

**WELL GREEN PRIMARY SCHOOL, HALE**

# ***BEHAVIOUR REGULATION***

**POLICY**



## **WELL GREEN PRIMARY SCHOOL BEHAVIOUR POLICY**

### **Intentions of this Policy**

This Policy provides a clear framework within which the aims of the school for behaviour management are set out. Good behaviour is essential to good learning and good relationships, which is why we place high importance on this.

This Policy must be considered in conjunction with other Well Green policies, including SEND, EYFS and Teaching and Learning.

### **INTENT**

At Well Green Primary School we seek to promote a happy and caring atmosphere in which children can gain confidence and feel that they are able to succeed. Our school motto is "Learning, Caring, Growing Together" we aim to encourage our children to grow socially, personally and academically in a supportive environment.

We expect all pupils to show respect and courtesy towards members of staff and each other. We expect all pupils and staff to be treated equally regardless of gender, race, ability, ethnicity, sexual orientation and personal circumstances. We believe that consistency of approach to managing behaviour, both in the classroom and around school, is the foundation of effective behaviour management. When children know what is expected of them and that there is a clear system for managing behaviour throughout school, they feel safer and happier, and behaviour therefore improves. We believe that giving children more responsibility for their own behaviour leads to improved behaviour.

Our children are encouraged to develop self-awareness and a respect for others leading to a moral code of behaviour. We seek to develop these aims by establishing the following values in our children:

Consideration  
Co-operation  
Caring  
Confidence

We believe these values will encourage good social behaviour.

### **What we mean by good social behaviour**

Good social behaviour benefits children, teachers and parents. The children learn to care for each other, learn the value of friendship and develop self-confidence. Teachers are able to teach more effectively and are able to use their time to meet the needs of all the pupils in an environment which is ordered and calm. Parents in turn feel welcome in a school where the atmosphere is positive. We feel that children must be aware of what we mean by good social behaviour. Therefore, the following statements have been discussed with the children:

- Being aware of others
- Listening to others
- Being aware of how their behaviour affects others
- Being polite and courteous
- Treating others as we would wish to be treated ourselves
- Learning to share

- Co-operating with others
- Learning self-control
- Taking a pride in personal appearance and in your work
- Persevering
- Taking responsibilities seriously
- Respecting authority
- Caring for the school environment

In order to create an environment where staff and children can work effectively together, we must all know what is expected of people in certain situations.

### **Behaviour we expect to see in the classroom**

We have a clear discipline plan which is based on the principles of 'Rights and Responsibilities', and self-regulation. We always make the children aware of the teacher's expectations at the beginning of the year. Every child has the right to be able to learn, to have their opinions respected, to be safe and their property to be kept safe. Every member of the class must be aware that it is their responsibility to allow this to happen and the class rules will enable this to be accomplished. It is important to make the children aware that all actions have consequences.

The following list of expectations for children's behaviour is relevant to the classroom and has been discussed with the children:

- Quiet voices
- Keeping on task
- Focussed on learning
- Showing consideration for others
- Showing respect
- Working co-operatively
- Taking care of equipment
- Moving sensibly around the classroom
- Speaking politely to others
- Taking turns to speak
- Sharing

### **Behaviour we expect to see at lunchtime**

Non-teaching staff and staff involved in midday supervision must also be aware of the positive approach advocated by the school. The following list of expected behaviours has been discussed with the children:

- Walking in and out of school quietly and in an orderly manner
- Being respectful to all members of staff
- Playing co-operatively without fighting
- Using the toilets only when necessary
- Getting permission to enter school when on the playground/field
- Being aware of smaller and younger children

In the dining hall:

- Speaking quietly
- Eating sensibly
- Using good table manners
- Responding quickly and appropriately to instructions
- Being polite to the lunchtime staff
- Moving around quietly
- Being patient and waiting for their turn

### **Behaviour we expect to see when moving around school**

- Walking in single file
- Walking quietly
- Walking sensibly
- Taking care not to damage displays
- Giving way to adults
- Opening and holding doors so that others may pass safely
- Wiping feet before entering the building

### **Behaviour we expect to see when children are out of school**

When pupils are out of school they are still representing Well Green and we therefore expect that a high standard of behaviour is maintained and pupils conduct themselves in an appropriate manner at all times including:

- Giving way to adults
- Showing good manners to members of the community
- Playing co-operatively without fighting

The behaviour of pupils outside school can be considered as grounds for exclusion in accordance with Trafford's exclusion policy.

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable."

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

## **IMPLEMENTATION**

### **Our approach to behaviour management**

At Well Green our approach to behaviour management is based around the principles of Rights and Responsibilities whereby each child's individual rights are met through shared responsibility.

This approach encourages the children to consider how their behaviour impacts on those around them and to take more responsibility for their own actions.

As a school the staff have worked hard to create a set of overarching rights and responsibilities. These are displayed in each classroom and explored with the children during the year through PSRHE lessons. The children's contributions are added to the classroom displays to reflect their ideas and to ensure that they have ownership over what happens within their own class.

<b>Our Rights and Responsibilities</b>	
<b>We have the right:</b>	<b>We have a responsibility to:</b>
1. To learn	1. Make sure we can all learn
2. To be safe	2. Keep ourselves and others safe
3. To be cared for	3. Be kind and caring to others
4. To feel valued	4. Respect and value each other
5. To achieve our best	5. Always try our best

By using this approach, we hope that the following aims will be achieved:

#### Whole School

- Well Green will be a community where each individual is respected and valued regardless of their cultures and beliefs.
- Well Green will be a community that is united in supporting one another.
- Well Green will be a community working collaboratively towards the common goal of every child's rights being respected.
- At Well Green there will be a culture of using Right's Respecting Language and values.

#### Children

- Our children will have a deeper understanding of and appreciation of the wider world around us.
- Our children will have a deeper understanding of and respect the religious cultures and beliefs of children in our school community, and the wider world.
- Our children will be encouraged to share their ideas and feelings and value the contributions of others.
- Our children will know that their opinions are valued and impact on school life.
- Our children will feel good about themselves and value their relationships with others.

Alongside this, we use The Zones of Regulation, which is a system that encourages the children to recognise and regulate their own behaviour. The Zones of Regulation is a conceptual framework used to teach pupils self-regulation. This type of system improves pupils' ability to recognise and communicate how they are feeling in a non-judgemental way. It allows pupils to tap into strategies/tools to help them move between Zones. It is designed to help pupils recognise when they are in different states called 'zones' with each of the four zones represented by a different colour.

#### The Zones of Regulation

The Blue Zone – used to describe a low state of alertness.

The Green Zone – used to describe the ideal state of alertness. The pupil feels a strong sense of internal control when in this Zone.

Yellow Zone – used to describe a heightened state of alertness. The pupil's energy level is elevated yet he/she feels some sense of internal control.

The Red Zone – used to describe an extremely heightened state of alertness. Pupils feel a loss of control when in this Zone.



The Zones can be compared to traffic lights or road signs e.g.

When given a green light (in the Green Zone) one is good to go.

A yellow light or caution sign (Yellow Zone) means slow down or take warning.

A red light or stop sign (Red Zone) means stop and regain control.

The Blue Zone can be compared to a blue rest area where you pull over when you're tired and need to recharge.

The programme helps pupils to understand what behaviours are expected in given circumstances, and determine whether they need to manage/change their behaviours while in different Zones to meet the demands of the situation.

The Zones of Regulation curriculum teaches children:

- To identify their feelings and levels of alertness using a common language
- To understand their feelings in context
- Effective regulation tools (when and how to use them)
- Problem solving skills
- Recognise what might trigger certain emotions
- To understand how their behaviours influence others' thoughts and feelings

...and ultimately to move towards independent regulation.

EYFS and Year 1 use The Colour Monsters as a way of managing their feelings, which is closely aligned to The Zones of Regulation.

**Strategies used to promote good behaviour**

We use a tiered approach to support and promote good behaviour in school through a variety of means, as follows:

<p><b>Universal strategies to be used with all children:</b></p> <ul style="list-style-type: none"> <li>- Making positive responses/comments</li> <li>- Developing self-esteem</li> <li>- Treating children with respect</li> <li>- Recognising and highlighting good behaviour as it occurs</li> <li>- Ensuring that criticism is constructive</li> <li>- Rewarding children for good behaviour.</li> <li>- Praising success</li> <li>- Celebrating differences</li> <li>- Being consistent in your expectations</li> <li>- 'Named Praise', use the child's name and praise the exact behaviour you are praising</li> <li>- Parallel praise – praise good behaviour rather than highlighting negative behaviour</li> <li>- Praising the behaviour you want to see more of</li> <li>- Ensure absolute clarity about the expected standards of pupil behaviour</li> <li>- Making Kagan an integral part of your everyday teaching</li> <li>- Putting preventative measures into place such as alternating playtimes, responsibility roles, split playtimes, Y6 allowed on the field to create more space, football rotas, certain children are to be collected by parents from the front of school at the end of the day.</li> <li>- PSHE lessons focus on appropriate behaviour and behaviour management strategies</li> <li>- Circle Time allows for discussions and Restorative Practice meetings with whole class/groups of children</li> <li>- Emotion Coaching is used to support pupil's and help them understand their actions and manage their feelings following instances of inappropriate behaviour</li> </ul>
<p><b>Some children may present slightly more challenging behaviour and further strategies are needed:</b></p> <ul style="list-style-type: none"> <li>- Give 3 reminders or a countdown (5,4,3,2,1) and then TIME for the child to comply when you turn away to avoid further anxiety or escalation of mood or agitation</li> <li>- When instructing a child to do something say; You NEED to....., We will.....(what you want them to do), Then you can.....(offer something for after completing the task.)</li> <li>- Nurture Club, to work with mentor to help improve behaviour and develop social skills</li> </ul>
<p><b>Strategies used for more challenging and persistent behaviour:</b></p> <ul style="list-style-type: none"> <li>- Early intervention, if specific pupils are regularly behaving inappropriately we take early action to support them and try to help them change their behaviour, rather than allowing it to escalate.</li> <li>- Provide the child with a cushion to squeeze (NEVER to thump or hit) if they feel angry or are in a state of high arousal</li> </ul>

- Keep records to try and establish why an incident may have occurred using the ABC sheet - Antecedents, Behaviour, and Consequence (Appendix ii)
- Reduced playtimes/lunchtimes, or time spent with a midday or Teaching Assistant
- Pastoral Support Plan, to include parents and school
- Behaviour books that the child takes home daily so that parents are kept fully informed and can work in partnership with school

### **Confiscation of inappropriate items**

Members of staff have the power to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. They also have the power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol, illegal drugs or tobacco and cigarette papers
- stolen items
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

### **Behaviour management system**

We have a well-structured reward system for promoting positive behaviour and managing more disruptive behaviour without disturbing lessons and impacting on learning. When good behaviour is not being displayed the following procedures are to be followed (as appropriate to the age of the child)

- 1. Non-verbal Reminder** – look sternly at the child/stand near them/ shake your head etc.  
*If the behaviour persists*
- 2. Verbal Reminder** – a reminder is given with reference to our school Rights and Responsibilities. Children are encouraged to think about which 'zone' they are in and draw on their 'tools' to return to the green zone.  
*If the behaviour persists*
- 3. Warning** – a formal warning is given to the child that if their behaviour continues they will receive a consequence (a yellow warning card can be discreetly placed in front of the child as a visual cue).  
*If the behaviour persists*
- 4. Consequence** – a consequence is given in response to the child's behaviour (a red consequence card can be placed in front of the child as a visual cue).

Following instances of inappropriate behaviour a short consultation takes place with the child as an opportunity for them to reflect on their behaviour and identify how they could modify their behaviour in future. A Restorative Practice format or Emotion Coaching approach is used for these consultations; this will take place as soon after the incident as possible (see Appendix ii).

### **Consequences:**

We want children to be morally aware and responsible for their actions. Though an individual, they are part of a society and must understand that their actions will have consequences. This awareness contributes towards self-discipline and social manners. Children who fail to comply with the standards of behaviour required may:

- be reprimanded and reminded of the appropriate behaviour
- be removed from the situation
- be moved to another part of the classroom to work on their own
- be moved out of the classroom – child goes to another class taking their work with them
- be asked to draw or write a piece of work appropriate to the situation
- miss play time/part of their play time
- If any aggressive behaviour is shown the child goes straight to the Headteacher or Deputy Headteacher

If poor behaviour is consistently displayed by a child then the class teacher may:

- make a referral to behaviour support (with parental consent)
- advise the Headteacher
- inform the parents
- put the child on report (each lesson's behaviour is monitored & recorded daily in a diary for Headteacher & parental comments)

At this stage an individual behaviour programme may be devised and the parent involved on a regular ongoing basis until the child's behaviour improves. Parents may find it useful and/or necessary to seek support and guidance to help them manage their child's behaviour at home. We can help parents who request this support or advise a parent of support groups/classes for them to attend.

In very exceptional circumstances it may be necessary to exclude a child in accordance with Trafford's exclusion procedures.

### **What happens at playtimes?**

If a child misbehaves during break they are given a warning, if inappropriate behaviour persists they stand with the adult on duty. If their behaviour was particularly aggressive or their behaviour persists they are given an immediate consequence and are sent to speak to the Headteacher or Deputy Headteacher.

### **Rewards**

We believe it is important to reward children in recognition of good behaviour and therefore operate a number of reward systems in school, as follows:

- verbal praise
- stickers
- pupil/citizen of the week certificates
- smiley face charts within EYFS and KS1
- House points within KS2
- class reward charts (prizes awarded when completed)
- whole class rewards
- individual class reward systems e.g. class dojo, raffle tickets, team of the week etc.

Whilst we do reward good behaviour, we also believe that it is important for children to behave well because they are good citizens and not solely in return for a reward. This is discussed with the children regularly.



## **Roles and responsibilities**

Encouraging good social behaviour is the responsibility of all staff, teaching and non-teaching. All staff need to recognise and highlight good behaviour when it occurs and to deal with inappropriate behaviour immediately. Within the classroom, the teacher will deal with most issues concerning behaviour, involving other members of staff where appropriate. A teacher may send a child to a colleague for extra praise or sanction or, if there is repeated inappropriate behaviour, the classteacher may wish to involve the Headteacher or Deputy Headteacher.

The SENDCO may be able to provide additional support for the classteacher in the form of information and advice where appropriate. The Deputy will support teachers in devising individual behaviour programmes for particular children, if required, using an incentive and award system. If it is deemed appropriate the Special Needs Department of the LEA may offer advice or support.

The Headteacher and Deputy Headteacher provide ongoing support for the classteachers in the form of advice, information, making any decisions as to the action that needs to be taken and authorising letters to parents.

The Governing Body of the school would be involved in the Behaviour Policy of the school in the case of exclusions.

## **Parental involvement**

We work in partnership with parents to support our Behaviour Policy in school. Parents need to be kept fully informed about their child's behaviour. As part of the reward system we aim to notify parents of good behaviour, as well as informing them of sanctions for displays of inappropriate behaviour. We would hope to have parental support for any measures which we feel would be appropriate. Parents are kept informed of their child's behaviour by means of termly Interim Reports, through informal discussions with teachers and by invite into school for more formal meetings. In some cases a behaviour book may be set up where the teacher comments on the child's behaviour daily, which the child then takes home so that parents are kept fully informed and can work in partnership with school.

## **Bullying**

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, ability, sexual orientation or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences.

There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves

Bullying can take many forms but four main types are:

1. physical - hitting, kicking, taking belongings
2. verbal - name-calling, insulting or racist remarks
3. indirect - spreading nasty stories about someone, excluding someone from social groups.
4. Cyber bullying - the use of mobile phones, computers and other such technologies as a means of bullying in the above manners

It is the policy of the school to deal with bullying in as positive a way as possible. The policy can be split up into three main areas. They are:

1. Use of the school curriculum
2. Procedures

### 3. Recording

#### Use of the school curriculum

We aim to create an ethos of good behaviour where all pupils treat one another and staff with respect because they know that is the right way to behave. We want to build a whole school environment where values of respect for staff and other pupils, and a clear understanding of how our actions affect others are paramount. The school feels that prevention is better than cure. Therefore, the issues surrounding bullying are discussed on a regular basis in assemblies, stories in the classroom, through PSRHE lessons, through Anti-bullying week annually and in discussions in RE lessons.

A major aim of the Behaviour Policy is to prevent the type of behaviour which may lead to bullying. This is achieved by giving the children very clearly defined expectations in terms of behaviour. We openly discuss differences between people that could motivate bullying such as religion, gender, disability, ethnicity, sexuality and personal circumstances. We continually celebrate differences in school throughout the curriculum and during special themed weeks. We also teach children that using any prejudice based language is unacceptable and operate a zero tolerance approach to the use of such language.

Children are encouraged at all times to inform a member of staff immediately if they are being bullied, so that action can be taken as soon as possible. We aim to provide a secure environment for every child in the school. All pupils and staff are expected to treat each other equally and respectfully regardless of race, religion, gender, ability, sexual orientation or personal circumstances. We help to create a positive school ethos around the issue of bullying by celebrating success on a regular basis.

#### 2. Procedures

If a child or parent reports an incident within school, or a child is observed bullying or being bullied, the following procedure will be put into operation.

Firstly, the bullied child will have discussions with a member of staff to determine the nature and extent of the problem. This member of staff may be a midday, classteacher or the Headteacher depending on the wishes of the child. At this stage the child is told that the Headteacher, and possibly other members of staff, will need to be informed in order to sort out the situation.

The child, or children doing the bullying, will then be questioned in order for them to give their version of events. Finally, the children will be brought together to discuss the problem and to discuss how best to solve it. Depending on the seriousness of the incident, parents will not usually be informed at this stage. All members of staff will be informed of the incident in order to monitor the situation in the future. Follow up talks with the parties involved help to check on progress.

If this method of shared concern is not effective, or the initial incident is more serious, parents will be informed immediately. They will be asked to work together with the school to ensure that the bullying stops. The child, or children doing the bullying, will be informed of sanctions which may be used. These may include:

- using the 'Restorative Practice' questions; (Appendix i)
- writing a list of more acceptable behaviour
- missing a playtime
- writing a letter of apology to the bullied child
- missing an activity e.g. after school club, football etc.

The parent of the bullying child is asked to support the school in these sanctions and a regular dialogue is maintained in order to monitor progress. The parent of the child being bullied is also asked to help us by keeping a close eye on their child. The school needs to be kept informed of any concerns at the earliest opportunity.

If the problem continues, the bullying child may be asked to go home for lunch for a few days in order to make them understand that bullying behaviour is not accepted in the school. This obviously has to be arranged on a formal basis with the parent.

Finally, the ultimate sanction is some form of exclusion which would involve the Governing Body. This would be a very serious step and would be used as the very last resort.

### 3. Recording

The school has in place a method of recording incidents which are serious enough to warrant close monitoring. This involves a book in which staff record the date of the incident, a brief outline of the incident and how it was dealt with. This enables the school to see if there are any patterns which emerge or if any one child is being targeted.

## **IMPACT**

The impact of our approach to behaviour management is that we have pupils who:

- are well behaved
- are kind and courteous towards others
- show respect towards one another
- can regulate their own behaviour
- are tolerant of others
- feel safe and happy in school
- respect and celebrate differences
- understand their own, and other people's, rights and responsibilities
- are aware of how their behaviour affects others
- listen to other people's views
- co-operate well with others
- value one another
- show care for our all those within our school community
- learn well and achieve their best



## **RESTORATIVE PRACTICE**

Questions to be used following an incident with a child.

- What happened?
  
- What were you thinking about when it happened?
  - Who has been affected?
  
  - How have they been affected?
  
- What needs to be done to put things right?

**Appendix ii**



<b>Using an ABC model</b>		
<b>The behaviour that concerns me</b>		
<b>Antecedents</b>	<b>Behaviour</b>	<b>Consequences</b>
<p>What is the context for the behaviour?</p> <ul style="list-style-type: none"> <li>Who is the pupil working with?</li> <li>What are the adults in the room doing/saying?</li> <li>What is the task?</li> <li>What resources were or weren't available?</li> <li>What time of day/day of week is it?</li> <li>What happened immediately before the behaviour?</li> </ul>	<p>What exactly does the pupil do that is of concern?</p>	<p>What usually happens afterwards?</p> <ul style="list-style-type: none"> <li>what do you do/say?</li> <li>What does the pupil do/say?</li> <li>What do other pupils do/say?</li> <li>What do other adults do/say?</li> <li>How do you think the pupil might be feeling?</li> <li>What usually happens next?</li> <li>What do you think the pupil might be getting out of behaving this way?</li> <li>What do you think other pupils might be getting out of him/her behaving in this way?</li> </ul>
<p>Usually happens after lunch – any day of the week – comes in all wound up – teasing?</p> <p>Worse in warm weather</p> <p>Happens whichever group he is working in</p> <p>Happens less, though, when he is working with xxxxxx</p> <p>Worse when task involves writing</p> <p>May be worse when writing is 'blank page' and I haven't provided a writing frame or the writing hasn't been modelled – need to check?</p>	<p>Gets into arguments with other pupils – for example about equipment or who sits where</p>	<p>Other pupils complain about him, and he argues more – Sunita sometime talks quietly to him and that seems to help</p> <p>He gets told off, sent to work on his own.</p> <p>He refuses to take his things with him, sulks and needs persuading to do his work</p> <p>Either I or a teaching assistant will often go over and have a talk with him along with his writing</p> <p>Other pupils probably pleased – I don't think they like working with him</p>

<b>Using an ABC model</b>		
<b>The behaviour I want to encourage</b>		
<b>Antecedents</b>	<b>Behaviour</b>	<b>Consequences</b>
<p>What is the context for the behaviour?</p> <ul style="list-style-type: none"> <li>• Who is the pupil working with?</li> <li>• What are the adults in the room doing/saying?</li> <li>• What is the task?</li> <li>• What resources were or weren't available?</li> <li>• What time of day/day of week is it?</li> <li>• What happened immediately before the behaviour?</li> </ul>	<p>What exactly does the pupil do that is of concern?</p>	<p>What usually happens afterwards?</p> <ul style="list-style-type: none"> <li>• what do you do/say?</li> <li>• What does the pupil do/say?</li> <li>• What do other pupils do/say?</li> <li>• What do other adults do/say?</li> <li>• How do you think the pupil might be feeling?</li> <li>• What usually happens next?</li> <li>• What do you think the pupil might be getting out of behaving this way?</li> <li>• What do you think other pupils might be getting out of him/her behaving in this way?</li> </ul>
<p>Usually happens in the morning</p> <p>Sometimes in the afternoon if it's an active task – like making a poster or planning a Powerpoint presentation</p>	<p>Work cooperatively in a group with other pupils</p>	<p>Nobody takes any notice of him, really – I let them get on</p> <p>Someone else from his group usually does the presentation/feedback in plenary etc because I know I can rely on them not to be silly.</p> <p>Looks like there's not a lot in it for him – not much attention from me anyway, though he may get something out of it from the other pupils in his group if they show they value his contribution (do they? – need to check)</p>