



**July 2016**

## **INTRODUCTION**

Our mission statement at Wren's Nest is, "Unlock potential and reach for the stars". Within our school aims for Wren's Nest we highlight the importance of school being a secure, safe place for all, where learning can take place in a happy, friendly environment. Behaviour management is a strength of the school (graded as **OUTSTANDING** by OFSTED in September 2012) and good behaviour is a priority for the school to ensure that high quality teaching can take place and children have the best possible environment in which to learn.

Everyone at Wren's Nest has a right to be treated with respect and dignity. In circumstances when children display difficult or challenging behaviour, this ethos pays dividends. Any kind of degrading treatment by staff is not acceptable. This includes shouting, which is not an option at Wren's Nest. In order to create a calm and peaceful learning environment, respectful behaviour and good manners should be modelled by staff at all times, as an example to children of what is expected within the school.

## **RIGHTS AND RESPONSIBILITIES OF CHILDREN AT WREN'S NEST**

### **RIGHTS**

- ✓ Children have the right to be treated with respect and dignity.
- ✓ Children have the right to receive a high quality education.
- ✓ Children have the right to feel safe.
- ✓ Children have the right to work and play in a safe environment.
- ✓ Children have the right to wear a uniform that demonstrates they are a part of the school community.
- ✓ Children have a right to attend school for 190 days each year.

### **RESPONSIBILITIES**

- Children should demonstrate respect and dignity for themselves and everyone in school.
- Children should work hard in class and encourage others to do their best.
- Children should be responsible for their own safety and security and not compromise themselves deliberately.
- Children should respect the school environment and the property of others.
- Children should be smart and wear their school uniform with pride.
- Children should attend school and be on time every day.
- Children should behave respectfully outside of the school and be good ambassadors for the school in their local community and beyond.

## PARTNERSHIP WITH PARENTS

The school values the views of parents and wishes to work collaboratively with parents to support children behaving well both at home and at school. It is important that positive news is regularly shared with parents as well as contacting parents when children have difficulties. Parents are encouraged to come into school to share in the successes of their child and to discuss strategies for supporting their child's behavioural and emotional needs, both in school and at home. Wren's Nest operates an open door policy to facilitate multi-agency working.

## A POSITIVE APPROACH TO BEHAVIOUR MANAGEMENT

All behaviour management strategies at Wren's Nest emphasise a **positive approach**. Attention should, as far as possible, concentrate on recognising and acknowledging good behaviour. When dealing with negative behaviour there are many strategies that can be used which will support the child, rather than escalate the situation such as, ignoring, highlighting good behaviour which is apparent in the immediate vicinity, positive words of encouragement and giving time and space to a child to enable them to make the right choices.

Whilst behaviour management should always highlight the positives, when a child has displayed unacceptable behaviours, it is right and necessary for that child to receive a consequence which is proportionate to the behaviour they have presented.

Providing a **staged response** to managing behaviour is crucial in enabling children to manage their own behaviour by allowing them the benefit of a warning system and giving them the opportunity to correct their own behaviour. If severe consequences are applied too soon then the teacher and the school is left with no place to turn and the child has not had the opportunity to modify their behaviour following a warning from a member of staff and to resolve the situation independently.

## REWARDING GOOD BEHAVIOUR

Daily/ Frequent Rewards - awarded at staff discretion.

- Smile & genuine praise from teaching staff. We encourage smiling at Wren's Nest!
- Team points - every child in school is in one of the 4 teams : Bears, Tigers, Dolphins or Eagles
- Stickers & stamps
- Work displayed/shared with others/scanned in to show on multimedia projector in assembly
- Responsibility given (classroom jobs etc.)
- Well done phone call or postcard home
- Sent to Phase leaders/Deputy Headteacher/Headteacher to share good news and to receive praise and/or stickers

A record of these awards does not need to be systematically taken.

Major Awards - awarded at teacher discretion.

- **Merits** - awarded to individual pupils to mark excellent achievement in academic work, effort, behaviour, creative or physical activity. Awards are presented weekly in year group merit assemblies. At these events pupils are encouraged to show examples of their work and / or talk about their achievement. Teachers will keep records of which children have received merits on a displayed chart.
- **Bronze, Silver and Gold Merit Awards** - when any child has received the first ten merit awards they are entitled to a bronze badge. This will be presented in assembly. When 20 merits are attained the silver badge is presented, and 40 merits gains the gold award. When children have gained 30 merits we award them with a certificate acknowledging this

fact. Children who achieve Gold awards will be taken on a special end-of-year trip to celebrate their achievements. Their photos will also be displayed on the 'Gold Award' display board to highlight their achievements.

- **100% Attendance / Gold Award** - certificate / badge issued termly in a special assembly.
- **Class Behaviour award of the week** - awarded to a class from KS1 and KS2 in Friday's assembly each week to the class who have had the best break and lunchtime behaviour.
- **V.I.P. special celebrations** - each year group (Y1-Y6) will choose up to 8 children each half term to attend the V.I.P. celebration in recognition of outstanding behaviour.
- **Whole class reward** - the reward is agreed by the class and the children work towards achieving the agreed goal in order to achieve the reward. A teacher may operate a whole class reward for Literacy and Numeracy groups as well as class groups. Awarding class points encourages a team spirit and fosters development of a whole class pride and ethos.
- **Target sheets** - individual children may be rewarded for their good behaviour through their daily target sheet that clearly states what they have to achieve to receive their daily/weekly reward.

### **CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR**

We encourage children to reflect and, given the options, make a positive choice to behave in the correct way. When children make the wrong choice we help them to understand that there is a consequence for that choice. We also support children when a wrong choice is made, to recognise what the correct choice might have been.

### **Managing inappropriate classroom behaviour**

At Wren's Nest we have a consistent approach to the management of inappropriate behaviour within the classroom. It is a staged approach, which should be followed by all members of staff. Staff in the classroom can; effectively deal with most inappropriate behaviour exhibited by children. More extreme behaviours may require the help and support of other members of staff. In response to this, at Wren's Nest, we have developed a two-tiered system of behaviour management.

### **For behaviours that are appropriate for staff to deal with themselves:**

#### **The Consequence Pathway to manage classroom behaviour effectively**

##### **Minor, low-level disruptions**

These are likely to take place in all schools such as, telling tales, talking while the teacher is speaking, messing with objects on the table, arguing/ disagreeing with another child etc.

1. **Warning** - The 'official' discreet and quiet warning given by the teacher to the child to reinforce expectations of good behaviour and make it clear that the current behaviour is unacceptable. "This is your warning, the next time, if I need to speak to you, it will mean you will need to sit on the thinking table." Prior to 'official warnings' staff may use a range of strategies to keep children focused, the 'look, catching an eye, asking a question to bring the child back on task etc.
2. **Thinking table** - following the 'official' warning, if the behaviour continues the child should be asked to go and sit on a quiet table, away from others for 5mins, (self-timed using a sand timer). At the end of this time hopefully the child will be ready and focused to rejoin the class.

3. Calm down time (CDT) - when behaviour is more inappropriate or if previous strategies have not been effective, the child needs to calm down in their agreed CDT class for 5mins (again self-timed). The teacher who receives the child should not make an issue of their entry or exit from the class. They do not need to speak to the child other than to encourage them to do their time appropriately and then give them permission to return to their class.

Being sent to CDT has a follow up consequence (otherwise children might quite enjoy a little break from the classroom once in a while). The time needs to be paid back to this teacher at the earliest available opportunity (ie. break/lunch) to make up for the work that they have missed. This should not exceed 10 minutes as all children need a short break to enable them to refocus as does the teacher! If the teacher needing to keep the child in to pay back time is on playground duty then the child can pay back time with the 'keep ins'.

### Managing more severe behaviour

Serious verbal or physical abuse from a pupil directed at another child or any verbal or physical abuse directed at a member of staff should always be referred immediately through the LM team to the DHT. The member of staff reporting the incident, should record a detailed account of the event on the child's behaviour referral sheet. Each time a child is referred the DHT will keep a record of the referral (see appendices), and these referral sheets will form part of the behaviour monitoring system, carried out by the Learning Mentors and the DHT, to track the children who are causing concern and to ensure that appropriate strategies are being fully utilised.

### Repeated Inappropriate Behaviour

If a child has accessed calm down time twice or more in a short period of time (in the same lesson) then a Learning Mentor should be called (send the little red book as a discrete summons!) The LM team will then use their professional judgement as to the next step to take. The child is likely to be referred to the Phase Leader (PL) at an appropriate time during the session. The PL will then speak with the child and make them aware of how important it is to make the right choices and will implement appropriate consequences.

If the child needs referring more than twice to the team leaders, in a similar period of time, the child would be referred to the DHT, who will utilise all available behaviour records to discuss, in depth, the child's behaviour with them and their parents.

### Record Keeping

Class teachers should maintain a class/individual pupil record to monitor the use of this pathway. If any child is being sent to CDT on a regular basis then it is the class teacher's responsibility to discuss these issues with their parents, either after school or at a mutually convenient time that has been arranged. When meeting with parents, positive news should always be shared and strategies should be suggested to support good behaviour. At this point, the class teacher should begin to maintain individual behaviour records for that child. If the child is taught by another teacher or works with teaching assistants in small group interventions, they should also maintain individual records for the child, at the request of the class teacher (see appendix). If behaviour still does not improve the class teacher should seek the advice of the Deputy Headteacher. Behaviour sheets are monitored at the end of each month and the analysis shared with staff to look at ways to improve regularly occurring incidents.

## Managing inappropriate break and lunchtime behaviour

Break times are managed by teaching staff and teaching assistants and are supported by the Learning Mentors. Lunchtimes, are managed by the Class Mentors who are responsible for the behaviour of their class with the Lead Lunch Mentors (Mrs Piggott and Mrs Brookes) and Learning Mentors to ensure that incidents are properly investigated and appropriate rewards and consequences are given. The role of the Learning Mentor, at both break and lunchtime, is to investigate possible incidents and administer appropriate consequences, so that teaching staff do not waste valuable teaching time with their class and children who may have had a difficult break or lunchtime have a fresh and positive start to their learning! LMs will try to speak to children once the main introduction to a lesson has taken place to minimise any disruption to learning.

### Positive break and lunchtime rewards

Children who behave well at break and lunchtimes are rewarded with:-

- ✓ Praise
- ✓ Team points
- ✓ Stickers
- ✓ Certificates

### A staged response to managing break and lunchtime behaviour

All break and lunchtime incidents will be investigated with independent witnesses (children and adults) to ensure that a full picture of the incident has been formed before the incident is recorded in the book and a consequence given. Immediate consequences are issued straight away and the child is asked to stand by the member of staff issuing the consequence for the appropriate amount of time.

KS2 Behaviour pathway	KS2 Consequence	
	Break	Lunchtime
Warning	<i>No time owing</i>	
NFI (including minor incidents of swearing)	<b>5mins</b> Immediate consequence	<b>10mins</b> Immediate consequence
Name calling		
Disrespectful attitude		
Arguing/pushing/kicking	<b>10mins</b>	<b>20mins</b>
Fight	<b>Whole break</b>	<b>Whole lunch</b>
Confrontational and/or disrespectful to an adult		

For multiple incidents or repetition of incidents over a short period (eg. 1 to 2 weeks) then a cumulative consequence may be applied at the discretion of the behaviour team. If children have ignored helpful advice following warnings and have not modified their behaviour appropriately then a one off consequence may be necessary.

Serious incidents should be referred to Mrs Piggott(KS1), Mrs Brookes (KS2) or the DHT immediately when more formal consequences are required and parents informed, as appropriate.

Protocol for owing a whole lunchtime

Children who owe a whole lunchtime will be required to stay inside with a member of staff supervising them. During this time, children will be required to eat their lunch and then either read a book or complete appropriate work which will be provided by the member of staff supervising the children.

For some children it may be necessary to have personalised behaviour strategies for break and lunchtime when they have not responded to the normal behaviour consequence pathway. These children will have IBPs and these strategies will be recorded in them. The DHT will be in regular contact with parents to inform them of the strategies that are being used for their child.

Modified break and lunchtime consequences for Foundation Stage and KS1

Consequences for incorrect behaviour for younger children in the school need to be modified so that they are appropriate for the age of the child. Whenever possible, children in FS and KS1 should have immediate consequences, standing by the member of staff.

<u>FS &amp; KS1 Behaviour pathway</u>	<u>FS &amp; KS1 Consequence</u>	
Warning	<i>No time owing</i>	
NFI (including minor incidents of swearing)	Stand by me 2min	Stand by me 2mins
Name calling Disrespectful attitude		
Arguing/pushing/kicking	Stand by me 5min	Stand by me 10mins
Fight Confrontational and/or disrespectful to an adult	Red spot	Red spot

Dealing with incidents of a more extreme inappropriate behaviour

If a child has an extreme outburst of behaviour eg. Extreme swearing/ inappropriate/ offensive language, fighting, inciting violence, refusing to follow instructions, deliberately disrupting and or hurting others or any other incident of totally unacceptable behaviour, then immediate referral to the Deputy Headteacher or other member of the SLT, (in the absence of the DHT) is required. In most cases of extreme incidents it would be expected that the child in question, would be immediately removed from the situation and playground. In many cases, they may need a member of staff to sit with them in a quiet room whilst they take time to reflect upon their actions and whilst the incident is investigated. In some extreme cases, it may be appropriate for the child to miss more than 1 break/lunchtime or even to be excluded, if the headteacher considers the incident to warrant a more serious consequence. When more extreme incidents of behaviour are displayed then parents will be informed by the Head teacher or Deputy Head teacher and strategies put into place to assist the child in successfully accessing their break/lunchtimes.

## 'Target Children' - Children causing a high level of concern

At Wren's Nest we have an ethos and understanding that *"Treating children fairly does not mean treating them all alike."* All children are individuals with their own experiences of life which contribute towards each child's character and individuality. The staff at Wren's Nest know children as individuals and where they have a different set of needs or barriers to learning we try to address these to help them succeed.

As part of our positive behaviour strategies, and following class teachers discussion with the DHT, some children are provided with an individual 'target' sheet which will focus on between 1 and 3 specific behavioural targets, to achieve. We acknowledge that children may have many more targets which need to be achieved before behaviour becomes within the normal parameters but 1 to 3 targets is a short term manageable amount for any child.

These targets should be directly linked to the targets laid out on their IBP and should be generated by the class teacher.

- The child will score 0 or 1 for each target, each session.
- Each child will have a different target number to achieve (depending on the number of targets they have and depending on the number of sessions that it applies to - some children may or may not have break and lunchtime included on their target sheet. However, the target will be approximately 70% or more of the total number.
- Depending on the nature of the difficulty and how the child responds to their target sheet, rewards may be either daily or weekly. The scores / points awarded are against the specific targets and if other behaviour has not been acceptable the points awarded should still be given for the specific target.
- (Reward activities can be - computer time - board games - art activity, dip in the box etc. at the discretion of the teacher - but need to be manageable and enjoyable!)
- If the child scores less than their target number they receive no reward. However for some children we use a cumulative reward where reward is built up so there is always hope during the week!
- If a child is not achieving their targets on a regular basis then the use of the target sheet will be stopped. Target sheets are intended to encourage good behaviour and positive rewards not to reinforce failure of any kind.
- When the child is repeatedly achieving their targets then the targets will be modified to acknowledge their achievements.
- The impact of the target sheets are reviewed regularly to ensure that they are effective for each child.
- When a child is consistently achieving their targets then again the target sheet will be modified to address behaviour issues as they evolve and to reinforce the positive rewards and the behaviour that is expected in school.
- When a child no longer requires a target sheet then their behaviour will continue to be monitored through the classroom and breaktime tracking. Regular 'Check-in' time with a Learning Mentor will be used to allow the child time to discuss any difficulties that they may be having on a more informal basis.

### **Record keeping**

All break and lunchtime incidents, including children receiving a 'Warning' are recorded in the break/lunchtime incident books, with the date, nature of the incident, who it was witnessed by, any other children or staff who have been involved and the outcome, including any consequence that has been given. This ensures accurate reporting to parents and monitoring of incidents of a similar nature or repeated incidents caused by the same child. All behaviour records are closely monitored by the Learning Mentors and Deputy Headteacher and are reported at the end of each term, as part of the school self evaluation process, to ensure that the number of incidents is decreasing overall, year on year. If children regularly owe time or are having difficulties in managing their behaviour at school, then parents will be involved to discuss positive strategies to enable the child to access their time at school in a more positive way and prevent further disruption to other children who are trying to engage in their work and positive play.

### **Modified behaviour pathway for children in the Early Years Foundation Stage (EYFS)**

For the younger children in the school, the same approach and positive rewards based ethos exists when managing behaviour. However, it is important to ensure that any consequences administered is appropriate for younger children who may still be developing their sense of right and wrong and defining their personal boundaries within the context of school:-

#### **Nursery modified behaviour pathway:-**

1. Child receives a verbal warning.
2. Child is taken to the thinking (red) spot.
3. Child is taken to Reception.

#### **Reception modified behaviour pathway:-**

1. Child receives a verbal warning.
2. Child is taken to the thinking (red) spot.
3. Child is taken to the Nursery.

Again, if a child displays extreme outbursts of behaviour then senior members of staff who are known to the children should be involved and parents kept informed at all times as to how their child is developing personally and socially with both concerns and positive developments highlighted.

### **Behaviour needs mapping to identify children who require IBPs**

Behaviour needs mapping is carried out 3 times a year (At the end of Spring 1, at the end of June - prior to transition and at the end of autumn 1).

Every child in school will be monitored with the team of learning Mentors and DHT during the process of 'Behaviour needs mapping.' There are 8 criteria on the needs map to enable us to identify specific behavioural needs:-

1. Lunch and breaktime behaviour
2. Classroom behaviour
3. Self esteem / Self image (overtly positive or negative)
4. Emotional/social/family
5. Nurture
6. Food issues



7. Anger
8. Diagnosed for specific conditions eg. ASD/ADHD/ODD etc

Needs mapping enables us to identify groups of children who have a specific behavioural need, which can then be catered for through a group intervention but it also allows us to identify children with numerous and complex needs who require greater amounts of support.

As a general rule, children who display 4 (or more) out of the 8 criteria above will be on the Behaviour Register and have strategies to address their behavioural needs. However, children who have both classroom and break/lunchtime behaviour as an identified need will also have IBP and will be individually monitored for break/lunchtime and classroom incidents.

If it is deemed necessary for any other reason, for other children to have an IBP then this will be provided as a matter of course, to enable support and interventions to be identified so that their number of behavioural incidents are reduced, therefore removing their barriers to learning and making the good progress that we want them to make.

At the end of each year, the progress and attainment of children with IBPs will be analysed to ensure that children who have behavioural needs and who receive additional interventions and support are making progress in line with their peers and not falling behind.

### **INTERNAL EXCLUSIONS - USE OF THE QUIET ZONE**

Although Wren's Nest is committed to inclusion, there is a need, in extreme circumstances, to exclude children from school. However, it was clear from carrying out post-exclusion interviews, that for most children, being excluded from school is an appealing option as many are allowed to play at home, watch TV or play on their computers.

We therefore operate a system of internal exclusion. The internal exclusion takes place in the Quiet Zone. This room is self-contained, having toilet facilities. Due to the circumstances leading to a placement in the Quiet Zone, it is not meant to be a study support area with support and individual attention. It is not a therapeutic day but a punitive day. Although this goes against our normal supportive practice and is hard to maintain, it is important that the child finds the day hard and boring. The child should work independently for most of the time with some guidance on the nature of the tasks. At tuck time and lunchtime experience has shown that the child does need a break from intensive work so colouring sheets and books are available.

The child will be supervised at all times.

If a child does not conform to requests from the Learning Mentors in the Quiet Zone, the Deputy or Headteacher should be sent for immediately. In these exceptional circumstances, and at the discretion of the Head, the child may be asked to complete their exclusion at home. The Quiet Zone is also a facility that is utilised by other designated schools in the local area and a risk assessment will be completed for an off-site visit by the DHT.

### **EXTERNAL EXCLUSION**

Wren's Nest is committed to the policy of inclusion and providing education for all. As a school we try to cater for the needs of all children and work closely with parents to support every individual. It is the right of every child to receive high quality education in a safe and secure environment, which is conducive to learning and for all staff to provide that education in an equally safe and secure environment. In extreme cases of special need where Wren's Nest is unable to meet the

needs of an individual, such that they are unable to remain in the shared learning environment, it may be necessary to follow the process of external exclusion. This is seen as the very last resort and the school does not wish to undertake this process with any child but, if their behaviour is very severe, the child may be excluded from the site and work at an alternative educational provision or have a fixed term exclusion. This is at the discretion of the headteacher. A child at high risk of exclusion will have their IBP reviewed and further strategies implemented to support the child if possible.

### **Further strategies to support children who are experiencing behaviour difficulties or facing exclusion**

At Wren's Nest we also offer a wide range of further positive strategies to support children for whom behaviour is a concern. These strategies can be accessed through consultation with the Deputy Headteacher:-

The range of strategies available includes:

- ✓ being supported to develop Individual Behaviour Plans which will incorporate a range of strategies for utilisation to support individualised needs,
- ✓ referring children to complete individual or group projects with the school learning mentors or key workers
- ✓ requesting that children become targeted children
- ✓ outreach support from the Mere
- ✓ support from our school health adviser
- ✓ support from our school Family Support Worker (FSW), Tracey Bradley
- ✓ referral to PCSOs

### **EXTERNAL EXCLUSION - ALTERNATIVE EDUCATIONAL PROVISION**

If a child has to be excluded on several occasions and the Quiet Zone is no longer proving to be an effective deterrent, a child may be excluded from the site and alternative educational provision provided if felt appropriate eg. The Mere, High Arcal, Castle High or Ellowes Sports College. This is more likely to be used for older KS2 children.

### **Fixed term and Permanent exclusion**

If a child continues to disrupt the education and learning of others, for themselves and/or there is a serious breach of the behaviour policy then a longer fixed term exclusion or a permanent exclusion may be considered.

In the case of permanent exclusions, if;

1. The child has seriously breached the school behaviour policy on many occasions;
2. They are disrupting both their own education and that of others;
3. The school has implemented a range of appropriate strategies to meet the individual needs of the pupil and,
4. The welfare of others, both pupils and staff, are at risk,

Then, the Headteacher may acknowledge that we have exhausted all available strategies for dealing with the child and that the Headteacher now needs to permanently exclude the child from Wren's Nest to protect the education and welfare of both themselves and others.

In the case of a serious physical assault then, at the Head's discretion, a child may be permanently excluded immediately.

### **Monitoring and Review**

A summary of this policy will be shared with parents annually and the whole policy is available for all parents from the school office and published on the school website [www.wrensnest.org.uk](http://www.wrensnest.org.uk)

The Deputy Headteacher and the Curriculum and Standards Committee of the Governors will review the policy annually.

# CLASS CONSEQUENCE PATHWAY RECORD

Class/set \_\_\_\_\_

Date	Name	Lesson	Verbal Warning	Thinking Table	CDT	Ref PL	Ref DHT	Comment	Adults Initials

# INDIVIDUAL CONSEQUENCE PATHWAY RECORD

Name.....

Date	Time/ lesson	Verbal warning	Thinking table	Calm down time	Referral to phase leader	Referral to DHT	Comments	Staff Initials

INDIVIDUAL RECORD OF REFERRAL TO DEPUTY HEADTEACHER

Name of child \_\_\_\_\_ Year/Class \_\_\_\_\_ Time \_\_\_\_\_ Date \_\_\_\_\_

Reason Referred (in detail)	Details:	Action taken / Consequence

