



Wallington Primary Academy

Policies and Procedures

Behaviour Policy

Date Adopted: 1 April 2018
This Review: n/a
Next Review: Autumn 2018

Behaviour Principles

At Wallington Primary Academy we have high expectations of behaviour. We believe that good behaviour is learned and is as legitimate an outcome of the process of education as academic success.

Pupils are more likely to develop self-discipline when there are clear guidelines as to what constitutes acceptable behaviour, when they receive praise for behaving appropriately and when they can be confident that the adults around them will deal with unacceptable behaviour in a fair and consistent manner.

Our school/services promote the values of mutual respect, self-discipline and social responsibility. We believe that these can best be achieved within a caring, supportive environment where the parameters of acceptable behaviour are clearly understood by the whole of the Wallington Primary community.

All members of staff work together to adopt a positive, consistent approach to managing behaviour with the emphasis placed upon reinforcing appropriate behaviours. Behaviour that is inappropriate, or detrimental to the well-being of any member of Wallington Primary community, will be dealt with firmly but fairly at all times.

We expect all children to abide by the 'pupils choices' in order to create a safe and happy place in which to work and learn. It is essential that a set of clear and simple rules should be observed by all our pupils. Our Pupils' Choices are designed in such a way as to be understood by all children. Symbols are used to illustrate each choice.

We believe that parents and school/services must work in partnership if our behaviour policy is to succeed. Parents have the right to expect that the school/service will provide a harmonious environment in which their pupils can learn, play and develop increasing social awareness. Parents must share responsibility for the behaviour of their own children by supporting the staff of the school/service in the maintenance of discipline.

The Governing Body has an overall responsibility for ensuring that the Behaviour Policy of the school/service is maintained. The 1997 Act states that the Governing Body is charged with the duty to produce a written statement of general agreed principles.

Pupils, staff, parents and the governing body share a collective responsibility for promoting a high standard of behaviour within Wallington Primary. We believe that by working together we can promote positive values within our school/service.

OBJECTIVES

Our staff will:	Our parents will:	Our Governing Body will:
<ul style="list-style-type: none"> adopt positive approaches to managing pupils' behaviour 	<ul style="list-style-type: none"> work closely with the school/service to ensure that pupils do not experience conflict between home and school/service regarding acceptable behaviour 	<ul style="list-style-type: none"> agree and review the general principles which underpin this policy
<ul style="list-style-type: none"> be consistent in their management of pupils' behaviour 	<ul style="list-style-type: none"> support the Headteacher and Staff in their management of pupils' behaviour 	<ul style="list-style-type: none"> support the Headteacher and Staff in the maintenance of the Behaviour Policy
<ul style="list-style-type: none"> present appropriate role-models to our pupils by dealing fairly and rationally with instances of inappropriate behaviour 	<ul style="list-style-type: none"> share concerns about their own or other pupils' behaviour so that home and school/service can work in partnership to find solutions 	<ul style="list-style-type: none"> liaise with the Headteacher and Staff over issues of discipline that may affect the smooth-running of the school/service
<ul style="list-style-type: none"> listen to genuine grievances and show sensitivity to pupils who are distressed 	<ul style="list-style-type: none"> encourage their pupils not to 'hit back' as this is often escalates situations 	<ul style="list-style-type: none"> liaise, where necessary, with parents who have concerns regarding matters of discipline within the school/service
		<ul style="list-style-type: none"> act as intermediary when matters of discipline cannot be satisfactorily resolved between home and school/service

PUPILS' CHOICES

At Wallington Primary we choose to:

1. Respect each member of our community
2. Keep hands and feet to ourselves
3. Stay calm
4. Take responsibility for our own actions
5. Follow instructions given by adults
6. Listen when others are speaking
7. Be kind to others
8. Try our best and allow ourselves and others to learn
9. Tell the truth
10. Look after our school

Class teachers will devise specific classroom choices based on the Pupils' choices, appropriate to their pupils' ages and their particular classroom organisation.

PUPIL'S CHOICES

At Amy Johnson Primary School we choose to:

1. Respect each member of our community
2. Keep hands, feet and objects to ourselves
3. Stay Calm at all times
4. Take responsibility for our own actions
5. Follow instructions given by adults
6. Listen when others are speaking
7. Be kind to others
8. Try our best and allow ourselves and others to learn
9. Tell the truth
10. Look after our school

MANAGING BEHAVIOUR

Encouragement for pupils who are behaving well

Certificates for behaviour and learning from previous week to be awarded and celebrated in a weekly assembly.(2 certificates per class)	House points awarded resulting a mufti day for winning house every term	Sports personality, Courtesy and Friendship cups awarded termly	Stickers to be used at discretion of individual teachers/staff	Use incentives such as marbles-in-the-jar (for example) to earn whole class rewards	School council encouraged to model positive playground behaviour and initiate reward schemes e.g. Manners Matter Tokens
To be appointed as buddy/role model for younger children	School Council certificates nominated by the children	Weekly certificates for lunch time behaviour awarded by mid-day supervisors	Rewards recorded on SIMS to build up achievement points		

INAPPROPRIATE BEHAVIOUR

All staff have joint responsibility to deal with a child who deliberately refuses to abide by the Pupils' Choices	We believe that by promoting positive behaviour throughout the school the majority of our pupils will develop self-discipline and learn to co-operate with others at all times.	Some pupils may exhibit inappropriate behaviours from time to time and will know that there will be a consequence for this behaviour.
All infringements of Pupils' Choices will be dealt with immediately, in a fair and consistent way, by any adult witnessing them. Failure to observe Pupils' Choices will be written up on the school/service Green Incident Forms as soon as possible after the event and circulated to the appropriate staff.	It may be necessary on occasion to use physical intervention when addressing inappropriate behaviour for the safety of the child, adults or other children around them. This will only be used as a last resort and only by staff trained in 'Team Teach'. Any physical intervention will be recorded on the Green Incident Form and reported to parents.	We will endeavour to identify why inappropriate behaviour is occurring and to address the causes. Use of a behaviour log will help to identify triggers.
Early intervention with behaviour difficulties is key and consistent use of positive behaviour management should be used to avoid escalation where possible.		

CONSEQUENCES OF NOT FOLLOWING THE CHILDREN'S CHOICES

- Parents will be given a copy of the Pupils' Choices when their child enters school/service. These are the same across the whole school/service.
- Parents will be involved at any stage. Teachers will talk to parents informally if they have concerns about pupils' behaviour and will ensure that parents have the opportunity to share any concerns they might have.

In school (**KS1&2**) / service, these are the strategies that we will use when a child does not follow the children's choices:

In the classroom:	In the playground/outside areas:
Consistent use across the school of 'Good to be Green System' (School Only)	A non-verbal reminder
A non-verbal reminder.	A verbal reminder
A verbal reminder.	Play Centre have a time out area which is used for a child to reflect on their behaviour
Relocate within class/room.	Lunchtime detention – (school) <ul style="list-style-type: none"> ○ Children will be required to leave the playground immediately ○ Teacher on duty in detention to reflect with child using pupil incident form as guidance for discussion If a child is recorded as having attended detention three times in any half term a letter will be sent home advising parents/carers
Time out in with an SLT member or member of the inclusion team to follow the Inclusion Model (see appendices) (School)	Refer to inclusion support team for data collection and further intervention
Persistent or severe incidents may result in a child receiving an Internal exclusion and a letter will be sent home to parents.	
In the Play Centre children will be required to complete time out session. If behaviour persists parents will be contacted and the child excluded from the rest of the session.	
Class teacher/play worker will also complete an incident form before the end of that day and parents will be contacted where applicable.	
Refer to inclusion support team for data collection and further intervention/strategies.	

In school (**Foundation Stage**) / service, these are the strategies that we will use when a child does not follow the children's choices:

In the classroom:	In the playground/outside areas:
A non-verbal reminder.	A non-verbal reminder.
A verbal reminder.	A verbal reminder.
Time Out within class.	5 minutes holding Mid-day Supervisor's hand to observe their friends who are making good choices. <ul style="list-style-type: none"> ○ On the second occasion, the child's parents will be contacted.
Refer to inclusion support team for data collection and further intervention.	Refer to inclusion support team for data collection and further intervention

CIRCLE TIME

All teachers build Circle Time into their Personal, Social and Health Education Programme (PSHE) or SEAL (Social and Emotional Aspects of Learning). The purpose is to provide pupils with an opportunity to discuss feelings or problems in a 'safe' environment and to assist each other in reaching solutions.

SCHOOL COUNCIL

The School Council has been renamed as The School Parliament and comprises of 2 elected pupils from each class (Years 2-6) who meet with member of the Inclusion Team and SLT. They are expected to promote positive behaviour and act as buddies/mentors to pupils throughout the school. They will listen to pupils' concerns and discuss issues that contribute to school improvement. There is also a heavy focus on promoting British Values and will be asked to plan opportunities to develop the school's knowledge and understanding of this area. They also have responsibility for deciding on and planning events to support our annual chosen charity.

EXCLUSIONS

Section 6 of the Education Act 1997 amended the law on fixed period exclusions. Since 1st September 1998 the Headteacher or a designated representative may exclude a pupil for up to 45 school days in a school year.

When a pupil is excluded for a fixed period of more than two days, the school will arrange for the pupil to receive school work to do at home.

Type of Exclusion

Exclusion at Lunchtimes/break play for a limited period.	Internal exclusion away from immediate peers
Temporary Fixed-Term exclusion from school.	Permanent exclusion from school.
At the Play Centre this will include exclusion for the rest of the session or for more serious incidents may result in exclusion for a longer period of time (see supervision and exclusion procedure)	

MONITORING AND EVALUATION

A range of data is collected to monitor patterns of behaviour across the school/service and to ensure well being and safety for everyone. This includes:

- Incident/concern forms.
- Individual behaviour logs
- Racial harassment records.
- Lunchtime detention records.
- Exclusions.
- Risk Assessments for more serious incidents (see appendices for risk assessment procedures)

The Inclusion Team is responsible for collating this information, monitoring forms and reporting back to SLT termly.

OUTSIDE AGENCY SUPPORT

PRIMARY BEHAVIOUR SUPPORT TEAM	PRIMARY MENTAL HEALTH WORKER
The school works closely with the London Borough of Sutton Primary Behaviour Support Team (BST) . We will refer pupils who are causing concern and are at risk of exclusion. If appropriate, BST will come into school to work with the child concerned in an effort to modify the behaviour. In addition, the service offers Link Meetings for staff to support in developing alternative strategies.	Some behavioural difficulties link to mental health needs. The Child and Adolescent Mental Health Service (CAMHS) can be referred to in extreme circumstances where there are concerns over specific behaviour conditions. Wallington Primary also 'buys into' the Primary Mental Health Worker Service which can be accessed on a referral basis to help assess whether further specialist assessment may be required.

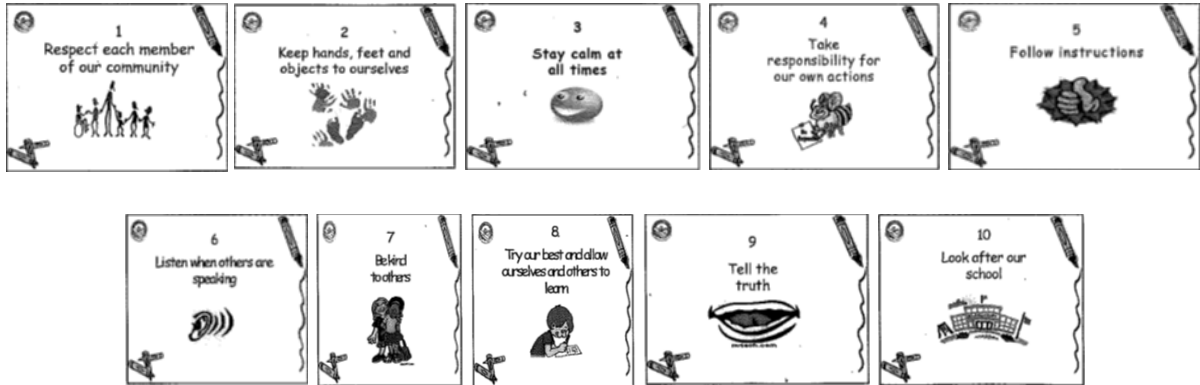
CONCLUSION

The Behaviour Policy is designed to provide all adults working in our school/service with a common framework. It has been produced by all members of the Wallington Primary community. Its purpose is to ensure that Wallington Primary Academy and Aviators Holiday Club are safe and happy places for all.

APPENDICES

PUPIL REFLECTION

Which Pupil Choice did you break?



What did you do?

What should you have done?

What will you do now?

Signed

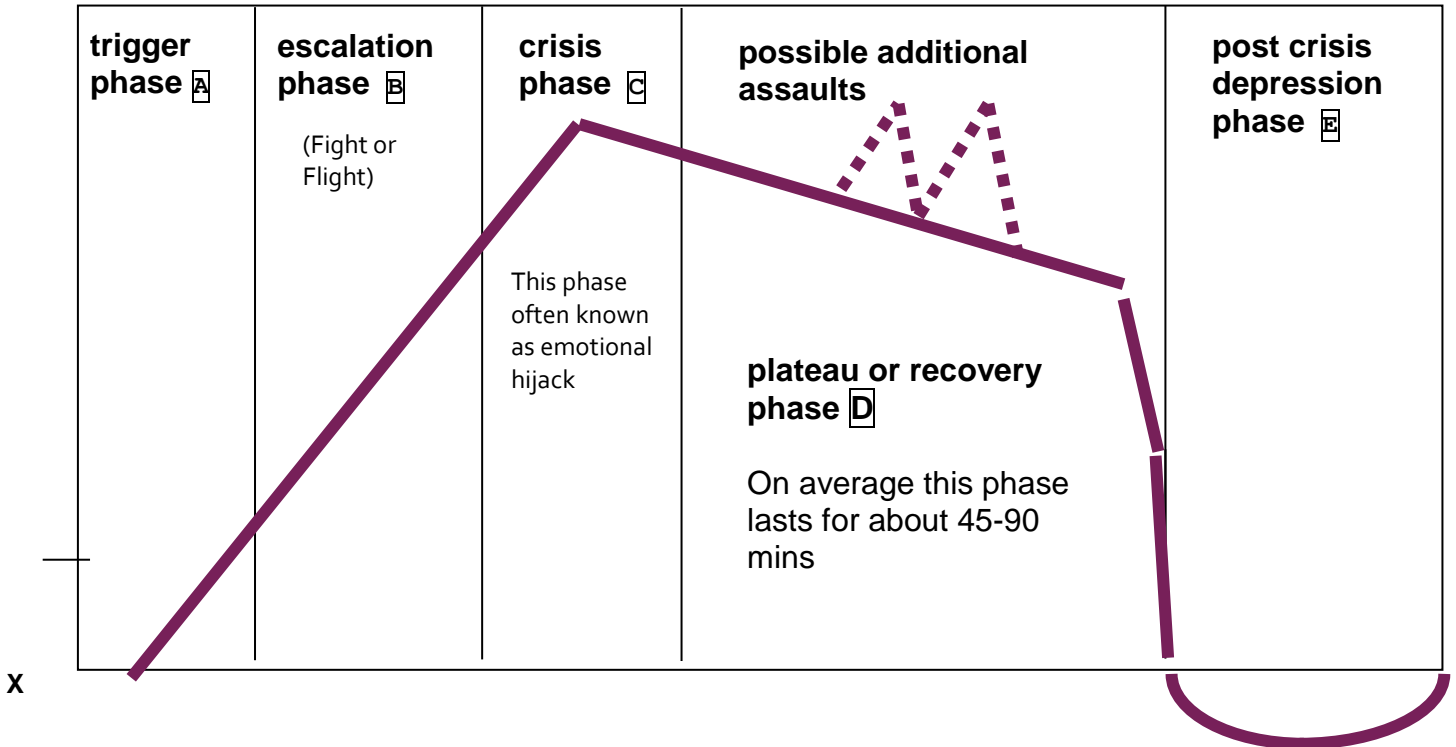
The Wallington Primary Inclusion Model.

Research by the 'Children's Workforce and Development Council' shows that after a serious incident or 'crisis', children may need up to 2 hours for appropriate de-escalation/recovery time in order to prevent further crisis occurring.

Anger Assault Cycle

Adapted from Faupel et al (1998, p. 37)

This diagram below shows the anger assault cycle and demonstrates what happens when there is an 'anger assault' on the body.



In order to structure necessary support for the children the Inclusion Team have come up with the following model.

Aim

- To provide suitable inclusion support for children who have had a crisis and need a length of time for de-escalation.
- Ability to provide the time needed to explore the issues arising from the crisis and ensure they have fully recovered before returning to class.

Existing problems

- Children being returned to class too early after a crisis without the sufficient de-escalation time.
- The same children re-offending in the same morning/afternoon
- The 'offenders' triggering other behaviour problems in class due to lack of recovery time.

What we need to resolve this

- Nominated person (Mandy) who is a trained specialist leader in behaviour and attendance, which will provide the support set up in the model below.

The Model

- Initial call out will take 'unknown' amount of time depending on the child's co-operation and emotional state.
- Bring the child to Room 6 (SLT office if Rm 6 is unavailable).

Timeframe	Intervention/support in place
10-15 mins	Child sits in room 6/SLT room, given sensory toys, bubble timer etc to calm them down. No verbal interaction/discussion will take place between child and adult.
10-15 mins	If/when child is ready, a discussion will take place about what happened, looking at triggers/reactions/feelings/behaviours using a written format to record for evidence
10-15 mins	Activity tailored to the need of the situation to help address the issue. This may include dustbin game, timer/instruction following activity/emotions activity etc. A range of activities and resources will be planned and kept in Rm 6 for this purpose.
15-30 mins	When ready for work, work will be brought to Rm 6 for them to complete under supervision. They WILL NOT return to class at this point due to possible re-escalation of crisis as they will still be in the recovery phase.
5-10 mins	Free time to relax for a few minutes
5-10 mins	Complete a further small piece of work before returning to class
	On return, set expectations using pupil choice picture cards.

Expected outcome

There will be fewer repeat offenders being removed from class throughout the day as they will be returning to class after the post crisis phase rather than in the middle of recovery time when there is a high risk of re-offending.

Risk Assessment Procedure

Risk assessments should be automatically carried out during all incidents in order to assist with decision making. These will be recorded on the green incident forms. However, in the event of **serious incidents**, repeated incidents or concerns, it will be necessary for a risk assessment form to be completed. This will be requested by a member of SLT, the teacher will initiate it by completing the unsafe behaviours observed and existing strategies and support in place. It will then be emailed to a member of the Senior Leadership Team in order to address and action the necessary points in order to minimise future risk.

On completion of the risk assessment form, the following procedure must take place;

- A printed copy given to the class teacher/play worker to read
- The class teacher/Aviators Holiday Club Manager to share this with all other appropriate members of staff involved with the child
- Completed Risk Assessment form to be Kept in Inclusion file in class
- It is the class teacher's responsibility to raise any concerns regarding implementing the actions with the person who completed the form
- A copy printed and kept in the SEN file
- An electronic copy saved on FROG OS, (in health and safety world, completed risk assessments)
- The person completing the risk assessment to inform the Health and Safety officer and all other members of SLT

It is essential that all staff involved adhere to the actions on the risk assessment and alert their line manager to any issues preventing its implementation.

Risk Assessments should be reviewed and adapted as necessary to ensure the safeguarding of the children.