



# Western Road Community Primary School

## Behaviour Policy

*This policy was **adopted in September 2014.***

### **RATIONALE**

Based on our mission statement, our behaviour policy is underpinned by the principles of:

- providing a lively and active learning environment in which children can acquire the necessary knowledge, concepts, skills and attitudes to be well prepared for the challenges and opportunities that meet them.
- enabling our children to reach their full potential intellectually, physically and aesthetically.
- developing a respect for and tolerance of all peoples and cultures and encouraging co-operation and kindness between individuals in all social situations.
- providing a moral framework in which children learn and understand the basic ideas of right and wrong.
- fostering positive self images in children so that they come to value themselves and their contribution to the community.
- fostering a partnership between children, parents, staff and governors, working to create a secure, happy, well motivated community.

### **PURPOSE**

Through our expectations of good behaviour and through the way in which we teach, model and encourage positive, appropriate conduct, we seek to provide pupils with the social and emotional skills that will help them to fulfil their potential in the school and beyond.

We acknowledge that staff and pupils have the right to be supported, to be listened to, to be treated courteously, to be treated with respect, to learn, to be listened to and to make mistakes in a safe, and welcoming learning environment.

Parents have the right to be treated with respect, to be listened to and have their concerns taken seriously, to be kept informed of their child's progress and to have access to information about how the school manages, for example, behaviour, bullying and attendance.

We seek to get the best out of our pupils by highlighting to them very clearly what it is they are doing well, and about correct or alternative behavioural choices when they are behaving inappropriately.

We believe in adopting a positive approach to behaviour management. We praise and encourage those behaviours that contribute to the well-being of our community and seek to celebrate the achievements of those pupils who consistently do well or who make progress in their acceptance of responsibilities. Where sanctions are used, they are used constructively and in the interest of the rights and responsibilities of all in our school. Our sanctions are designed to offer children a window of respite, an

opportunity for reflection and for restorative justice. In the main, we rely upon acknowledging and encouraging the positive efforts made by all at whole school, classroom and individual level.

We have established a clear set of expectations for behaviour and have in place structures that reward desired behaviour and sanctions that discourage undesirable behaviour. Additionally, we seek to help those few children who persistently struggle to maintain appropriate behaviour by providing additional interventions such as social skills groups and programmes of pastoral support. We strive to work closely with parents and external agencies when supporting pupils whose behaviour is a cause for concern.

## **GUIDELINES**

1. School rules will be embedded at a whole school and class level, without the need to have separate or individual rules for each class. These school rules will also apply to the playground and any out of school activities.
2. All adults model controlled respectful verbal and non-verbal interactions with children, colleagues and parents.
3. The curriculum incorporates opportunities to learn and reflect upon behavioural and social/emotional aspects of learning, and lessons are suitably matched to the needs of the pupils.
4. Classroom routines, rules, rewards and instructions are clear, understood by all, and displayed appropriately for the pupils in class.
5. Appropriate behaviour is encouraged through positive acknowledgement and appropriate rewards. Inappropriate behaviour is dealt with in the best interests of the child and class, and with care and respect for all involved.
6. Children's strengths are noted and good efforts and improvements are praised.
7. Individual attention and support is given to those pupils who need it in order to help them comply with the rules and systems of the community and in protecting the rights of others.
8. Any changes or adaptations to the school rules will be done with full consultation of key stakeholders (i.e. the children through the Student Council and all Staff).
9. Pupils who follow the rules will be acknowledged wherever possible through immediate, verbal praise specific to the acknowledged behaviour ("Thank you for putting your chair under the desk James"). This style of encouragement is the keystone to our classroom and school behaviour plan. Other rewards may be available at the discretion of the teacher and may from time to time include for example: Stickers for good work, behaviour, being polite and helpful; Positive contact home; certificates (Bronze, Silver, Gold...see appendices); Positive phone call.
10. Adult responses to pupil behaviour will relate directly to the School Rules for both appropriate and inappropriate behavioural choices e.g.

### **Appropriate Behavioural Choices**

- 'I am really impressed with this piece of writing; at Western Road our rule is to always do our best, well done!'
- 'You chose not to distract others, well done. You chose to let others do their work.'

### **Inappropriate Behavioural Choices**

- 'At Western Road we take care of property, please put the equipment away in neat piles.'
- 'You chose not to keep your hands and feet to yourself when you hurt that other child.'

11. There will be an emphasis on the use of Language of Correction, e.g. Saying what it is we want to see (e.g. legs crossed, eyes to the front and sitting nicely; Being Explicit and clear; Being clear about 'what we say' and 'how we say it').
12. Pupils who require support with making correct behavioural choices will be supported as follows: (see appendices)
  - a) Polite 'Visual' Reminder
  - b) Verbal Reminder
  - c) Time-out Table, plus three minutes lost from next break
  - d) Five minutes lost from next break
  - e) Time out to another class (class above or below); Reflection Sheet
  - f) Headteacher or Deputy Headteacher involvement
13. Pupils who require reminders for alternative behavioural choice will be reminded about these using the school rules (e.g. distracting other children while working = At Western Road School, we let others do their work.).
  - e) Time out to another classroom

Continued breaking of the rules will result in the child being requested to move out to another classroom for a period of between half an hour and an hour. Another responsible individual from the class will escort pupils to another classroom and they are obliged to work there until the end of the session. If they are moved out towards the end of a session, they may be required to return there after their break. Teachers will have set up agreements with each other to receive moved out children who have Individual Behaviour Plans so that if necessary, transition is as smooth as possible and reintegration back to class is swift and successful.

Once out of class, the child's first responsibility is to complete a 'move out' form where they reflect on the events and their choices that led to their removal. They will then engage in meaningful work that has been pre-set by the regular teacher. It is not the job of the receiving teacher to provide work. The receiving teacher's role is to provide watchful supervision to the pupil and to let them know when it is time for them to return to their regular class. The moved out child should not distract or disrupt the receiving teacher or their class. If this happens the receiving teacher will use the card system as outlined below in order to seek support.

Move out forms provide valuable information about the child's perception of events. They can provide a way of opening up discussion during 'minute' lost from break. They also act as a record of the amount of times a pupil has been asked to leave a class and help to generate a discussion between teachers and professionals on how to approach situations that are not going well in a different way. Teachers must insist that those pupils that are moved out complete the Move out form. Completed forms will be passed on to a member of the Senior Leadership Team and form part of the child's record of behaviour. Pupils who find themselves moved out regularly will be discussed by staff to ensure their needs are being met. For example, it may be appropriate to use target setting logbooks and to put them on the register of Special Needs.

- Phone Home.

If a child does not respond amicably to the move out procedure (also, see below on the card system) then the teacher should seek to meet with parents or make a phone call home to discuss the issues. It may be necessary to make further interviews with parents and their children in order outline to them the presenting issues and make clear to them the consequences of continued unwanted behaviour. It is important to keep parents informed of their child's behaviour and to foster as much support from home as possible. A formal record of meetings with parents should be made (there is a standard school format

available) and this should be handed/e-mailed to the Head teacher for perusal at the earliest opportunity.

f) Headteacher or Deputy Headteacher involvement

The final line of recourse will be to involve the Head teacher in matters of discipline. If the head teacher is not available, the member of staff next in line of seniority will be called upon to intervene/handle any situations arising. Senior managers will arrange as to who is the teacher in ultimate charge of discipline at any given time and the staff will be informed through the regular channels of daily communication.

➤ Red Card: In some cases, for more severe, or on-going low-level disruptive behaviour, the Headteacher may issue a Red Card which may result in the child receiving an Internal Exclusion. This means that the child will be required to work in another class for a period of time. A letter will be sent home (a copy uploaded to SIMS).

➤ Red Card: For more severe behaviour, where repeated Red Cards have been issued and parents have been involved, the children may receive a Fixed Term Exclusion from school. (see section 22 below)

14. Teachers and other adults are expected to actively supervise playtimes. This will involve general patrolling or monitoring individuals or groups of children. Teachers are encouraged to actively involve themselves with the children at playtimes, for example by chatting to them or helping them to organise games. They should always remain vigilant as to the events going on around them and intervene where necessary to sort out conflict and dispute. Preventing unwanted behaviour by early intervention beginning with a least intrusive approach is the best approach. Praise should be used as often as possible to motivate pupils to behave appropriately.

15. Where it is felt that children's behaviour constitutes a safety issue to themselves or others, then they will not be allowed on the playground for a specified period. They will be asked to walk around with the duty teacher or be supervised indoors where they may read a book or such like. It is not the responsibility of the indoor duty teacher/adult to supervise children who have been detained by other teachers to, for example, complete work unfinished work from the previous session.

The headteacher has a right to exclude children from the premises during lunchtime if it is felt that they are undermining health and safety regulations. In these instances it is the responsibility of the parents to decide whether to collect / deliver their children to and from school or to supervise them on site over the lunch break. Lunchtime exclusions may be recorded formally as one half day fixed term exclusion.

16. All on-going behavioural incidents both in the classroom and the playground will be logged as used as evidence at a later date if required.

17. Supply teachers and PPA Cover will be informed of classroom and playtime procedures for managing pupil behaviour. There is an *easy reference guide* available and permanent members of staff should make efforts to help supply teachers where appropriate. Supply teachers should leave a note for the regular teacher highlighting those children who have behaved well and those for whom the experience has been less positive.

18. Teachers will closely supervise the movement of larger groups of children around the school. Children should be organised into lines and requested not to talk as they pass through the school corridors e.g. Face the front; One behind the other, and No talking. Teachers should walk along with the children in a manner that allows for "scanning," strategically positioning themselves so that monitoring is most effective. At the beginning of the day, staff will be strategically placed along the corridors supervising Key Stage 2 children as they make their way to class.

19. The management of behaviour off site will largely depend upon the nature of the experience though key principles will always apply. Teachers should be familiar with the off-site activities policy and related County documents before embarking on any trip and it is advised that inappropriate behaviour be planned for during 'risk assessment' discussions. Teachers have an obligation of 'loco parentis' for the children in their care and should always be in a position to be able to justify decisions

and actions taken off site through a combination of prior planning and considered moment-to-moment decision-making. Incidents of misbehaviour will need to be handled very carefully and key decisions made consultatively with trip leaders or in phone communication with school. In severe cases of misbehaviour off site, teachers can arrange with the school/parents for the return of the offending child.

It is essential that the system of rewards and sanctions is where possible, modified to suit off site activities. For example, an adapted hierarchy of sanctions may include miscreants sitting out for a few minutes or missing the next activity. Rewards may include extra time in the souvenir shop or redeemable “treat” tokens etc. Teachers are encouraged to ensure that whatever system they adopt is clearly understood by the participants before they leave for the trip and is consistently adhered to. The same principles of high expectations, use of praise, organised transitions, clear instructions, least intervention first etc. will apply in such circumstances.

20. For a small minority of children who for whatever reason consistently act irresponsibly, will be provided with an individual behaviour plan (IBP) and might be entered on the school register of Special Educational Needs. The majority of the content of the IBP plan will be standard across the school so as to create a consistent approach with these pupils. However, there is also provision for aspects of the plan to be individualised and teachers should not be afraid to be creative in the goals and targets which they set for IBP children. Pupils may need to have short term target setting and opportunities for recorded praise and encouragement through a Behaviour Log book.

Pupils who are on the Special Education Needs register for behaviour should be monitored through review meetings as appropriate, and may be supported by external agencies as required.

21. Exclusion is seen by the school as a last resort for inappropriate behaviour. Unless incidents are isolated and of gross misconduct and could not have reasonably been foreseen, school will seek to improve situations using means alternative to exclusion. For example, pastoral support for pupils and support and training for teachers, internal seclusions having pupils work alongside parents are amongst options available.

The ultimate sanction against inappropriate behaviour is exclusion from the school. The head teacher and governors have a range of options open to them in such rare instances, from internal and temporary to permanent exclusions. The decision to exclude can only be made by the Headteacher (or deputy in their absence). In the latter case all reasonable efforts must be made to contact them prior to any exclusion- based actions.

Exclusion may take place for an extremely critical isolated incident or when a child has exhausted all the structures of support available with the school and further serious matters remain commonplace. All incidents of exclusion will conform to legal guidelines.

If permanent exclusion is becoming a distinct possibility, then efforts will be made to organise a multi-agency meeting for the benefit of the child. Attendees may include parents, teachers, teaching assistants, social and health workers, community/youth officers etc. The child will be allocated a “Key Worker” who will have daily communication with the pupil and set/ review behavioural targets.

22. The school acknowledges that parents may need help and support with the behaviour of their children. Lines of communication at Western Road are readily open through parents meeting with teachers, PSPs and such like. The school should make parents aware of any community help that is available such as ‘Copes’ and Youth Offending Support etc. There should be clear communication between school and home where health professionals are involved and where medication for, for example, ADHD has been prescribed.

23. Teachers and other teaching adults in the school are regularly consulted about systems and procedures in place to ensure that they are being adhered to and remain as effective as they can be.

New teachers are given the opportunity to read the policy and ask questions about it. Training in behaviour management can be requested through the County Inclusion Support Team.

Children know the key features of the policy through being formally taught and through its day-to-day application around the school. New entrants to the school are given an early opportunity to be introduced to the way in which the key features operate and affect them. The School Council will be given the chance to consider how their peers' behaviour is impacting on the school and to comment on the effectiveness of the systems from their point of view.

Parents can be made aware of the school systems through having access to this policy.

An outline of its key features is in the school prospectus and parents new to the school have an opportunity to listen to how behaviour is managed around the school and to ask questions.

The Governing Body is involved in the creation and review of this policy annually. The Headteacher will report termly on exclusions, the success of interagency communication and intervention and particular achievements in order to support the Governing Body in its strategic and monitoring roles.

Members of the Governing Body will hear appeals and issues relating to the exclusion process, in line with statutory requirements.

24. The school has a set of resources to assist teachers in both the teaching of appropriate behaviour through PSHCE and in developing their own professional competence in managing behaviour. The school Behaviour Support/SEN/PSHCE coordinator is the first point of reference and the County Inclusion Support Team can further suggest resources and provide training.

25. The school has a policy on the use of positively handling physical incidents. The policy should be read in conjunction with this document.

26. The school takes the issue of bullying very seriously. A separate policy on bullying is available in school and should be read in conjunction with this document.

27. The school's Behaviour Policy and recognition of successful behaviour choices is closely linked to the accumulation of House Points and allocation of Golden Time.

#### **House Points**

Children who consistently follow the school rules will receive verbal recognition, plus be rewarded with House Points by their class teacher, or member of Support Staff.

The Deputy Headteacher is responsible for collation and display of House Points. House Points update will be included in the Headteacher's Newsletter to parents.

#### **Golden Time**

Teachers will keep a record of children who have consistently followed the school rules, and be rewarded for their achievements with Golden Time on a Friday afternoon.



# A Helping Hand



**Our five Step system which reminds us of the choices we make.**



1. **Visual reminder to make a different behavioural choice.**
2. **Verbal reminder to make a different behavioural choice.**
3. **Time-out table / Three minutes lost from next break.**
4. **Five minutes lost from next break.**
5. **Time Out to another class; Reflection Sheet / H.T or D.H.T**