



## RHYDRI PRIMARY SCHOOL

### Behaviour Management Policy

*(This policy should be read in conjunction with the 'Teaching and Learning' policy and relevant safeguarding policies. Written in reference to Welsh Government document 'Practical Approaches to Behaviour Management in the Classroom' (117/2012))*

#### **PURPOSE:**

- 1 Support the school's aims.
- 2 Promote good behaviour and enable the conception of an emotionally and physically safe environment where achievement for all children is celebrated. (NB: clear procedures for dealing with incidents of bullying or racial harassment are found in the anti-bullying policy.)
- 3 Understood by all members of the school community.
- 4 Ensure that definite routines and structures, including a clear system of rewards and sanctions, are in place
- 5 Ensure consistency.

#### **BROAD GUIDELINES:**

1. Children are expected to behave appropriately at all times and act as role models to each other. Good behaviour is encouraged through a reward system. A number of strategies are employed in school which encourage children to maintain excellent standards of behaviour (see appendix 1: behaviour management strategies)
2. If a child displays unacceptable behaviour a system of sanctions is used.
3. If a child consistently has difficulties behaving appropriately, staff should follow procedures in accordance with the school based stages of the Code of Practice (see SEN policy).
4. The involvement of Caerphilly LA support services can be sought through the Additional Needs Co-ordinator.
5. Parents are partners in their children's education and will be invited into school to discuss any concerns about the behaviour of their child.
6. The guidelines for children and staff are attached. These are used as a basis for assemblies, discussion in class and at home and for the establishment of classroom codes of conduct.

#### **REWARDS AND SANCTIONS**

##### **REWARDS**

All adults should praise children behaving appropriately and working hard. Certificates are awarded for good behaviour and excellent work. They are given out in assembly every Monday. Class teachers choose one child per week who has kept all their golden minutes and has been particularly well behaved.

Each class teacher can award one certificate per week for excellent work. The work and the certificates should be given to the Head Teacher in the hall in the Monday afternoon assembly.

All children are members of a house, throughout the week good work and thoughtful behaviour can be rewarded with house points. The number of house points awarded is at the teachers' discretion.

Year 6 House Captains will collect them on a Friday afternoon. The winning house is announced in assembly every Thursday. House points can only be awarded, not taken away.

### **SANCTIONS: THE 'WRONG CHOICE' CHART**

All classes should have a chart showing the Golden Minutes.

All classes should have the 'Wrong Choice' chart displayed.

The 'Wrong Choice' chart below enables staff to monitor inappropriate behaviour more specifically and reminds children of the consequences of their actions.

Children not behaving appropriately should always be reminded of expectations in positive ways as far as possible, e.g. praise another child who is behaving appropriately. As far as possible, always try to give children one quiet warning before the first step is taken.

Always remind children what the expected behaviour is, what rule they have broken; that they made the choice and the consequence(s) of their inappropriate behaviour. Understanding of personal responsibility, making choices and that their actions have consequences are all important parts of children's learning.

If the child behaves inappropriately, more than once in any session, do not repeat Step 1, move on to Step 2. However, if the second example is in a different session but later the same day, you may feel it is more appropriate to start again at Step 1. With younger children in particular, they may not remember the earlier incident, or associate the two things happening on the same day.

For more serious incidents of unacceptable behaviour, it is, of course, possible to move immediately to a higher step e.g. swearing at another person, physically hurting someone else. In these cases you may want to consider moving straight to Step 3. If a child who has previously behaved in the same manner repeats the serious behaviour, you may want to consider going straight to Step 4 or 5.

Remember that these steps are for behaviour only. Poor or unfinished work does not come under this system.

### **THE 'WRONG CHOICE' CHART**

#### **Step 1**

Use 'golden minutes' system. Teacher to cross off 2 minutes on the chart at the time of unacceptable behaviour. Remind child of what the inappropriate behaviour is, that they are making the choice and what the next step is if they continue to make the wrong choice. A behaviour form may be appropriate if the child was placed immediately on the red traffic light.

#### **Step 2**

In class: If inappropriate/unacceptable behaviour continues in same session, move child to sit near someone else, or alone, or on carpet or other identified area as appropriate. Remind child that they are choosing to behave inappropriately and what the next step will be if they continue to make inappropriate choices. The child should complete a behaviour form and if appropriate write a sorry letter.

In playground: See staff guidelines for playground - use 'garden area'.  
All behaviour forms to be given to Head Teacher and filed centrally.

### Step 3

In class: Send child to agreed link class. At end of session, talk through with child. If appropriate, set punishment or task to make amends e.g. writing a sorry letter to someone they have hurt or offended, etc. Child to remain in link classroom for the remainder of the day. Contact parents by telephone informing them that their child has had to be sent to another classroom.

Link classes	rainbow	-	bronze
	silver	-	gold

The child should join the link class and must not sit outside the room in the corridor.

### Step 4 (Usually next day if behaviour continues to be inappropriate)

As Step 3. In addition, phase group leader meets with child and class teacher and goals set to encourage improved behaviour. Keep a record of this. Contact parents asking them to come into school for a meeting. Consider setting behaviour target through IBP.

### Step 5 (Ongoing through the week - evidence that the behaviour targets and accompanying strategies are not working)

Parents requested to meet Head Teacher. Deadlines are set to improve behaviour.

It is important that golden time takes place every week so that the children are encouraged to behave appropriately and are rewarded for doing so.

### Exclusion

It may be considered necessary for a child to be excluded for inappropriate behaviour. In these cases borough and national guidelines are followed.

### Use of Restraint

The physical restraint of a pupil should only be used if it is felt that it is the only course of action necessary for the health and safety of a child or an adult. Staff should be aware of borough guidelines on the use of restraint. Members of staff who work closely with pupils who are likely to need restraining must attend 'Team Teach' Training. Members of staff should also be aware that if they use restraint on a pupil:

- A member of the Leadership Team should be informed immediately;
- The parents of the pupil will be informed immediately;
- An incident form should be completed;
- They could be subject to a child protection investigation.

### Conclusion

The emphasis of this policy is on raising achievement through a reward system so that all children are safe, happy and motivated to do their best while behaving appropriately at all times.

Policy reviewed by the Inclusion Team  
March 2016

To be reviewed March 2017

## GUIDELINES FOR STAFF, BEFORE SCHOOL, BREAK TIMES AND LUNCH TIMES

Ensure that children leave the classroom one group/table at a time to ease congestion.

Remind the children about going to the toilet as they go out to play.

Playground rules, dealing with difficulties etc must be discussed with the children through the PSE/Citizenship curriculum in the first half term.

At the end of break, staff must go to the playground immediately when the bell sounds. Teachers on duty will judge which classes have lined up the best. This information will be recorded on a chart in the classroom. The class with the highest number of ticks per week will receive an extra reward.

Children will have lined up ready to walk in quietly with you. If your class are finding lining up difficult, give them a lining up order, e.g. register order, alphabetical order.

If your class are still not lining up quickly and quietly, practise at playtime.

If no classes get a tick for a playtime, then on the next day the teachers on duty should draw this to attention of all staff in the morning meeting.

Learning support assistants as well as class teachers will monitor behaviour in the corridor as the children come in.

Staff are expected to check the playground rota to see when they are on duty. If you cannot do your duty make sure you arrange a swap with somebody else. The rota is on display in the staff room corridor.

Staff on playground duty should ensure all areas of the playground are visible. Children should ask permission to go into the building to go to the toilet and report back to the same adult when they return to the playground.

If there is a difficulty and children need some 'time out' to calm down, tell the child/children involved to sit in the garden area for a 'cooling off' period.

If you are on duty and a serious incident occurs, ask the child/children to fill in a behaviour incident form to help them to think through what has happened (available from the Head Teacher). The form needs to be discussed with the child at the earliest opportunity and the class teacher informed. A copy of the form must be placed in the appropriate section of the behaviour monitoring file in the Head Teacher's Office. The Head Teacher monitors weekly to identify children whose behaviour is regularly a cause for concern.

Children will take out cards and ring bell at lunchtime.

Football is only allowed in the designated area of the playground, the other areas of the main playground are for other ball games and more 'active' games, involving running and catching, etc.

## RHYDRI PRIMARY SCHOOL

### BEHAVIOUR POLICY - Guidelines for Children

#### IN THE PLAYGROUND

- When it is time for playtime, your teacher will tell you when to go out to play. You will not be allowed back into the classroom; if you need your coat collect it on the way out.
- Everyone should go to the toilet on his or her way outside. If you must go during playtime, you must ask a member of staff permission to go to the toilet. You must report back to the member of staff when you return to the playground.
- If you don't have someone to play with at playtime, ask a member of staff who will find some people to have a chat with and maybe enjoy a game. Go to the 'Friendship Rainbow' Bench.
- If you have any difficulties in the playground that you cannot sort out, always use our three step rule:
  1. Ask them why they have said or done the thing which has upset you;
  2. Tell them that if they carry on being unkind, you will tell someone;
  3. Tell an adult.
- If you see anybody arguing or fighting do not try to sort it out. The best way to help is always to ask an adult for help.
- Telling when somebody is being bullied is very important. This is not telling tales. Bullying is very serious and adults will always listen and help if you tell them about bullying.
- In the morning when you arrive at school, there are no ball games allowed in the playground.
- Before school and at the end of playtimes, the bell will sound. You must stop your game immediately and wait to be asked to line up with your class quietly. Adults on duty will be looking for the classes who line up most quickly and quietly each day. This will be marked on a chart in your classroom. At the end of the week, the class with the highest number of ticks earns an extra reward.
- If you do not respect the rights of others at playtime or lunchtime then you are choosing to miss some of your playtime. You may have to spend part of that break time or lunchtime standing at the side of the playground to think about what you have done that you should not have done.

#### AROUND THE SCHOOL

- We always use people's names. All adults should be called by their surname, not their first name (and not "Miss" or "Sir"). If you don't know somebody's name, ask him or her.
- For everybody's safety, always walk in school and always walk on the left.
- Children should always allow adults and people who are carrying things to go through the door first.

## WHOLE SCHOOL REWARDS AND SANCTIONS

All classes in school have 'Golden Time' on Friday afternoon. 'Golden Time' is given for those who respect other people by co-operating, showing good manners, caring for others and sticking to class and school rules.

Children all start each week with 20 'Golden Minutes'. All children and adults in school have rights and classmates who do not respect those rights are choosing to lose minutes. Minutes can also be lost by not respecting the rights of others at playtime and lunch time, though more usually you will be choosing to lose part of your playtime if you behave inappropriately at that time.

These are the things that are not acceptable because they take away other people's rights:

- talking when you are not supposed to be
- calling out/shouting out when you should put your hand up
- interrupting when somebody is speaking
- throwing things or treating property in any other inappropriate way
- touching other people's property without permission
- being rude or saying unkind/offensive things or things which will upset people
- being somewhere that you are not supposed to be
- touching other people when they do not want you to
- hurting someone.

Golden time is at the end of the week, on Friday afternoon. If you have lost any golden minutes you will have less Golden Time.

Teachers choose one of their class who has kept all 20 minutes to get a certificate for their good behaviour in assembly. Children who manage to keep their 20 minutes every week for a term get a special certificate sent home.

A list of names of all those awarded certificates each week go on a special display board, the 'Golden Board' in the school hall.

Each teacher chooses a piece of excellent work, or work that shows that somebody has made a real effort or has improved greatly in one area. The work is displayed in assembly on Wednesday, a certificate is awarded and the names of those children are displayed on the 'Golden Board' outside the hall.

All children in the school are members of a house and can earn House Points for working hard, producing excellent work, being especially helpful and responsible around school, etc.

All adults in school award House Points. On Friday afternoon, monitors collect House Point numbers from class teachers and the leading House for the week is announced in assembly every Thursday.

## SANCTIONS: THE 'WRONG CHOICE' CHART

If you choose not to behave in a responsible way or choose not to respect the rights of others, you are choosing to miss Golden Time, or playtime, or occasionally, other learning opportunities. You may be asked to do something to make amends for what you did. Sometimes the consequences of your behaviour may be more serious.

Step 1            You will lose 2 minutes of Golden Time, an apology will be expected and you may have to complete a behaviour form.

Step 2            In Class: You will be asked to move to a different seat or area of the classroom, or be asked to carry out an appropriate punishment task e.g. tidying up job, etc. An apology will be expected and you will be expected to complete a behaviour form.

In the playground: Stand in the 'quiet area' for 5 minutes, an apology is expected.

Step 3            In Class: You will be sent out to another class, until the end of that day, with a behaviour report to complete to help you think about your behaviour. Your parents will be told that you had to be moved.

In the playground: You will be sent inside with a behaviour report to do to help you think about your behaviour. You should sit outside the staff room. You will also have to move to a different class for the rest of the school day. Your parents will be told that you had to be moved.

Step 4            If your behaviour continues to be inappropriate the next day, you will have to meet your class teacher and another teacher and set goals to improve your behaviour. A letter will be sent to your parents asking them to come in and see your teacher. An apology will be expected.

Step 5            You will be sent to the Head Teacher who will give you an appropriate target. Your parents will come and meet the Head Teacher. If you do not meet your behaviour targets, you may not be allowed to come into school. This will stay on your school record when you transfer to High School.

**Tier 3 - Smaller Groups  
Intensive Individual Support**

**Tier 2 - Groups**

Lunchtime 'fun' club (target vulnerable pupils)

Differentiated curriculum

Attendance of SENCO at parent teacher meetings

Gardening Club (target vulnerable pupils)

Fine Motor Nurture Group

Facilitate inclusion in extracurricular activities

Home School link books

Transition SAP

SAP Groups

**Tier 1 - Universal Support  
Behaviour Friendly Classroom**

Shared commitment to quality pastoral care

Whole school ethos based on high expectations

Golden Minutes

Special Events to reward good behaviour

Weekly behaviour monitoring

Assembly themes (SEALS and citizenship)

Structured behaviour forms which focus on reflection and emotional literacy

Fortnightly inclusion meeting

Celebration Assembly

School based provision mapping

Traffic lights system

Pupil voice - feedback on behaviour/safeguarding issues

House points

SEALS PSE Scheme of Work

Induction meeting with parents of children who join mid phase

End of year inclusion meetings between teachers/LSAs etc

Good communication with parents

Identified step chart - consequences of behaviour

Evaluation of low-level behaviour as part of lesson observations.

Induction Information for Supply Teachers

Positive AFL marking strategies

Induction for NQT/EPD includes structured guidance on managing behaviour issues.

Home School Agreement

**Write or draw what happened.**

**Write a list of the mistakes you made.**

**What are the consequences of your behaviour? Think of the effect on you and other people (teacher, friends, family?)**

**What should you have done?**

**What can you do to stop this ever happening again?**

**Target**

**Signed:** (Pupil) **Date:**

**Signed:** (Teacher) **Date:**

Name:

Class:

Draw what you did.

What must you do next?

**Rhydri Primary School: THE 'WRONG CHOICE' CHART**

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