



# Pupil Behaviour and Engagement Policy

**Approved:** June 2016 (Launch Sept 16)  
**Reviewed:** March 2019  
**Reviewed:** October 2020  
**To be reviewed:** October 2021

## **1. Willen Primary School aims to:**

**provide an environment where everyone feels happy safe and secure**  
**engage all children in explaining and listening to each other whatever the issue**  
**work in partnership with parents with regards to behaviour and learning**  
**help all members of our school community to develop respectful relationships.**

The underlying principles which form the basis of our policy are:

- We value and care for each and every individual in our school and there is a culture of mutual respect;
- Good behaviour is a collective responsibility for everyone in our school.
- Good behaviour is modelled and taught , recognised and praised.
- Good behaviour is reinforced and high-esteem is promoted.
- There is a focus on both the rights and responsibilities of the child.
- Boundaries are clear and consistent.
- There is a positive school culture.
- Everybody has the right to feel safe.
- Children are treated as individuals.
- All staff are approachable and have high expectations.

We use Restorative Principles as set out by the Restorative Foundation <sup>1</sup>. This Policy is based on the principle that children are positively rewarded for following the rules and have a set of clear consequences if they break them. We view parents as important partners in establishing, improving and maintaining high standards of behaviour and conduct. We view the school as integral to the community and recognise that our responsibilities can extend beyond the school boundary especially on the way to and from school.

All staff and children will work together to build strong and productive relationships, which will be 'fixed' in a restorative way if/when incidents occur.

### **Positive Learning Culture and Environment**

The organisation, quality of relationship and learning environment all play a vital role in promoting good behaviour in our school. We will:

- Create a school environment where children's successes are celebrated.
- Promote the building of positive and meaningful relationships between everyone.
- Model good behaviour and attitudes.
- Provide opportunities for collaborative and co-operative work.
- Include discussions on moral values through assemblies, SMSC and the wider curriculum.
- Listen and respect the views of others – throughout all aspects of school life including curriculum time, circle time, SMSC, assemblies and during break times.
- Expect children to take responsibility for some tasks around the school and actively encourage good citizenship in the school and local community.
- Encourage children to take responsibility for their own learning.

### **In Practice**

In order to achieve our key principles, in practice this means:

- All children are introduced to the WPS Golden Rules.
- Golden Rules are displayed in every classroom and regularly reinforced in class, in assemblies and throughout the school day.
- Staff consciously give meaningful praise linked to the Golden Rules.
- Staff are proactive in organising clear routines and seating which enable children to remain on task and focussed on their learning.
- Staff manage and organise their classroom and teaching to ensure children are focussed on their learning.
- All staff establish a positive ethos.
- Teaching is interesting, pacy and interactive.

- SMSC and circle times are used to reinforce models of appropriate behaviour.
  - Classes identify adult for support using ‘caring hands’, where children use five fingers to represent five named adults that they could go to for support.
  - The system of rewards and consequences are made clear for all children (Rewards that are earned are never revoked).
  - Time is made for discussion and listening.
2. **Behaviour management consists of 3 main elements: Golden Rules, Rewards and Consequences. These are displayed prominently in every classroom and all public areas.**

## The Golden Rules

**Do your best and let others do the same**

**Be kind, friendly and caring**

**Be honest**

**Respect everyone and all things around you**

**Move around the school in a polite, calm and safe manner**

*And remember...kind words, kind hands, kind feet*

## Rewards

- There is a focus on intrinsic rewards. Staff give meaningful praise – ‘catch children being good’.
- Raffle tickets are given to individuals when they clearly have demonstrated they are following the Golden Rules.
- Golden tickets are awarded when a child has 25 raffle tickets or one can be awarded for something exceptional at a teacher’s discretion.
- Golden Tickets go into a prize draw for the end of term and children have the opportunity to win gift vouchers.
- Classes work together to earn a class reward which is negotiated with the teacher – can include additional break, a board games afternoon, a DVD, pyjama day for example.
- Additionally, stickers, certificates, phone calls can be given on an ad hoc basis by adults in school. Staff are encouraged to send children to other members of staff to acknowledge when they have done something worthy of additional praise.

## Consequences

### Dealing with Inappropriate Behaviour

In dealing with any incidents of inappropriate behaviour, we believe firmly in communicating to the child that it is the behaviour not the child as an individual that is being criticised. Maintaining children’s self respect is important and often a quiet word away from an audience can help to improve a child’s behaviour. When a particular incident has already been dealt with and concluded by another member of staff, the child is not then ‘punished’ again by another member of staff. All children are allowed and encouraged to ‘put behind them’ an incident or behaviour which has been dealt with and return to ‘green’.

If we have any concerns about a child’s behaviour we will discuss this in confidence with the parents at an early stage and ask for their support. It is the expectation of the school that parents will provide support at this stage.

### Strategies

Possible strategies to encourage good behaviour and deal with inappropriate behaviour may include:

- Helping partners – using other children as positive partners in helping children to behave more appropriately. This might be particularly useful for playground behaviour.
- Using positive role models. Reinforcing good behaviours and drawing attention to these rather than focussing on negative behaviours.
- Involving the child in discussion – taking time to listen to them and communicate with them.

- Making time to deal with the behaviour as soon as possible.
- Being proactive – perhaps moving children away from each other, giving ‘time-out’ at an early stage and trying to de-escalate a situation.
- Giving a child a choice may sometimes help avoid a confrontation; walk away and give ‘take-up’ time (time for the child to reflect and make the right choice).
- Spending a short period away from the rest of the class can sometimes give ‘breathing space’ and help diffuse a situation.

### Consequences in school

There is a clear traffic light system in place , understood by all children , staff and parents. It is displayed in all classrooms as a visual reminder and working behaviour chart.

Under normal circumstances, the following consequences\* will apply:

#### Then...

A verbal reminder is given.
Child is moved to ‘Yellow’ on the traffic light system. 3 minutes of the next break or lunch is removed. Time can be returned and the child can be moved back to ‘Green’ before the end of the session if behaviour returns to the expected standard.
If appropriate, child is moved to a separate table or to another class for ‘Time-out’ (10 minutes) and is moved to ‘Amber’ on the traffic light system. 10-15 minutes of the next break or lunch is removed. To be recorded on Behaviour Watch.
Child is moved to ‘Red’ on the traffic light system. Child misses 1 - 3 lunch sessions. To be recorded on Behaviour Watch; parents usually to be informed by DHT or LM or class teacher – professional judgement to be used.
Exclusion: Internal exclusion (Seclusion) followed by external exclusion (Fixed-term or permanent) as a last resort (See ‘Severe Behaviour’ - in this policy)

- Amber - For a more serious misdemeanour. The child must now have 'Reflection' during the next break or lunchtime. This is a period of time when the child has the opportunity to reflect on the behaviour and consider the following questions:
  - What happened?
  - What were you thinking about at the time?
  - What have your thoughts been since the incident?
  - Who do you think has been affected by your actions? In what way were they affected?
  - What do you need to do now to make it right?
- KS2 break reflection is held with a KS2 teacher on a duty rota. Lunchtime reflection is with the DHT or HT. KS1 break reflection is with a teacher; to be organised between KS1 team, depending on the child and reason for reflection.
- For persistent 'amber' behaviour, or for a particularly serious misdemeanour, a child can move to 'red'. This must be recorded on Behaviour Watch as soon as possible and parents/carers to be informed via Behaviour Watch. This should be followed up by Class Teacher or Learning Mentor informing parents at the end of the day.
- Seclusion: time spent away from own class after a period of unsatisfactory behaviour. This is to be decided on by DHT/ HT.
- Exclusion: Fixed term or permanent. (See 'Severe Behaviour' section of this policy)

\*this system is flexible and professional judgement must be used when giving consequences to see the desired effect.

\* Restorative meetings can be held at any point (in agreement with both parties).

Children to go straight to Red or beyond (depending on severity and frequency) for the following behaviour:

- Refusal to stop fighting;
- Endangering self or others;
- Deliberate injury to another individual;
- General violence;
- Racism with intent to offend;
- Possession of an offensive weapon;
- Persistent swearing at another child or adult;
- Persistent disruption which prevents themselves or others from learning;
- Vandalism/ deliberate damage to property;
- Bullying type behaviour; and
- Malicious accusations.

This is not an exhaustive list as professional judgement will be used.

Persistent Offenders ( children who are frequently moved to Amber or Red)

Over the period of a term (5-8 weeks) some children may accumulate a number of incidents. These children should be spoken to by their class teacher and if appropriate, the Learning Mentor will be asked by teachers to undertake Restorative Meetings. It is up to staff to determine if a child requires further intervention and deeper investigation.

Patterns will be looked for and analysed. Identified concerns should be passed to the DHT and Learning Mentor. The Learning Mentor will consult with the SENDCO and Class Teacher to include individuals on behaviour support programmes.

The Headteacher/ Deputy Headteacher/ SENDCO/ Class Teacher/ Learning Mentor will consult with Parent, external support and the child about further support if internal support programmes are not having the desired impact and behaviour is not improving.

WPS follows the DfE Document 'Behaviour and discipline in schools. Advice for Headteachers and school staff.' The latest edition was reviewed in January 2016. (see COVID-19 addendum following further guidance Sept 2020)

### **3. Discipline in Schools – teachers' powers**

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff with responsibility for pupils.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils’ property.

**Severe Behaviour ( Leading to Internal Exclusion(Seclusion) or Exclusion to home)**

Where there is a serious breach in the school’s expected standards of behaviour the resulting action is a ‘fixed-term’ internal or external exclusion. At all times in such circumstances, the School’s Leadership Team and Governing Body will work together.

The school will follow the exclusion procedures as identified in the Milton Keynes guidance. This can be found here: <http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/information-for-schools>

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with this policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. The Deputy Headteacher is authorised to act on behalf of the Headteacher.

Parents/carers will be involved and will be asked to work with the school to prevent the unacceptable behaviour happening again. A support programme will be considered to support the child during re-integration.

A re-integration meeting will be held prior to the child’s return to school; parents/carers are expected to attend. The pupil will need to show that they are ready to follow the school rules before re-admission into school.

Behaviour, discipline and exclusions will be reported to the Governing Body in the Headteacher’s Report.

Staff may also use internal exclusion, which can be used to defuse situations that occur in school that require a pupil to be removed from class but may not require removal from the school premises. Internal exclusion can be to another class or to a designated area within the school and appropriate supervision will always be provided by the school for the duration of the internal exclusion. An internal exclusion may continue through break and lunchtimes.

**4. Lunchtime**

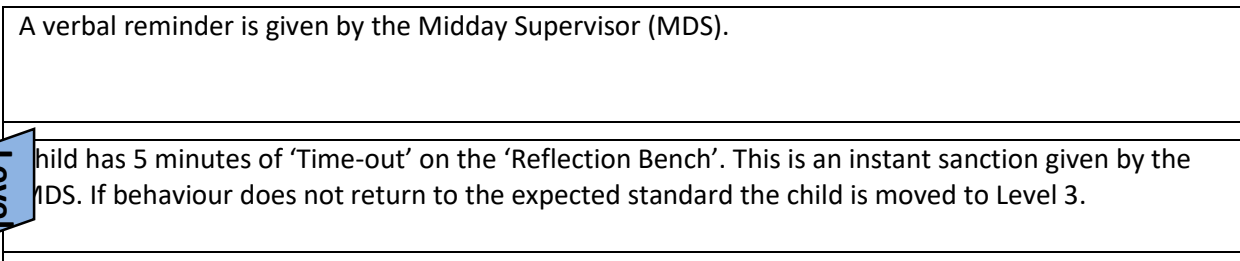
Middy Supervisors (MDS) will always work in a restorative and inclusive way. MDS are line managed by the DHT.

The Golden Rules – apply all lunchtime

Rewards at lunchtime for good behaviour – MDS will hand out raffle tickets for excellent behaviour.

Consequences for poor behaviour – these are given to children who break the rules. Children are given a rule reminder in the form of ‘proximity praise’ of others who are displaying appropriate behaviour and then, if necessary using re-direction in the form of a positive reminder.

**Then...** Lunchtime Consequences linked to ‘Time-out’ and time in R&R. (R&R is a designated space in the school grounds where quieter play can be undertaken).



Child is taken to R&R for the remainder of lunch time.

This is reported to the class teacher at the end of lunch on a Behaviour Slip. Class teacher to enter on BW.

**This system is flexible - if one or two minutes 'Time-out' is more appropriate than five at Level 2 then this is ok. Professional judgement must be used.**

**In cases of severe inappropriate behaviour the MDS will consult with the office team and SLT and a decision will be taken if the child requires further consequences.**

**The school will endeavour not to exclude a child at lunchtime but, if no other reasonable solution can be found, lunchtime exclusion will be enforced.**

## **5. To conclude**

At Willen Primary School we follow Restorative Practice Principles and all staff are trained and fully committed to this system. Our rules clearly outline what we expect from WPS children. The vast majority work well within these rules, but occasionally things can go wrong. We emphasise the importance of sharing concerns, however small, before they become unbearable problems. Children are told that they must talk to an adult who will help them resolve the situation.

PSHE and dedicated Circle Time give children opportunities to talk about issues that concern them. For those who would prefer a more private conversation, teachers will make time to see children at breaks.

The school will decide when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour. This will be in consultation with all parties.

Whilst never tolerating poor behaviour, we do not wish to alienate those who have not yet learned the benefits of good behaviour, and will endeavour to support them in a variety of ways. For example, this support can be given through careful explanations, modelling good behaviour, giving opportunities to listen and respond to problems, positive report systems, Learning Mentor time, SENCo support and pastoral support programmes.

We will always try to remain positive and professional in our dealings with poor behaviour. We will criticise the behaviour not the person.

## 6. Managing the Policy at WPS

### Basic Principles

- **All** staff/employees must follow the policy.
- The policy applies to all children. Reasonable adjustments may be made for children who have serious emotional or behavioural difficulties by negotiation with all key stakeholders.
- There is a balance of rewards and consequences. More consequences than rewards can lead to resentment and abandonment of the plan by children and parents. **So we must notice children being good and reward them well!**
- Equally we must also always apply the consequence when children break the rules. Even the slightest “chink” weakens the plan. **So we must always respond to rule breaking with a consequence!**

### Rewards

**The children in your class are your responsibility. This policy must be fully adhered to, consistently applied and very visible for continuity, stability and monitoring purposes. This policy is designed to support you to create a fully inclusive and highly restorative learning environment, which builds responsible and thoughtful attitudes in our children.**

**It is very acceptable to create extra incentives and layers of behaviour management within your classroom to support in achieving ‘Outstanding’ BUT this must all link to the core system.**

- Rules, rewards and consequences must be prominently displayed in all learning and public areas.
- Raffle tickets and Class Credits must be used liberally when children are “caught being good”.

### Consequences

- Must always be applied when rules are broken.
- Must be applied fairly and without rule breaking deliberately being sought.
- Class Teachers are responsible for break time and lunchtime reflection times with precise use of sand timers.
- Letters to parents for excluded children are managed by the Headteacher.



## **7. Monitoring and Evaluation**

The effectiveness of the policy is monitored by the Senior Leadership Team and Learning Mentor. Statistics relating to the number of exclusions per term and Behaviour Watch entries provide the raw data for monitoring.

Individual profiles on behaviour can be drawn up from within this data and are used as part of reports for a variety of groups who may have an interest in the behaviour improvement of individual children. E.g. Looked After Children, Children on SEN or Child Protection Registers etc.

Reports are made to the Full Governing Body via reports from the Headteacher.