

Principles

At the Federation of Winklebury Infant and Junior Schools we always try to work within a positive framework, keeping parents and, as necessary, governors informed. We understand that some children have difficulty with finding the right behaviour sometimes. However, a few children present with persistent and, on occasion, disturbing behaviours, which are beyond our experience and/or expertise.

In such cases we refer to, and work alongside, other agencies – for example:

- General Practitioners and hospital staff
- Educational Psychology
- School Health
- Children’s Services
- Primary Behaviour Support
- Child and Adolescent Mental Health Services
- Youth Crime Prevention Service
- Early Help Hub
- Supporting Troubled Families programme

By working with these agencies, we are looking for practical solutions to problems; solutions that are acceptable to home and school.

We believe it is vital that we all to work together for the benefit of the child

Rewards

We believe that the best results in terms of promoting good behaviour arise from staff praising and rewarding children’s successes and emphasising their potential, rather than focusing on their failures or shortcomings.

Rewards can take various forms:

- non-verbal signals
- verbal comments
- positive comments written in books
- sharing positive behaviours with others
- informing parents verbally and by letter
- awarding certificates and stickers
- additional responsibility
- class treats

**Rainbow behaviour management system**

Each class will have a rainbow, sun, white cloud, grey cloud and black cloud displayed discretely in the classroom. The sun and the rainbow are larger than the clouds. The title for this display is to be “Our Behaviour is Important”.

Sun

All children’s names will start in the sun zone at the beginning of each day. Names will remain here for good behaviour, positive responses, good work and for being a responsible member of the school community.

Rainbow

Children’s names can be put up to the rainbow during the day for especially good behaviour, good work and anything “special” they do. A particular focus should be on the half term federation rainbow.

When children are put onto the rainbow they receive a rainbow sticker from their class teacher and will receive a stamp on their reward cards. The sticker is to be worn so that other members of the school community can praise the child and acknowledge achievement.

When children are put onto the rainbow they receive a certificate to take home that same day.

Clouds

These are used for any child who has been given a warning during the day in school.

White cloud – is for a first verbal warning

Grey cloud – is for a second verbal warning

Black cloud – is for a third warning or a serious offence such as aggression or physical or verbal abuse against a member of staff or another child

Children can move from a white or grey cloud back to the sun but cannot move from a black cloud for that day.

At the end of each day names return to the Sun. Each day is a fresh start.

Junior School - Bronze, Silver, Gold and Diamond cards

Stamps can be earned for good behaviour, good work, good attitude, being kind or anything positive that a child does. The expectation is that children will earn their bronze certificate by December, their silver by Easter and their gold by the end of the summer term. At each stage they will receive a gift from the Head of Federation. Children who complete their gold card move to a diamond card and are included in the 'Diamond Club' which earns them the right to attend a tea party with the Head of Federation at the end of the school year.

Infant School – Rainbow cards

Stamps can be earned for good behaviour, good work, good attitude, being kind or anything positive that a child does. The expectation is that children will complete the rainbow by the end of the summer term and will receive a gift from the Head of Federation. If children complete their rainbow cards they are given a 'Pot of Gold' card which earns them the right to attend a tea party with the Head of Federation at the end of the school year.

Stars of the week

One child from each class each week – to be nominated by the teacher. Certificates will be given out in celebration assembly.

Citizenship award

One child from each class each week – to be nominated by the children in the class – focus to be on the federations' core values. Certificates will be given out in celebration assembly.

Celebration Assembly

Each Friday - with parents invited in by letter sent home from the classteacher on a Wednesday. Children bring work in to celebrate success, certificates are given out and any celebrations from outside school – sporting, dancing, etc – may also be shown in this assembly.

Class reward schemes

Each class will have a class reward scheme linked to the current rainbow focus eg. class tub – format to be decided by classteachers. The expectation is that the target is easily achievable so children can earn rewards. Once the class has achieved the target eg. filling the class tub, the classteacher decides on an appropriate class 'treat' (this may not include the giving of food or drinks as a reward and must take place within the school day for up to approximately 20 minutes).

Stickers and stamps

Stickers and stamps will be used liberally by all staff for children making good choices.

Postcards home

Postcards will be sent home for consistent good behaviour, good effort and good work or something really significant for that child. Staff to fill in postcard any time during the week and placed in box in the office – they will be sent out to parents by the Federation Admin Team each Thursday by 1st class post.

Script for use with a non-compliant child

All staff will use the agreed script (simple instruction solely repeated) when talking to a child who is non-compliant. If the child remains non-compliant, the child's parent / carer will be contacted to either speak to the child on the phone or come to school to speak with his/her child and return him/her to the classroom or other designated space decided by the staff involved. The parent/carers may be asked to remain with the child in the classroom or other work space or safe space if this is deemed to be relevant by the classteacher and the members of staff involved.

Sanctions

*As adults, we can't control how children come into school,
but we can control our reaction to it.*

Behind all behaviour lies **a positive need**:

- It is our job **to teach** that there are **appropriate and inappropriate ways** of registering and fulfilling this positive need.

When dealing with unacceptable behaviour, we stress that:

- it is the **behaviour** that is **unacceptable**, and **not the child**.
- we label the **behaviour** and **not the child**.

Sanctions will vary according to the severity of the problem.

Black cloud sanction

If a child receives a black cloud the child's parent will receive a phone call or face-to-face conversation with the member of staff issuing the black cloud at the end of the school day and as close to 3.00pm as possible. The child will receive a sanction relevant to the reason for the black cloud. This may include missing the next teaching session with a particular member of staff by being moved to another class (in liaison with the receiving adult), missing playtime to, for example, catch up on work or sit in silence or write a letter of apology or undertaking a session with the school's ELSA to explore reasons for inappropriate behaviour. The conversation with the parent will be followed up by a letter from the Head of Federation.

Playtime and lunch time play

If a child behaves inappropriately at playtime or lunchtime whilst outside, he/she will be given 5 minutes time out at the side of the playground (juniors), on the assigned class step (infants) or at the side of the field in an appropriate, supervised space (infants and juniors). If the behaviour persists once the child is re-integrated onto the playground or field the child will then have timeout for the remainder of the playtime. All incidences of inappropriate behaviour will be reported to classteachers by staff on duty at the end of the playtime and the behaviour management cloud system used as appropriate.

Black clouds may be issued for severely inappropriate behaviour at playtimes or lunchtimes and the sanction will be the loss of the next relevant playtime or lunchtime play. In the junior school children will sit outside the Deputy Head of Federation's office. In the infant school children will sit with an assigned member of staff in an assigned classroom. If inappropriate behaviour persists, children may lose more than one playtime, dependent upon the severity of the behaviours.

Internal exclusion

If behaviour persists following a black cloud or inappropriate behaviour is more severe and is disrupting the learning of others, a child may receive an internal exclusion for the rest of the day and/or the following day. This will be done in a planned, pro-active manner in liaison with the receiving adult so that appropriate arrangements can be made for the child including work space, work to be undertaken and arrangements for toilet and rest breaks. Internal exclusion will take place in the Head of Federation's office, Deputy Head of Federation's office or SENCo's office or in a different classroom within the same year group or different year group. The child's parent will be informed and the reason for the internal exclusion explained.

Sanctions will be confined to the child/children concerned in an incident.

The punishing of the 'whole', whether school or class, is inappropriate, unless the problem was a whole class or school problem.

No child will ever be asked to stand up in front of her/his class or the school.

No form of corporal punishment or physical intimidation will ever be used.

Physical force will only be used in line with 'Use of Reasonable Force - Advice for Headteachers, Staff and Governing Bodies' – DfE - July 2013

Physical restraint is only ever used in compliance with DfE and Hampshire guidelines.

Vulnerable children

Vulnerable children and those with complex needs may have their own reward and sanction system but they must have systems so that all children can see the rewards/sanctions taking place.

Supporting children who are exhibiting inappropriate behaviours

*** Personal Support Plans (PSPs)**

The Leadership Team will decide which children require a PSP based on analysis of behaviour data.

Completion is the responsibility of the SENCo in liaison with the classteacher. The PSP will be shared with parents and all staff working with the child so that agreed strategies are consistently applied..

***Risk Assessment**

Children who are showing behaviours that pose a risk to themselves or others or the environment will have a risk assessment undertaken using the pro-forma and guidance issued by Hampshire County Council. The SENCo is responsible for the completion of these in liaison with the child's classteacher and/or a member of the Leadership Team. The risk assessment will be shared with the child's parent.

***Recording incidence of behaviours**

A variety of methods will be used to collect data pertaining to a child's behaviours as relevant to the child and the timescale of the escalation of behaviours. The recording methods may include ABCC charts, tally charts, welfare forms, behaviour logs.

The same methods will be used to measure progress in behaviour modification for the child.

***Lunchtime club**

The school will, where required, provide a lunchtime club to be used for the provision of support and nurture activities for children that find the demands of playtime at school challenging. Work will be completed to try to reintegrate children back onto the playground without the need for adult support.



*We will continually encourage positive behaviour and attitudes
and promote a safe and peaceful working environment
for staff, children and visitors to school.*

