



# Wickersley Northfield Primary

Part of White Woods Primary Academy Trust

## Behaviour Policy 2018-19



## Aims and Expectations

It is our aim that every member of our school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We aim to accomplish this by:

- Ensuring the behaviour policy is followed consistently by the whole school
- Expecting high standards of behaviour from pupils at all times
- Ensuring all pupils follow 'The 5 bees' (Appendix A)
- Developing a mutual respect between all pupils and staff and pupils, where all pupils are treated fairly
- Encouraging pupils to be positive, responsible and increasingly independent member of the school community
- Creating an environment where pupils want to participate and belong
- Promoting good behaviour, kindness and co-operation
- Rewarding and acknowledging good behaviour

## Behaviour Management

At Wickersley Northfield the majority of pupils behave well. We strongly believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities promotes independence and good behaviour. Staff aim to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils. We use positive behaviour strategies to encourage and promote good behaviour, wherever possible.

## Our school rules - 'The 5 Bees'



- All pupils are expected to adhere to the school rules 'The 5 bees', which were developed by the school council
- All classes develop their own class rules at the start of every year
- Home school agreements are discussed and signed at the start of every year (Appendix B)

## Rewards

By using positive systems of reward and reinforcing good behaviour, we foster children's positive self-esteem.

We aim to reinforce positive behaviour by:

- Praising and encouraging good behaviour
- Rewarding pupils when they are caught doing the right thing
- Saying what we want to see
- Encouraging pupils to be role models and playground buddies at playtimes
- Including positive comments on a piece of work - marking and feedback
- Sharing a child's good work with the whole class, another teacher or the head teacher
- Sharing work in the school's mentions assembly
- Informing parents through notes or messages
- Giving pupils a sticker or dojo point
- Giving raffle tickets in KS1 at break times
- Choosing two pupils each term to attend 'Head Teacher Awards'

## Sanctions

There are occasions when a pupil's behaviour is unacceptable and needs to be addressed to ensure a safe positive learning environment continues.

We aim to modify behaviours by:

- Redirecting pupils' attention
- Verbally reprimanding pupils
- Making pupils repeat tasks
- Moving the pupil to another place within the classroom
- Pupils missing a break time
- Moving the pupil to another class
- Sending the pupil to the Head teacher
- Inviting parents into school to discuss behaviours with class teacher/Head teacher
- Setting up home school diaries
- Giving fixed term exclusions
- Giving permanent exclusions

The strategies used will depend on the circumstances and the individual needs of the pupil.

## **Break Time Supervision**

Our staff encourage pupils to be active and play games, promoting good behaviour through praise and reward.

We aim to modify behaviours by:

- Redirecting pupil's attention
- Verbally reprimanding pupils
- Asking pupils to walk around with them for 5 minutes
- Stopping pupils from taking part in a certain activity outside e.g. football
- Sending the red hand inside with another child, for another member of staff to escort the pupil in
- Inviting parents into school
- Sending pupils home during the lunch period

## **Bullying**

Our school does not tolerate bullying of any kind. If an act of bullying or intimidation has taken place, action is taken immediately to stop any further occurrences of such behaviour. Please refer to separate anti bullying policy.

## **Use of Physical Intervention**

Staff only intervene physically to restrain pupils to prevent injury to a child or if a child is in danger of hurting themselves. The actions that are taken are in line with government guidelines on the restraint of children. Staff in school have undertaken 'Team Teach' training to support the safe restraining of pupils. This is carried out, where necessary, for the safety of all concerned.

## **Positive Handling Plans and Behaviour Management Programmes**

When classroom management is not effective in dealing with incidents of inappropriate behaviour, it may be necessary to write a behaviour management programme and a handling plan. (Appendix C & D) Class teachers are responsible for writing the plans in consultation with the senior leadership team. The programme includes behaviour at present, possible triggers, how to manage the environment and clear instructions on how to intervene. The handling plan will provide clear guidance on which positive handling technique should be used. The programmes will be reviewed termly.

## **Positive Handling Incidents**

All incidents involving positive handling will be recorded in the positive handling book. (Appendix E for an example sheet)

## **Exclusions**

Foul and abusive language, physical violence towards staff, wilfully leaving the supervision of staff and persistent refusal to co-operate with staff are all seen as stepping outside the behaviour policy. In such instances pupils will be withdrawn from the classroom and parents will be contacted to take the pupil home.

The Head teacher may decide to exclude a pupil for a fixed term exclusion, where the severity of an action requires a corresponding sanction. The Head teacher can exclude a pupil for one or more fixed periods, for up to 45 school days in one school year. The length of the exclusion will be at the discretion of the Head teacher. When a pupil has been excluded the parents will be informed immediately and work will be provided for the child to complete at home.

For fixed term exclusions longer than 5 days, the school will arrange suitable full time education from the sixth day. If a pupil is permanently excluded, the local authority will arrange full time education from the sixth school day.

## **Complaints**

- Should parents or pupils be dissatisfied with the rewards or sanctions given they should discuss their concerns directly with the school. If for whatever reason this does not resolve the issue, they may make a formal complaint via the school's complaints procedure.

## **Monitoring and Reviewing the Policy**

- The Head teacher will ensure that this policy is implemented and monitored and is made known to parents/carers, staff and pupils.
- The policy will be reviewed in July 2019.



## 'The 5 bees'



At Wickersley Northfield Primary School,

we will.....



**Be safe.**



**Be respectful.**



**Be kind.**



**Be honest.**



**Be proud.**



### **The School Promise**

Wickersley Northfield Primary will:

- Treat children fairly and encourage children to develop positive relationships.
- Encourage children to behave well and provide a safe, secure and stimulating learning environment.
- Encourage each child to strive for excellence in all that they do.
- Provide a broad, balanced and exciting curriculum tailored to the need of each pupil.
- Keep you regularly informed of your child's progress and about school activities and events.
- Provide interesting and exciting clubs, trips and other activities.
- Let you know of any concern that we have.
- Provide homework in line with the school's home learning policy.

Signed \_\_\_\_\_

### **The Pupil Promise**

I will:

- Show honesty and respect to other children and adults.
- Behave appropriately and sensibly, following the school and class rules.
- Look after all school property and use it correctly.
- Always try my best in all my work, including my homework and work hard to achieve my targets.
- Ask for help with my work if I need it.
- Bring to school everything that I need for the day, including my PE kit and book bag.
- Tell a member of staff if I am worried about anything.
- Arrive at school on time and be ready to learn at the start of all my lessons.
- Be a good friend by caring for others.
- Wear my school uniform with pride.

Signed \_\_\_\_\_

### **The Parent Promise**

I/We will:

- Be respectful to other adults and children whilst in school and on school property.
- Encourage my child to behave well and be supportive of school policies; particularly in relation to behaviour.
- Ensure that my child attends school regularly and on time and notify the school of any absences.
- Ensure my child comes to school in the appropriate school uniform.
- Encourage and support my child with their homework and ensure it's handed in on time.
- Take an interest in my child's learning by attending Open Evenings and other school events.
- Inform the school staff in a calm, supportive manner of any problems which may affect my child's health, work or behaviour.

Signed \_\_\_\_\_

**Wickersley Northfield Primary**  
**Aims of the School - Vision**

- To create lively and enquiring minds.
- To help children acquire knowledge, concepts and skills that will give meaning to the world in which they live.
- To help children realise their full potential academically, physically and socially.
- To develop, in all children, positive attitudes to work, learning and school.
- To develop in children a good self-image, self-discipline and an awareness and sensitivity to others.
- To create for children, a safe, secure, happy and stimulating environment.
- Ensure the school community continually strives to improve.
- Provide a quality education with stimulating first hand learning experiences and skills for future life.

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Head Teacher:  
Miss C Middleton



**Wickersley Northfield**  
**Primary School**

Part of White Woods Primary  
Academy Trust

**Home School Agreement**  
**2018-19**



Child's name

\_\_\_\_\_

Class

\_\_\_\_\_



## Behaviour Management Programme

### Behaviour Management Programme

Date

#### Aims

..... needs to be able to comply with staff's instructions without going into crisis and leaving the lesson.

#### Description of behaviour at present

During last term ..... behaviour continued to remain very challenging, due to this behaviour ..... was put on a bespoke timetable the majority of lessons were delivered in room six 1:1. This wasn't 100% successful. .... has now rejoined her class and his following the curriculum.

Over the past three weeks ..... behaviour has improved. She still continues to struggle at the start of the day, arriving at school with chewing gum and not wearing the correct uniform. She also continues to refuse to follow instructions in some of her lessons and will often walk out. .... needs lots of positive verbal praise and encouragement to rejoin her lessons and complete the work. If .....does refuse to go back into lessons then staff need to call Pupil Support Team.

If ..... behaviour continues to deteriorate then she needs guiding to a quiet room because her behaviour can be very volatile and aggressive towards staff.

#### Possible Triggers

Science

Food Technology

P.E

Home life

She can sometimes feel unfairly treated.

#### Management of the environment

Set clear boundaries and expectations.

Remove ..... from the situation.

The Pupil support team to put in one to one support in certain lessons.

If ..... starts to damage property she needs escorting outside and watching from a distance.

#### Management of her Behaviour

##### Behaviours we want to increase

..... needs to be able to ask a member of staff to leave the lesson for time out rather than absconding and refusing to come back into the lesson.

..... needs to be able to remain calm and listen to staff even if she feels unjustified due to her actions.

**Re-active strategies**

Use lots of verbal praise and reinforcement.  
Let her know exactly what is expected of her.  
Remove her from the situation.

**Pro-active Strategies**

..... is able to access the positive reinforcement credit system within school; this gives pupils the opportunity to collect credits for their individual behaviour target which they can then swap for prizes.

She is able to use Listen Up; this gives pupils a voice by posting a complaints card which is addressed daily.

..... is able to access Woodland Schools on a Monday afternoon.

Positive Postcards sent home.

**Date of Review: April 2019**

**Agreed by:**

**Parent/carer**.....

**Teacher**.....

**Senior Leader** .....

\*The behaviour management programme will continually be reviewed and changed to meet the needs of the child.

## Positive Handling Plan

Pupil			
School	Wickersley Northfield Primary School		
<b>Triggers:</b> (Describes common behaviours/situations which are known to have led to Positive Handling being required)			
<b>Preferred Supportive and Intervention Strategies</b> (Tick strategies that, where possible, should be attempted before positive handling techniques are used).			
Verbal advice and support		Distraction	
Reassurance		Time out (as agreed)	
Choices		Change of adult	
Consequences		Humour	
Planned Ignoring		Others	
<b>Medical Conditions that should be taken into account before physically intervening e.g.</b> Asthma, Brittle Bones etc.)			
<b>Preferred Strategies</b> (Describe the preferred holds, sitting, ground, stating number of staff).			
<b>De-briefing process following incident</b> To be talked through by person or persons involved in the incident.			
Recording and Notification (Positive Handling Incident Book/Parent) To be recorded in the positive handling book and inform parents.			
Pupils view of plan			

Agreed by:

Pupil.....

Parent/carer.....

Teacher.....

Senior Leader .....

## Appendix E

## Reporting Incidents of Positive Handling

Your Name	Name of Pupil	Date & Time	Location	Activity
Name of witnesses:		Signature:		
1.				
2.				
3.				
Describe behaviour that led to handling:				
Consequences:(how was the situation resolved)				
Injuries:(to staff or pupil)				
Debrief:(was incident talked through with pupil and by whom)				
<b>Justification for positive handling:</b> Physical safety of the pupil is at risk Physical safety of another pupil is at risk Physical safety of a member of staff is at risk To prevent absconding To prevent disruption to other pupils To prevent or interrupt serious damage to property				
<b>Tick which de-escalation strategies were tried before a hold became necessary:</b>				
Calm Talking	Distraction	Time out	Change Adults	Remove from situation
Remove Others	Incentive to calm	Eye contact	Humour	Explain Consequences
<b>Physical strategies used:</b>				
Hold				
Duration				
Adults				
<b>Was parent carer informed?</b>				
Yes				
No				
<b>Authorised Signature:</b>				
<b>Senior Management:</b>				
<b>Pupil Support Team:</b>				