectful manner; cruel/racist personal remarks
- Persistently defying any adult working in the school
- Deliberately hitting, kicking, pushing, restraining or dominating others; defying or disobeying an adult
- Stealing or taking anything without the owner's consent
- Putting others into possible danger e.g. pushing during P.E. etc.
- Physically fighting with another child or a deliberate kick, push etc.
- Bullying (as defined in the Anti-Bullying Policy)
- Inciting others to bully
- Mild physical aggression towards an adult; vandalising others' property
- Threatening others with dangerous objects
- Persistence with earlier unacceptable behaviour, despite sanctions
- Inciting others to disruptive behaviour
- Shouting others down, including adults
- Running away from school premises
- Assaulting another child with an object
- Persistent recorded violence towards others
- Persistent abusive or offensive language
- Persistent bullying or incitement to bully
- Abusive sexual behaviour
- Physical assault on an adult
- Loss of self-control, so that restraint is needed to prevent injury
- Causing severe damage to property

Processes for issuing red slips

During lessons	At playtime	At lunchtime
<p>If the child is angry and needs time to calm down, a red card is sent to the Learning Mentor, who fetches the child from the classroom.</p> <p>Teachers strive to keep the children in lessons if possible (i.e. if they are calm and cooperative). Any red slips are taken to the SEN room by the TA before lunch, so the Learning Mentor / SENCO know which children will be attending at lunchtime.</p>	<p>Teachers hold red card while on playground duty. This is sent in with a responsible child if assistance is required. A red slip is completed by the teacher on duty and the child's class teacher informed. All incidents are investigated fully.</p> <p>Children issued with a red slip for inappropriate behaviour at playtime lose their lunchtime the same day.</p>	<p>MSAs investigate all incidents fully, then report to the Learning Mentor, who decides whether a red slip is necessary. If so, the MSA completes the slip and the Learning Mentor countersigns. If the child is angry, they are taken to the Reflection Room to calm down. If the incident is before 12.45pm, the child loses the remainder of their lunchtime. If it is after this time, they lose their lunchtime the following day.</p>

Letter sent to parent/carer informing of 20 minutes (YR/KS1), 60 minutes (LKS2) or 100 minutes (UKS2) lost playtime per month

Date.....

Dear

As part of our new behaviour system, we are closely monitoring incidents of low level disruption in classrooms; such behaviour is detrimental to the quality of teaching and learning for our children. Alongside sanctioning children, we would like to work with them to improve their behaviour.

We are writing to inform you that during the month of September, lost a total of playtime minutes due to consistent low level disruption in the classroom. He/she has already been sanctioned for this behaviour.

We would like to work in partnership with you and your child to reduce this negative behaviour. Therefore, your child will soon be having an interview with Mrs Thorpe to try and understand what the issues are and to see if any support is needed.

We would really appreciate you speaking to your child about this behaviour. You may already have spoken to your child's class teacher, but should you like any further details on the matter, please do not hesitate to contact the school.

If you have any other question relating to this, please contact Mrs Thorpe.

Yours sincerely

Mrs Sue Thorpe
Learning Mentor

Letter sent to parent/carer informing of 3 red slips

Date.....

Dear

I am writing to inform you that your son/daughter has unfortunately now received three red incident reports this term. We are becoming increasingly concerned about this behaviour and the serious incidents that are occurring. We would like to work with you and your child to support his/her specific difficulties in following the school behaviour policy.

..... has received support, and strategies have been suggested and trialled however these no longer seem to be having a positive effect on his/her behaviour. We would therefore like to invite you in to discuss these concerns and to see if we can find a way to move forward in a more positive manner.

If your child receives another red incident report, you will be informed immediately, and invited to come in to discuss their behaviour with to Mr Petch, our Head teacher.

We would like to invite you in on at to discuss this further. If you are unable to attend this appointment, please contact Mrs Thorpe and we will do our best to accommodate another time or day for you.

Yours sincerely

Mrs Sue Thorpe
Learning Mentor