



WILSON PRIMARY SCHOOL BEHAVIOUR POLICY

GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT

The school is a community where children and adults live, work and play together and, like any other group of people, we all need to know what is expected of us so that we can act in a way that does not hinder, endanger or upset others. The staff and governors seek to promote the consistent application of positive behaviour management, so that children can learn to socialise and interact with others with courtesy, honesty, kindness and respect. We believe that children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do this. Children and adults need to feel safe with no distractions from disruptive influences.

The purpose of improving the quality of behaviour is to:

- ensure that children know what good behaviour means;
- enable teachers to teach effectively;
- encourage everyone to have a positive attitude towards self, others and work;
- respect the variety of cultures and beliefs within our community;
- develop an understanding of the importance of caring for our environment;
- enable parents to feel confident that their children are developing personally, socially and academically;
- enable children to take responsibility for their behaviour;
- help children develop attitudes and values that enable them to make a positive contribution to their community.

HOW WE ENCOURAGE GOOD BEHAVIOUR

We believe good behaviour should be recognised through praise and rewards. These may include:

- ☺ smile and other body language
- ☺ words – spoke and written
- ☺ sharing with laughter
- ☺ privileges e.g. giving children responsibility, special jobs
- ☺ celebrating with the class
- ☺ stickers
- ☺ certificates - Headteacher's Award, Housepoints, Value of the Month badges
- ☺ positive letters/postcards to parents

- ☺ ignoring low level misbehaviour (unless it is disrupting the class) – in this way children learn that good behaviour gets them attention from the teacher

REWARDS

PRAISE LOUDLY!
STICKERS
HOUSEPOINTS
PRIVILEGES E.G. RESPONSIBILITY, SPECIAL JOBS
POSITIVE POSTCARDS HOME
SPEAKING TO PARENTS ABOUT GOOD BEHAVIOUR
CERTIFICATES HEADTEACHER'S AWARD, HOUSEPOINTS
SENDING CHILD TO SHOW GOOD WORK TO ANOTHER TEACHER OR HEAD/DEPUTY
STAR OF THE WEEK!
VALUE OF THE MONTH BADGES– LINK VALUES TO BEHAVIOUR

WHAT IS UNACCEPTABLE BEHAVIOUR?

If a child chooses not to operate within the clear boundaries of our school rules we will talk to the child explaining why the behaviour is unacceptable and discuss a more appropriate way of acting. It will be made clear that if the child chooses to continue to behave in the same way then a sanction will be invoked. Such behaviour includes:

Low Level Disruptive Behaviour

- Chatting during lessons
- Running through the school building
- Not standing still and being quiet during hands up/when bell rings
- Talking or being silly in assembly
- Play fighting
- Dropping litter in the school building or school grounds
- Calling out during discussions
- Inappropriate behaviour when lining up
- General silly behaviour

Low Level+ Disruptive Behaviour

- **Frequently committing low level disruptive behaviour**
- Throwing/flicking rubber, pencil, ball of paper etc
- Snatching or pushing deliberately
- Deliberately hurting another child (once)
- Deliberately pushing someone (once)
- Inappropriate behaviour in the toilets
- Spitting
- Leaving class without permission (one occasion)
- Rude replies in tone rather than words
- Name calling or teasing others
- Throwing food in dining hall

Challenging behaviour

- **Continually committing low level+ disruptive behaviour**
- Swearing at staff / children
- Spitting at adult / child
- Constant refusal to work
- Hurting other children on purpose e.g. kicking, punching (more than once)
- Threatening behaviour
- Bullying
- Refusing to do what an adult tells him/her - blatant refusal, or ignoring an adult
- Pushing or hitting staff
- Racist behaviour
- Stealing
- Deliberately damaging property
- Leaving class without permission (more than one occasion)
- Abuse by e-mail or on school blog

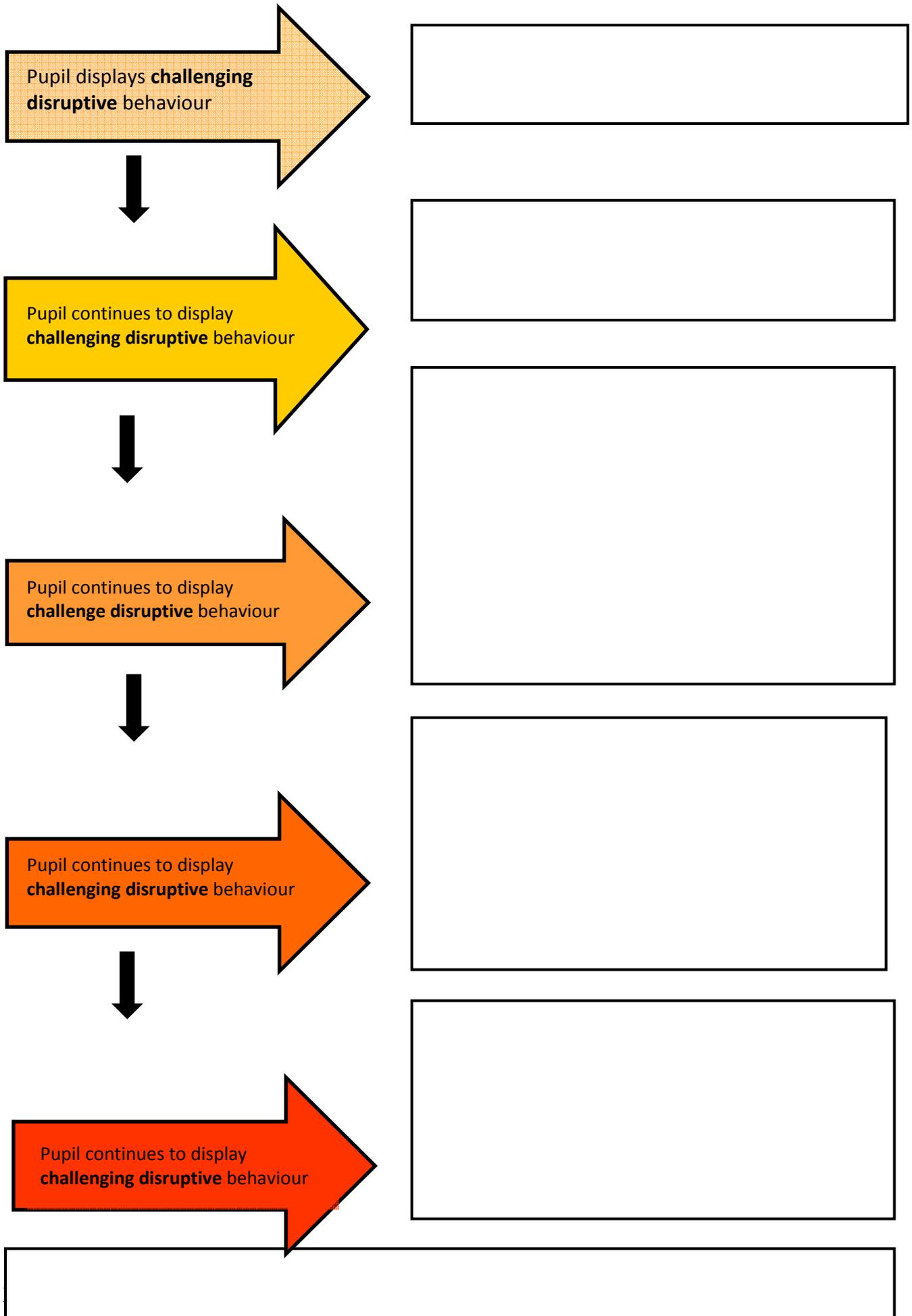
Every situation is dealt with on an individual basis and sanctions will depend on the severity of the incident.

MANAGING UNACCEPTABLE BEHAVIOUR

Wilson Primary School uses different levels of intervention and support for managing the improvement of unacceptable behaviour. When an incident has occurred, the member of staff responsible for the child at the time will deal with the behaviour and, when it is not the class teacher, inform the class teacher of the incident and any action that was taken.

Some incidents of extreme behaviour may need to be referred to the Head immediately.

Teacher Guide for Response to Challenging Disruptive Behaviour



Team Teach Approach

Staff have received Team-Teach training. Team Teach encourages staff to appreciate the influence they can have on the feeling, thinking and behaviour of the children they work with. The Team –Teach approach is committed to 'positive handling'. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It involves personal behaviour, diversion, de-fusion and de-escalation. In the minority of situations where physical restraint may form part of a positive response this does not mean that it is an alternative to all the other strategies.

TRACKING OF BEHAVIOUR

Behaviour Slips (Classroom and Playground) must be sent to Head / Deputy where a record of incidents will be logged.

If a pupil is noted on a Behaviour Slip (Classroom and/or Playground) on **three occasions in one week**, they will be internally excluded and work in another classroom and their parents / carers will be informed.

Classroom Behaviour Slips will be recorded on orange paper

Name:		Date:	
Class			
Teacher			
Behaviour (circle)	Low Level Disruptive	Challenging Behaviour	
Reason			

Lunchtime Behaviour Slips will be recorded on pink paper.

Name:		Date:	
Class			
Teacher			
Behaviour (circle)	Low Level Disruptive	Challenging Behaviour	
Reason			

LUNCHTIME BEHAVIOUR

OUR PLAYGROUND AGREEMENT

If your behaviour is inappropriate in our playground then you will be sent to Time Out.

Examples of the types of behaviours that are inappropriate are listed below:

- Shouting angrily
- Inappropriate physical games including play fighting
- Not listening to the adults in the playground
- Answering back
- Throwing people off playground apparatus
- Hitting or kicking anyone with hands or feet
- Swearing and / or inappropriate language
- Name calling
- Taking other people's things without asking
- Unkindness – not letting others play
- Inappropriate behaviour in the toilets
- Inappropriate behaviour in the dining hall
- Dropping litter

First Incident:

- Warning – reminder of rules / Values

Second Incident:

- Sit away for Time Out

Third Incident:

- Leadership Team to be informed
- Playground Behaviour Slip completed

Additional Information

- A log of all Playground Behaviour Slips will be kept in a folder in the Head's Office.
- At the end of each week, a line will be drawn under the last entry in order to start afresh the following week.

OTHER THINGS TO REMEMBER!

- Focus on the positive as much as possible
- Try to turn every situation into a positive so that the children who are behaving are rewarded with your attention, while dealing quietly with the few that step out of line
- Give children attention for good things not bad things
- Quiet reprimand, loud praise
- Set work, which challenges the more able and supports the less able, so we give the children no excuse to misbehave!
- Whole class/group punishments should be avoided as it is unfair and breeds resentment
- It is important that the sanction applied is not out of proportion to the offence
- Remind the children that learning is the most important part of being at school and that we are introducing this new system to enable them to learn better!
- Be consistent!

Do all you can to avoid

- Humiliating - it breeds resentment
- Shouting - it diminishes you
- Over reacting - the problems will grow
- Blanket punishment - the innocent will resent it
- Over punishment - never punish what is not proved
- Sarcasm

Do all you can to

- Use humour - it builds bridges
- Keep calm - it reduces tensions
- Be positive and build relationships
- Carry out sanctions you have to make
- Be consistent
- Always apply school rules positively

ACTION AGAINST BULLYING

WHAT IS BULLYING?

Bullying takes many forms. Bullying can be short term or can continue over years. Bullying can be physical or verbal or even just a look.

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else. To do this the bully has a form of power over the victim. Some bullies will use threats of violence or actual physical intimidation; some will use verbal malice or exclusion; young children often use aggressive behaviour to bully others.

WHO IS A BULLY?

There are many traditional stereotypes of the bully and the victim. However there are no unique characteristics that add up to a bully and bullies are not easily recognisable.

Bullies can also be victims.

All bullies have some things in common:

- bullies tend to have assertive, aggressive attitudes over which they exercise little control;
- bullies tend to lack empathy, they cannot imagine what the victim feels;
- bullies tend to lack guilt, they rationalise that the victim somehow “deserves” the bullying treatment.

HOW WE WILL DEAL WITH BULLYING.

We believe that children should be taught how to deal with bullies. They will learn:

- that no one has the right to hurt them
- that they do not have the right to hurt anyone else
- that it is good “to tell”

When we discover a bullying incident we will:

- remain calm and in charge
- take the incident or report seriously
- take action as quickly as possible

- determine whether those actions should be private or public
- reassure the victim(s)
- offer help, advice and support to the victim(s)
- make it clear to the bully that their actions are totally unacceptable
- encourage the bully to understand the victim's point of view
- punish the bully within the agreed school sanctions
- explain clearly the punishment and why it is being given
- inform other staff and parents
- ensure that the bully is given opportunity to make reparation
- make sure that the incident does not live on after it has been dealt with
- ensure that the victim is OK but never overprotect
- monitor the children involved until satisfied that the relationship is stable.