

WHITEHALL PRIMARY SCHOOL

Positive Behaviour Management Policy

2024

Working together, we aim to provide a quality educational experience, which reflects the needs and aspirations of the whole school community.

1.0 Context: -

At Whitehall School, high standards of behaviour are expected from pupils. A positive working environment is essential for good relationships and staff lead by example through their own attitudes to pupils and amongst themselves. It seeks to reflect the views of the school community, confirm existing good practice and provide a framework for future development.

We are a positive school and believe strongly in a positive approach to behaviour management. Our philosophy is that if pupils are motivated and stimulated and receive high quality praise and support, they will feel valued and will consequently behave well.

2.0 Aim:-

To offer a happy, well-organised, positive and stimulating environment where children will work purposefully, where effective learning can take place and where children behave well.

We aim for the children to develop the following attitudes:

- Respect for oneself
- Self-esteem
- Co-operation and collaboration
- Care of others
- Self-discipline
- Self-motivation
- Independence
- A positive approach to life

3.0 Objectives:-

- To ensure a common policy concerning behaviour that will generate positive consistent approaches amongst staff
- To examine and reaffirm our P.S.H.E. and other areas of the curriculum as a vehicle for positive behaviour
- To plan for time in the school day for pupils to discuss how one's behaviour affects others
- To ensure regular and consistent use of the affirmation system throughout the whole school

- To use the code of conduct of expected behaviour and a system of consequences for inappropriate behaviour
- To ensure a network of support for children displaying persistent difficult behaviour and also for colleagues feeling challenged and stressed because of the difficult behaviour of individual children
- To develop strategies to support pupils showing challenging behaviour
- To work in partnership with parents to inform and offer support with regard to an individual's behaviour difficulties

4.0 The Classroom Environment:-

Disruptive behaviour is wearing to both the teacher and other children. A child with a problem due to disturbed emotional and social development will need particular strategies to help them. (Special Needs).

However, low-level inappropriate, unkind, quarrelsome behaviour can be influenced to the good by classroom management techniques.

Positive influences

- Structured and well-prepared activities taking place in a friendly atmosphere and geared at an appropriate level
- Courteous and respectful contact with children making use of pleasant humour
- Clear messages of enjoyment about being with the group
- Creating space and “play” opportunities for individual children
- Giving children opportunities to explore feelings, make choices, clarify values and work collaboration. Use of drama
- Considering furniture layout, groupings, pace of lessons and challenging tasks
- Avoiding stereotyping, especially stereotyping children as troublemakers
- Being aware of home circumstances and values

Negative influences

- Loud use of public reprimands and threats
- Constant use of criticism and sarcasm
- Aggressive reaction to minor incidents which increases the danger of major confrontation
- Being unjust or inconsistent

5.0 Positive Discipline:-

The school has developed a Code of Conduct that should be clearly understood by all, and adhered to in the interests of everyone. These key rules will be prominently displayed around school and regularly referred to by staff and children.

Code of Conduct

- Always speak politely to others
- Keep hands, feet, objects and unkind comments to yourself
- Move around school quietly and sensibly
- Respect the belongings of others
- Listen carefully to what others have to say
- Let other people work without interruption
- Always try your best

System of Affirmation/Strategies for praise and reward

Good behaviour will be praised and rewarded by staff to give recognition to the efforts being made by pupils to behave appropriately. This will also have the effect of communicating staff expectations to pupils who are not behaving in an acceptable manner.

The school has developed an overall award system of ACE Awards. Awards are given each week for Achievement, Community and Effort. Certificates are awarded in the Community Assembly every week. Individual teachers should develop their own systems within their classrooms to supplement and enhance this.

Praise should be genuine, personal and specific

Children behave better if they think they are worthwhile people. Affirming a person increases or restores his/her sense of self-esteem. It is particularly necessary with children whose own self-image is low and whose behaviour leaves something to be desired.

Affirming a child will sometimes prevent problem situations arising.

Sometimes affirmation will take the form of a reward although, it is important that children are affirmed just for whom they are, not having always to earn approval or reward.

It is helpful to say "I do like you.....but I don't like what you did".
Avoiding labelling a child as "naughty". The deed might be but the child isn't.

Strategies

- A quiet word or encouraging smile
- Verbal praise in front of a group, class or whole school
- Stickers, smiley faces, stars etc
- Sharing the achievement with the Headteacher or other senior member of staff
- Individual "treat" - e.g. Golden Time
- Certificates
- Note home to parents informing them of something to celebrate

Consequences

No child should prevent a teacher from teaching or a child from learning. A child displaying persistent SEMH needs should be noted on CPOM. The SENCo and the Headteacher should be informed when a child causes concern. It is possible for the school to refer to the SEMH Team.

Pupils will be actively encouraged to behave in an appropriate manner but in the event of unacceptable behaviour, members of staff have a range of consequences at their disposal. Wherever possible, the consequences/sanctions should be relevant to the misbehaviour being exhibited.

Consequences should be organised into a disciplinary hierarchy, which is progressive and imposed for disruptive behaviour during the day.
This is displayed in the classroom as a traffic light:

Green-

Everybody starts on green. Each day is a new opportunity- names are cleared from the previous day.

Amber-

This is a warning. You will be given time to think about your behaviour. You are given the opportunity to correct and return to the green traffic light.

Red-

If the behaviour persists, time out of the class will be issued. You will be sent to the phase leader. The phase leader will determine the sanction which is proportionate to the behaviour.

If / when the child returns to the classroom after their given sanction, they will return to Amber until a new day begins.

In cases of severe misbehaviour a child loses the right to proceed through the consequences and should be sent immediately to the Headteacher.

If there have been several visits to the phase leader the child should be sent to the Headteacher. This will result in a phone call or letter home inviting parents to discuss behaviour.

Midday supervisors can report behaviour for consideration by the class teacher either for affirmation or consequences (*see appendix A lunchtime behaviour*)

A Behaviour Policy Poster for pupils detailing the sanctions is displayed around the school (***see appendix B Behaviour Policy***)

- Suspensions from the school site at lunchtimes will be considered by the Headteacher or Deputy Headteacher
- Suspension from school in the most serious cases, often when other interventions have been unsuccessful in moderating behaviour. This can be authorised only by the Headteacher or Deputy Headteacher

N.B. It is not appropriate to exclude a child from a particular aspect of the curriculum unless the behaviour exhibited makes it unsafe for the child to participate on that occasion. The same does not apply however to extra-curricular activities, where a child may be excluded if this is deemed an appropriate sanction.

6.0 Support:-

Pupils

A behaviour modification programme for individuals may be appropriate. Discussion may have arisen from a cause for concern form.

The class teacher and child will identify the target.

If there are a number of incidents of difficult behaviour outside agencies may be consulted.

Pupils with Special Educational Needs or Disabilities (SEND)

In some circumstances, pupils with SEND may require an adapted approach to the school's behaviour policy, particularly those with Social, Emotional and Mental Health needs (SEMH). Adaptations to the behaviour policy are based on individual needs of the child and, if appropriate, drawn up in line with professionals from the Local Authority's SEND Services team. When this occurs, an Individual Support Plan (ISP) or Positive Handling Plan (PHP) is produced and shared with the pupil and parents. Consideration is always given to the needs of the pupil and the support that is required.

Staff

It is important for staff to feel that we can rely on each other when dealing with behaviour problems. Members of staff should feel that they are able to seek support and advice from colleagues before a situation becomes out of hand.

7.0 Curricular Links with Behaviour Management:-

Whitehall has a positive approach to behaviour management and as such believes in actively developing children to be self-disciplined. In order to do this, it is essential that children are given opportunities to discuss different types of behaviour and their effect on others. A significant part of the curriculum outside the National Curriculum is committed to Personal Social Health Education when many of these issues can be considered. There are also obvious links to the Religious Education and multicultural strands of the curriculum.

8.0 Bullying and Racism:-

Although these issues are included within the main body of the policy we feel they are worthy of a particular mention.

The school has a positive Anti-Bullying and Anti-Racism Approach and actively explores these issues within the curriculum. These subjects are discussed from the viewpoint of

the bully and the victim to enable pupils to understand the feelings and emotions of others.

We need to be clear about what we mean by bullying and at Whitehall we define it as:-

“The wilful, conscious desire to hurt or threaten someone, physically, emotionally or materially on a number of occasions”.

Any incident of bullying occurring at school will be taken seriously and followed through appropriately by school staff. Parents of both the bully and the victim will be kept informed of action taken. A written record of any such incidents will be made on CPOMS categorised as ‘Racism’ & / ‘Bullying’.

The school sees racism as a form of bullying and does not condone it in any form. Procedures for such incidents are outlined in **Appendix C**.

In Summary:-

This policy should be read in conjunction with other school policies, particularly the Equality Policy, Anti-Bullying Policy, and P.S.H.E Scheme of Work.

Behaviour in the Nursery & Reception

Code of Conduct is adapted, displayed and discussed in the Foundation Stage:

- Walk around the Classroom
- Look after everybody and everything
- Be kind to everyone
- Listen to others
- Do as you are asked
- Tell the truth
- Always try your best

In the Foundation Stage positive behaviour is actively encouraged and reinforced.

NB Thinking Chair – time out in classroom is used in the Nursery and parents are informed.

Rewards:

- All children should be given verbal praise, which is appropriate and specific
- Children are rewarded with gold stars, stickers, stamps and certificates, prizes for completing star charts
- Golden Time

- Reception - 'Star of the Week'
- Traffic lights – everyone starts on green

Whole School Reward System:

Positive behaviour is encouraged through praise and rewards including the marble jar where each Year group or individual classes work collaboratively towards a reward.

Marble jar treats:

These are tailored to individual phases.

Reception: When the jar is full

Year 1 & 2: 30 marbles per class

Year 3 - 6: 100 marbles per year group. Treats may include: Non-uniform day, Pyjama Day, film and popcorn.

House points:

Children are assigned to a house in order to earn house points. At the end of each term, a certificate is awarded to all children in the winning house.

Year 6 Playground Leaders

- Introducing Playground Leaders initiative: Year 6 pupils take on leadership roles to facilitate structured play and introduce new playground games, fostering positive social interactions with KS1-KS2 pupils.

Appendix A

Lunchtime Procedures

Examples of unacceptable behaviour are:- hurting other children by word or deed, aggressive gestures, rudeness and disobedience. In cases of unacceptable behaviour such as stealing, damage to property, racism and bullying, the procedure will progress automatically to Stage 4. The Midday Supervisor Manager and Teacher on duty may then progress it to Stage 6 and 7.

- | | |
|---------|---|
| Stage 1 | Child is given a warning and encouraged to demonstrate the correct behaviour |
| | NO |
| Stage 2 | Child is given time to think about their actions by the reflection wall / bench (in Foundation Stage) |
| | NO |
| Stage 3 | Refer to Midday Supervisor Manager & to teacher on duty who decide the consequences to be applied (proportionate to the behaviour exhibited) and the class teacher is notified. |

In cases of severe misbehaviour a child loses the right to proceed through the consequences and should be sent immediately to the Headteacher. Suspension for the lunchtime period for a short period of time may be given. This will be extended if necessary.

Appendix B:
Behaviour Policy Poster



WHITEHALL PRIMARY SCHOOL

BEHAVIOUR POLICY

Green-

Everyone starts on green. Each day is a new opportunity. Your names are cleared off the board from the previous day.

Amber-

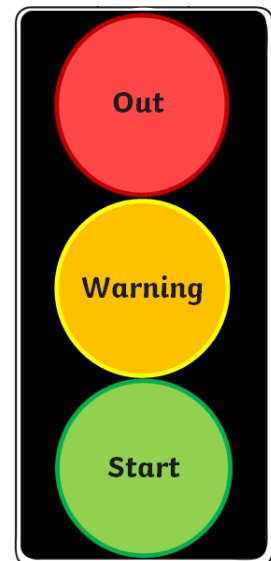
This is a warning. You will be given time to think about your behaviour. You will be given the opportunity to correct and return to the green traffic light.

Red-

If the behaviour persists, time out of the class will be issued. You will be sent to the Phase Leader. The Phase Leader will determine a sanction which is proportionate to the behaviour. In certain cases, a sanction may be carried over to another day.

If / when you return to the classroom after your given sanction, you will return to Amber until a new day begins.

If you severely misbehave (fighting, bullying and so on) you will be sent straight to the Headteacher.



Appendix C

Bullying Procedures

Definition of Bullying - STOP

Several **T**imes **O**n **P**urpose

To make it **STOP**

Start **T**elling **O**ther **P**eople

- Stage 1 Child reports to adult (teacher, supervisor, parent etc)
- Stage 2 Counselling – victims are given strategies to follow if it should happen again.
- Class teacher is informed and investigates which is recorded on CPOMS.
- Stage 3 Phase leader is informed if the problem is considered serious enough and investigates.
- Stage 4 If bullying persists Headteacher/Deputy headteacher are informed, parents of both the victim and the bully contacted and actions recorded.
- Stage 5 No improvement would lead to short term or long term suspension.
- Extreme cases should be immediately passed to the Headteacher or Deputy Headteacher.**

Additional points for the behaviour policy

PHYSICAL INTERVENTION/RESTRAINT

- There are occasions when school staff may be required to ‘use force’ and respond to a child’s behaviour with a **physical intervention**.
- The School’s behaviour policy would act in unison and reference Government Guidelines: **Use of reasonable force – Advice for headteachers, staff & governing bodies (DFE, July 2013)**.
- In this instance the school will only use an intervention when it is:
Reasonable - that the behaviour of the child is perceived to be significantly dangerous.

Proportionate – that graded physical interventions will be used to respond in the most appropriate way.

Necessary – that at that point in time, no viable alternative or options were available to use.

- The school may be required to use force when:
 - There is significant risk of harm to a child, other children & staff.
 - Significant disruption
 - Significant damage to property
- The school will ensure that staff will be trained by an accredited body in the use of physical interventions and endeavour to ensure that the techniques are used in a humane manner that attempt to prevent injury and harm whilst also trying to maintain dignity.
- When a physical intervention is used, it should be for the shortest time, shortest distance and minimum force necessary.
- The school will not use physical interventions up and down stairs due to the elevated risk of harm.

- The school will ensure that there will be an emphasis on positive de-escalation so that critical incidents can be resolved without physical intervention as much as possible. School staff are trained in Team Teach interventions, which emphasises diversion and de-escalation in the first instance. Trained adults are aware of holds but will only use them in accordance with this policy.
- The school are duty bound to record physical interventions in a numbered & bound book (provided by the local authority) and inform the relevant authorities.
- The school will also inform parents, carers and legal guardians **within 24 hours** of the physical intervention. (Where appropriate: For example, if the information could lead to safeguarding and child protection concerns, the information may be shared with professional bodies).
- The school should seek additional support and advice into the specific needs of the child in order to make reasonable adjustments that are inclusive of their needs.
- A **Positive Handling Plan** will then be developed to assess the risk posed by the child held, so that further incidents can be reduced and avoided. *When a child is held once, this risk assessment is a legal requirement.*
- Following a physical intervention, a child should have the opportunity for 'recovery' where they are allowed to calm. At this point, the use of sanctions are not deemed appropriate. It is acknowledged that sanctioning shortly after a critical incident may cause challenging behaviours to re-escalate. A positive restoration process should be implemented when the child is calm so that consequences and 'putting things right' can be enacted.