

# BEHAVIOUR MANAGEMENT POLICY

LAST REVIEWED	Autumn 2023
AUTHOR/OWNER	Inclusion Team
REVIEW CYCLE	Annual
NEXT REVIEW DATE	AUTUMN 2024

## High Street Community Primary School

### Behaviour Policy

In light of COVID-19, the Behaviour Policy has been amended. This is to ensure the children do not handle resources that can spread the virus and adheres to the safety measures in place.

The aim of this behaviour system is to be inclusive. The steps of the behaviour system provide opportunity to discuss any issues that may be leading to negative behaviours, particularly in light of COVID-19 and the emotional effects this has had on the pupils. Children's wellbeing will be promoted through positive strategies in this policy, emphasis on belonging to the school community and an inclusive approach to behaviour management. Wellbeing will be monitored by class teachers through an emotion self-registration system and observation to ensure barriers to engaging and learning are minimal.

#### School Ethos

High Street Primary School is a safe environment where all can teach and learn in a happy atmosphere. All those involved with our school show respect and consideration for others. The school property and the property of those within school are looked after. Everyone in Winsford High Street Primary School takes responsibility for making our school a happy place in which to work and learn.

#### Principles of our behaviour policy

Good behaviour is essential for effective teaching and learning to take place. At Winsford High Street Primary School, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. This we achieve through our general practice and through the use of the PSCHE/Circle Times. The use of the SEAL materials allows the children to think about the part they play in society and the responsibilities they have for and to other people.

It is the responsibility of parents to share with the school in helping their children to behave well. We believe good behaviour means that everyone in school is:

- careful and kind
- polite and friendly
- helpful to each other
- quiet and hardworking
- respectful and tolerant

### **Aims of the policy**

- To develop a moral framework within which initiative, responsibility and sound relationships can develop
- To enable children to develop a sense of self-worth and a respect for others
- To create an environment in which children feel safe, secure and respected
- To work consistently and fairly in the positive management of behaviour
- To encourage staff, children and parents to value good behaviour
- To encourage our children to co-operate with one another and with adults in the school
- To work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

### **Lunchtime Management**

Similar to classroom management, lunchtime management can also influence children's behaviour. The lunchtime environment and routine give clear messages to the children about the extent to which they and their efforts are valued. Relationships between teachers and children, strategies for encouraging good behaviour, arrangements of furniture and access to resources all have a bearing on the way children behave. At High Street, we encourage healthy friendships across year groups and allow children to showcase their leadership skills by completing different activities each lunchtime- through our 'Sports Leader' Training and 'Play Leader' Training of selected Year 6 pupils.

### **Equality and fairness**

At High Street Primary School all pupils, parents and staff are treated equally, with respect and in a just and fair manner. The school promotes equality of opportunity and a sense of fairness is evident in the work of the school. Pupils and parents as well as staff are invited to take part in decision-making, and policy decisions. Views of stakeholders are regularly sought through discussion and questionnaires.

### **Implementation of the Behaviour System**

The School Rules – these are to be displayed in all classrooms and teaching areas.

Be Ready  
Be Respectful

## Be Safe

These rules encompass the previous Golden Rules and all behaviour expectations in the school, for example, Fantastic Walking, Good Looking, Good Listening, Good Sitting.

### PiP and RiP

Behaviour will be managed through a PiP (Praise in Public) and RiP (Reprimand in Private) approach. This ensures that the children who make good choices and follow the rules will receive the most attention and encourage others to follow suit. When a child does not follow the rules, the member of staff will implement Restorative Steps. This is to be done in private so as not to draw attention to the negative behaviour or shame the child. Restorative Steps should take place at eye-level to the child, in private and in a gentle manner. The child should be allowed time to reflect and change their behaviour between each step.

### Rewards

These rewards ensure children do not handle resources that can spread the virus and adheres to the safety measures in place with regards to COVID-19.

The children have the opportunity to be rewarded by the class teacher and Headteacher when the school rules are followed and when exceptional behaviour and attitude is noticed. This follows the PiP aspect of the approach and can be done in the following ways:

- Verbal Praise should be the most frequent reward used and should be given publicly to celebrate the child's behaviour and set an example.
- Class Dojo points awarded: Raffle tickets are awarded for every 50 Dojo points earned, and a draw takes place for prizes at the end of each term. There will be additional prizes for children more frequently who are showing there are following the Golden Rules and have Dojo points to show this.
- Merit badge awards in classes with Reading awards, Numbots and TT Rockstar celebrations.
- A positive text home/ phonecall or email to parents for all the children that have followed the rules all week. This communicates to parents that good behaviour has been shown by their child all week.
- Good work being recognised and being sent to Headteacher and Deputy Headteacher for recognition and stickers which alongside, the children will receive Dojo points (this can be awarded by any staff)
- Name/photograph displayed on a 'Wow Wall' (Key Stage 2) or 'Proud Cloud' (EYFS & Key Stage 1) to promote self-esteem and reward good behaviour.
- Golden Moments to reward majority of the class meeting a targeted behaviour expectation in each lesson. For example, 90% of the class show 'good listening'. Golden Moments are for 5 minutes and consist of a favourite activity of the class, for example, a class read from a favourite book, listening to a favourite song or playing a favourite game.
- Deputy and Head teacher stickers are awarded to children nominated by the class teacher.
- Use of Twitter, Facebook, the school newsletter and the school website to promote engagement and enjoyment of school activities.

### Restorative Steps:

This has replaced the previous Peg System and follows the RiP part of the approach.

#### 1. **Reminder**

The child will be reminded of the rules/expectations.  
For example: *Remember our rule, Be Respectful.*

#### 2. **Warning**

The child will receive a warning for not following the rule and given a chance to make the right choice.  
For example: *I noticed you are not following this rule. I need you to show me you are listening.*

### 3. **Last chance**

The child will have a second warning that if the behaviour continues, they will receive a time-out. For example: *I have given you the chance to show me you are listening. You have chosen not to listen and will receive a time-out if this continues.*

### 4. **Time-Out**

The child will have a 5 minute time-out in a parallel classroom. If a child receives 3 time-outs in a day, they will discuss their behaviour with Mr Joule or SLT. Parents may be contacted about the incident if Mr Joule or SLT feel it is appropriate.

For example: *You have chosen to continue not to listen and so will have 5 minutes time-out in the next classroom.*

### 5. **Repair**

The member of staff who gave the child a time-out will have a Restorative Conversation with the child at the next opportunity.

If a child continues to show behaviour which is not following the Golden Rules then they will go to Reflection at the next available lunchtime. This will be a more detailed restorative conversation about their behaviour and time to really reflect on what has happened. Teachers will follow the restorative conversation steps and reintegrate them back into their lunchtime activity once complete.

## Restorative Conversations

The member of staff who underwent the restorative steps will have the restorative conversation after a time-out. The aim of this conversation is to repair damage, build relationships, reinforce expectations and reset behaviours for the following lesson/session of the day.

The conversation follows the following format:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make you feel?
5. Who has been affected?
6. How can we do things differently in the future?

## Behaviour Tracking:

Tracking of a time-out will be completed on SIMs by class teachers. This is to be completed discretely so as not to draw attention to the negative behaviour or shame the child. Teachers will have a behaviour record sheet in their room where they can follow a key to ensure they and the child are aware of the behaviour step they are on. This is to be done discretely so other children are not drawn to the fact, but the child in question will be told.

The tracking will be analysed and reviewed by the Behaviour Lead frequently.

Bullying (including measure to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying- as of Keeping Children Safe Sep 21)

Cyberbullying Definition from: Advice for parents and carers on cyberbullying (publishing.service.gov.uk):

Cyberbullying is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites. Parents, carers and teachers need to be aware that most children have been involved in cyberbullying in some way, either as a victim, perpetrator, or bystander. By its very nature, cyberbullying tends to involve a number of online bystanders and can quickly spiral out of control. Children and young people who bully others online do not need to be physically stronger and their methods can often be hidden and subtle. Social Networks have a minimum age restriction, usually age thirteen. Accessing such sites too early can expose children to unnecessary bullying.

Advice to children and prevention strategies:

- Make sure you use the privacy settings.
- Always respect others – be careful what you say online.
- Be careful what pictures or videos you upload. Once a picture is shared online it cannot be taken back.
- Only add people you know and trust to friends/followers lists online. When talking to strangers, keep your personal information safe and location hidden.
- Keep your password to yourself and change it regularly.
- Block the bully – learn how to block or report someone who is behaving badly.
- Do not retaliate or reply to offending e-mails, text messages or online conversations.
- Save the evidence. Always keep a copy of offending e-mails, text messages or a screen grab of online conversations and pass to a parent, a carer or a teacher.
- Make sure you tell an adult you trust, for example, a parent, a carer, a teacher, or the anti-bullying co-ordinator or call a helpline like Childline on 08001111 in confidence.
- Most social media services and other sites have a button you can click on to report bullying. Doing this can prevent a bully from targeting you and others in the future. Many services take bullying seriously and will either warn the individual or eliminate his or her account.
- While you are on your mobile phone make sure you also pay attention to your surroundings

Through the work we complete at High Street during Computing lessons, e-safety days and other assemblies and instances, we teach children the key preventive strategies to cyberbullying, as well as teaching to use our inclusiveness view on society and education online and offline. By doing so, we are combining inclusiveness and online safety. The children are aware of who to contact and rely upon as soon as a possible incident arises, we teach that the quicker we know about online incidents the better, as quoted above, online incidents can quickly spiral.

We value key communication with parents and adults at home regarding cyber bullying due to the technology used outside of school and therefore how it can impact school life and behaviour within the classroom.

Possible signs of cyberbullying to be aware of inside and outside of school:

- Being upset after using the internet or their mobile phone.
- Unwilling to talk or secretive about their online activities and mobile phone use.
- Spending much more or much less time texting, gaming or using social media.
- Many new phone numbers, texts or e-mail addresses show up on their mobile phone, laptop or tablet.

- After texting or being online they may seem withdrawn, upset or outraged.
- Not wanting to go to school and/or avoiding meeting friends and school mates.
- Avoiding formerly enjoyable social situations.
- Difficulty sleeping.
- Low self-esteem.

Source: ([Advice for parents and carers on cyberbullying \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) )

#### Prejudice Based and discriminatory bullying definition:

Prejudice-based bullying is any type of direct physical or verbal bullying, indirect bullying or cyberbullying based on protected characteristics such as:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

#### Prevent prejudice-based and discriminatory bullying:

To prevent prejudice-based bullying, we use a whole school approach. We must ensure that to prevent prejudice based and discriminatory bullying we follow what our school is required to do under the Public Sector Equality Duty; create a school culture which reflects safety and inclusivity; celebrate differences; use language of diversity; including and involving all pupils and empower both staff and pupils. Many of which is taught through the schools 'No Outsiders' scheme where children learn to celebrate and respect differences, but also by using assemblies and dedicated events or projects (for example, National Anti-Bullying days).

Source: [How can we stop prejudice-based bullying in schools? | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://equalityhumanrights.com)

#### A Consistent Approach:

There is a consistent approach to dealing with behaviour during lesson time and lunchtimes. Procedures are followed by teachers, teaching assistants and midday assistants so that children can adhere to the routines and rules within the school. On arrival, supply teachers are also informed of the reward strategies, school rules and procedures of the behaviour system.

*See Appendix A and B for details of procedures.*

#### Keeping Parents Informed:

As a school, we understand the importance of working in partnership with parents. We will keep parents informed of the progress of their child with respect to the behaviour system. This will be done through phone calls, formal letters and meetings with class teacher/Headteacher.

Parents will receive behaviour texts on Fridays if their child has followed the rules consistently that week. Where a child has exceeded the behavioural expectations, parents may receive a phone call or email to celebrate the child's behaviour.

*See appendix C, D and E for examples of informative letters.*

### ABCD forms

ABCD is a form of behavioural analysis. Where behaviour needs to be understood in more depth, a member of staff may complete an ABCD form which outlines the:

**Antecedent** (what came before the behaviour even if not obviously linked)

**Behaviour** (a summary of the behaviour observed)

**Consequence** (anything that happened after the behaviour)

**Decision** (What could be put into place next time or make it even better?)

The form is then used to look for patterns in behaviour and is only used as an intervention tool (not part of our everyday behaviour policy). A form may be used to understand behaviour in more depth to reduce or change the behaviour. The form can be of use to monitor and log behaviour patterns, particularly in children with particular behaviour-related needs.

ABCD forms are completed by the adult most involved and completed as soon as possible after the behaviour. The teacher will invite the parent/guardian into school to share the details of the ABCD form on the same day. A hard copy of the ABCD form is then given to the SENCo and an electronic copy uploaded onto CPOMs.

*See appendix F*

### Midday Assistants

- Midday Assistants to implement the behaviour system at lunchtime following the school's golden rules.
- Midday Assistants to use positive rewards to encourage good behaviour including verbal praise, stickers for good behaviour for one child in the foundation stage, KS1 and KS2, Dojo points.
- Midday Assistants to feedback any behaviour to Teachers at end of playtime.
- Midday Assistants to encourage playtime games using the game cards provided and lunchtime rota.

### **What will happen if all of the above procedures don't work?**

If the procedures appear to be not meeting the needs of the child's control of his or her behaviour, a further meeting will be arranged. This meeting may also involve the Head teacher, Special Needs Co-ordinator, Lead Behaviour Professional, EWO or Educational Psychologist.

### **Exclusion**

In rare cases it may be necessary to exclude a child. This is only ever considered after all other avenues have been explored. At all times, the DFE procedures are followed. Any child returning to school following exclusion is reintegrated using a behaviour modification programme.

### **Positive Handling**

It is important to remember that any restraint should be in line with the school's policy on Positive Handling and Cheshire West and Chester's guidelines.

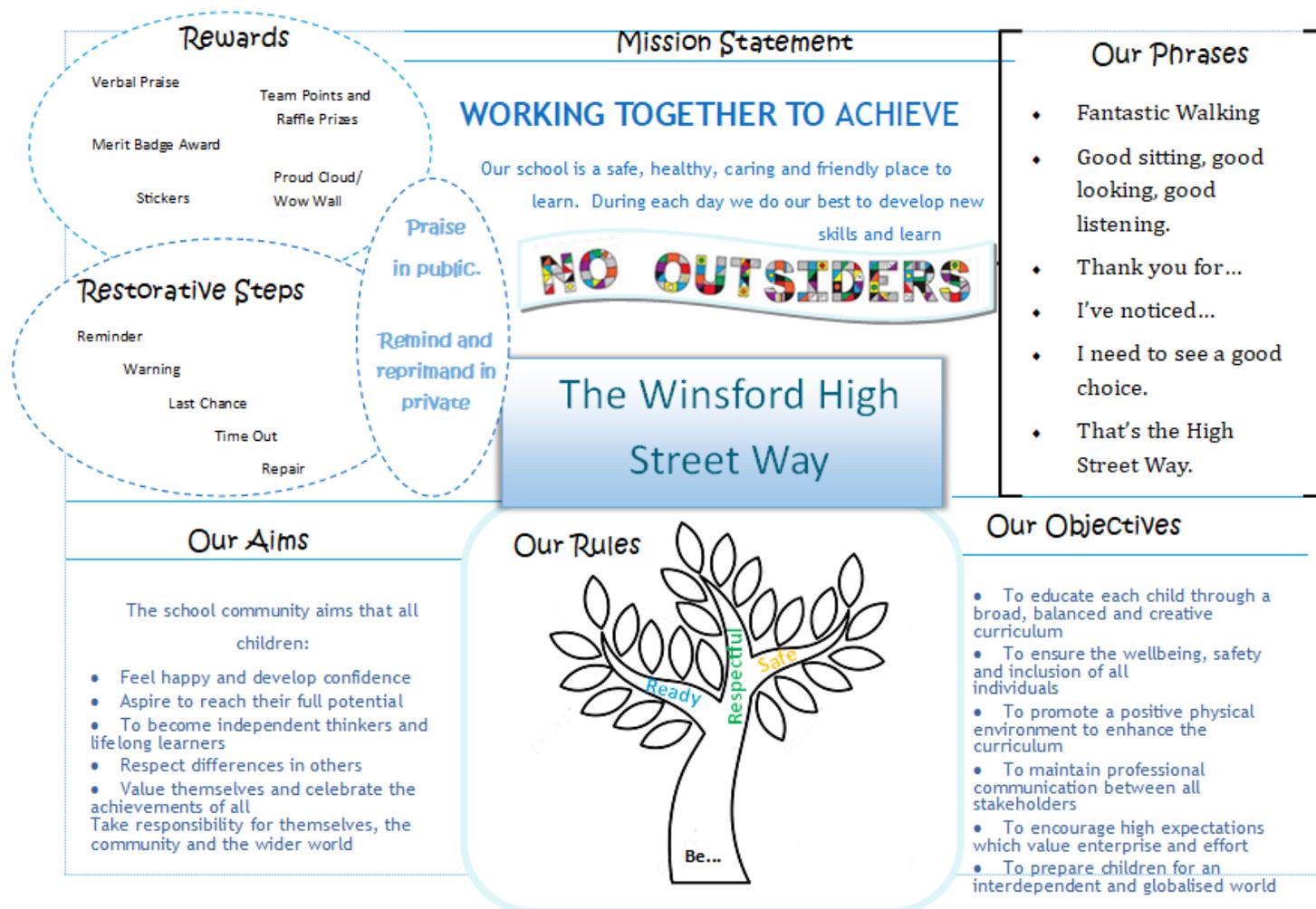
Where Positive Handling has been enforced, the adults involved must complete a Team Teach form outlining the details of the incident and this is shared with the parent on the same day. Please see Positive Handling policy.

### Monitoring and Evaluation

This policy will be monitored by the Headteacher, Special Educational Needs Coordinator and Inclusion facilitator and Lead Behaviour Professional, with the support of the Senior Leadership Team of the school.

### Appendices

#### Appendix A – One-Page Behaviour Policy



#### Appendix B

Behaviour	Consequence	Example
Breaking School Rule (Be Ready, Be Respectful, Be Safe)	Reminder of the school rules to be followed.  You are given a chance to change your behaviour.	'Remember our rule to be Respectful.'

<p><b>Continued behaviour following reminder/ Breaking of an additional rule</b></p>	<p><b>Warning</b></p> <p>You are given a chance to change your behaviour.</p>	<p>'I have noticed that you are talking whilst I am teaching. I need to see you are being respectful and ready to learn or there will be a consequence.'</p>
<p><b>Continued behaviour following warning/ Breaking of an additional rule</b></p>	<p><b>Last Chance</b></p> <p>You are given a last chance to change your behaviour.</p>	<p>'I have given you the chance to show me you are ready to learn. If you continue to talk it will be a time-out.'</p>
<p><b>Continued behaviour following Last Chance/ Breaking of an additional rule</b></p> <p><b>Behaviour displayed that is perceived as serious or dangerous.</b></p>	<p><b>Time Out</b></p> <p>You will have a 5-minute time-out in a different classroom in your year group.</p> <p>During lunch times, the time-out will take place to one side of the designated area you are in.</p> <p><b>Repair</b></p> <p>You will have a Restorative Conversation with the member of staff to discuss the events and consequences.</p>	<p>'You have had three chances to change your behaviour and have continued. Therefore, you will have a time-out in another classroom.'</p> <p><b>Restorative Conversation:</b></p> <ol style="list-style-type: none"> <li>1.What happened?</li> <li>2.What were you thinking at the time?</li> <li>3.What have you thought since?</li> <li>4.How did this make you feel?</li> <li>5.Who has been affected?</li> <li>6.How can we do things differently in the future?</li> </ol>
<p><b>Three time-outs In one day.</b></p>	<p>You will discuss your behaviour with Mr Joule, Mrs Robbins or Mrs Taylor and parents/guardians will be contacted if Mr Joule, Mrs Robbins or Mrs Taylor feel it is appropriate or possible reflection.</p>	<p><b>Restorative Conversation:</b></p> <ol style="list-style-type: none"> <li>1.What happened?</li> <li>2.What were you thinking at the time?</li> <li>3.What have you thought since?</li> <li>4.How did this make you feel?</li> <li>5.Who has been affected?</li> <li>6.How can we do things differently in the future?</li> </ol>

Appendix C, D and E



**Cheshire West and Chester Council**  
 Winsford High Street Community Primary and Nursery School  
 Winsford  
 Cheshire  
 CW7 2AU  
 E-mail: admin@highstreet.cheshire.sch.uk  
 Tel: 01606 288188 Fax: 01606 861934

Headteacher: Mr M Joule B.Ed. (Hons)

www.winsfordhighstreetprimary.co.uk

Date: \_\_\_\_\_

Dear Parent/Carer,

I am disappointed to have to inform you that your child \_\_\_\_\_, has recently shown behaviour which has broken our school rules and which I consider to be inappropriate. As a result, they have received a number of time-outs.

This behaviour is a concern to me and I have discussed possible reasons for this behaviour with them.

I would appreciate it if you could discuss this further with your child in an attempt to stop such behaviour reoccurring.

Thank you for your continued support.

Yours sincerely,

\_\_\_\_\_ (Class teacher)

*Comment by teacher:*

Signed: \_\_\_\_\_

*Comment by parent/carers:*

Signed: \_\_\_\_\_

***(Please return this letter to your child's class teacher  
with your comments and signature)***



**Cheshire West and Chester Council**  
Winsford High Street Community Primary and Nursery School  
Winsford  
Cheshire  
CW7 2AU  
E-mail: [admin@highstreet.cheshire.sch.uk](mailto:admin@highstreet.cheshire.sch.uk)  
Tel: 01606 288188 Fax: 01606 861934

Headteacher: Mr M Joule B.Ed. (Hons)

[www.winsfordhighstreetprimary.co.uk](http://www.winsfordhighstreetprimary.co.uk)

Date: \_\_\_\_\_

Dear Parent/Carer,

I am disappointed to have to inform you that since my initial letter to you, your child \_\_\_\_\_ has continued to show behaviour which I consider to be inappropriate. As a result, they have spent had further time-outs and Restorative Conversations with Mr Joule to reflect on their behaviour.

This continued unacceptable behaviour is of concern to me. I would appreciate it if you could contact the school to arrange a meeting with myself at your earliest convenience to discuss ways forward for your child.

Thank you for your continued support.

Yours sincerely,

\_\_\_\_\_ (Class teacher)

*Comment by teacher:*

Signed: \_\_\_\_\_

*Comment by parent/carer:*

Signed: \_\_\_\_\_

***(Please return this letter to your child's class teacher  
with your comments and signature)***



**Cheshire West and Chester Council**  
Winsford High Street Community Primary and Nursery School  
Winsford  
Cheshire  
CW7 2AU

E-mail: [admin@highstreet.cheshire.sch.uk](mailto:admin@highstreet.cheshire.sch.uk)  
Tel: 01606 288188 Fax: 01606 861934

Headteacher: Mr M Joule B.Ed. (Hons)

[www.winsfordhighstreetprimary.co.uk](http://www.winsfordhighstreetprimary.co.uk)

Date: \_\_\_\_\_

Dear Parent/Carer,

I am disappointed to inform you, that since our initial letters to you, your child \_\_\_\_\_ has continued to show behaviour which we consider to be highly inappropriate. As a result, they have spent further periods of time reflecting on their behaviour with myself, Mrs Taylor or Mrs Robbins.

This continued unacceptable behaviour is of concern to me as it is disrupting the learning of both your child and the other children in class. I have discussed possible reasons for this behaviour with them, but we have now reached a stage where it is necessary for me to take more formal actions as a means of improving their behaviour.

I would appreciate it if you could contact the school to arrange a meeting with myself and your child's class teacher to discuss how we are going to manage their behaviour and support them to maximise their learning opportunities.

Thank you for your continued support.

Yours sincerely,



Mark Joule

Headteacher

*Comment by class teacher:*

Signed: \_\_\_\_\_

*Comment by parent/carer:*

Signed: \_\_\_\_\_

***(Please return this letter to your child's class teacher with your comments and signature)***

Appendix F-

Name of child	
Day, date, time and session	
Location	
Staff present	

<b>Antecedent</b> <i>What happened immediately before the behaviour?            Note all factors.</i>	<b>Behaviour</b> <i>Describe in detail all behaviours shown.</i>	<b>Consequences</b> <i>What were the consequences of the behaviour?            Note all factors.</i>	<b>Decision (Personalised Restorative Steps)</b> <i>What could be put into place next time or make it even better?            Note a maximum of 3 actions</i>

**Reviewed:**

Date:

Name: