



Good Behaviour Policy

Rationale

Good behaviour is essential for the flourishing of West Ashton Primary School as a learning community that promotes the well-being of all its members.

Aim

The aim of this Behaviour Policy is to promote and enhance good behaviour in and out of school and to ensure children are ready for learning.

Agreed procedures:

Rewards

We reinforce and promote positive behaviour through:

1. Verbal praise or stickers.
2. Receiving house points.
3. Earning minutes towards Golden Time on Friday afternoon.
4. Individual or class systems e.g. marble in the jar.
5. Being sent to the Headteacher to share excellent learning.
6. Receiving certificates and awards in assembly.
7. VIP lunches with the Headteacher
8. Public recognition e.g. in class or assembly, or in the school newsletter/website/local paper.

In addition, we approach the promotion of good behaviour through our six expectations.

These expectations are displayed in word form in classes and all around the school. During the year, children discuss these words with their teacher/during assemblies and create meanings and rules.

The six agreed school expectations are:

**Aspire
Resilience**

**Positivity
Respect**

**Pride
Responsibility**

Consequences

There are seven stages of **consequences**:

Stage 1: Verbal warning

Stage 2: Verbal warning + 5 minute loss of lunchtime

Stage 3: Verbal warning + 10 minute loss of lunchtime

Stage 4: Verbal warning + 15 minute loss of lunchtime

Stage 5: Removal from class by Staff. 15 - 30 minutes loss of lunchtime

Stage 6: Removal from class by Staff. 15 – 30 minutes loss of lunchtime and discussion with Headteacher. Internal exclusion may be considered.

Stage 7: As Stage 6 but a fixed term or permanent exclusion may be considered.

(At Stages 5, 6 and 7, parents will also be contacted.)

(See Appendix (i) for a fuller explanation of the consequences and Appendix (ii) for examples of behaviours that might warrant particular stages.)

Consequences can be applied in sequence if a child fails to address their negative behaviour, or, in the case of seriously poor behaviour, stages can be arrived at directly, without having progressed through lesser stages.

Loss of minutes at lunchtime will happen on the same day as the children received a Stage, unless this happens on a Friday afternoon, when it will roll over to the following Monday.

Children missing part of lunchtime will be sent to sit in a classroom under supervision. Or in KS1, they remain in their own classroom with their teacher.

Children who are removed from their class by staff will be taken to a quiet area to discuss the incident and ways to improve their behaviour choices. They will also be expected to complete all or part of the task that their class were engaged in, whether back in class or in a quiet area. In the case of an Internal Exclusion, children will not go back to their own class, but will complete their work (and more) in another classroom under supervision – for a pre-defined period of time. If a child reaches a Stage 5, 6, or 7 then parents should be informed by the class teacher or Head teacher.

If a child continually demonstrates poor behaviour choices and continually loses part/all of their break/lunchtime most days across the week, the Headteacher will decide whether this also warrants loss of “/Enrichment time” on Friday afternoons where children can choose which activities they want to do.

Recording and assessment

Children who reach Stages 5, 6 or 7, and are sent to the Headteacher, should be accompanied by a brief account of what has happened and details of personnel involved.

There is a simple form which should be completed. If it is not possible to complete this at the time of the incident, it should be completed as soon as possible afterwards and given to the Headteacher.

All forms are available in hard copy in the Staffroom/office or Headteacher’s office (**see Appendix iii/iv**).

To ensure that persistent low-level poor behaviour is drawn to the attention of the school leadership team, a simple weekly record of children’s behaviour in class and which stages they have received is recorded daily, by the class teacher. This together with Incident forms and lists of who is losing minutes of lunchtime on a daily basis are collated and discussed by SLT on a regular basis. (**see Appendix v**).

Behaviour in corridors and around the school

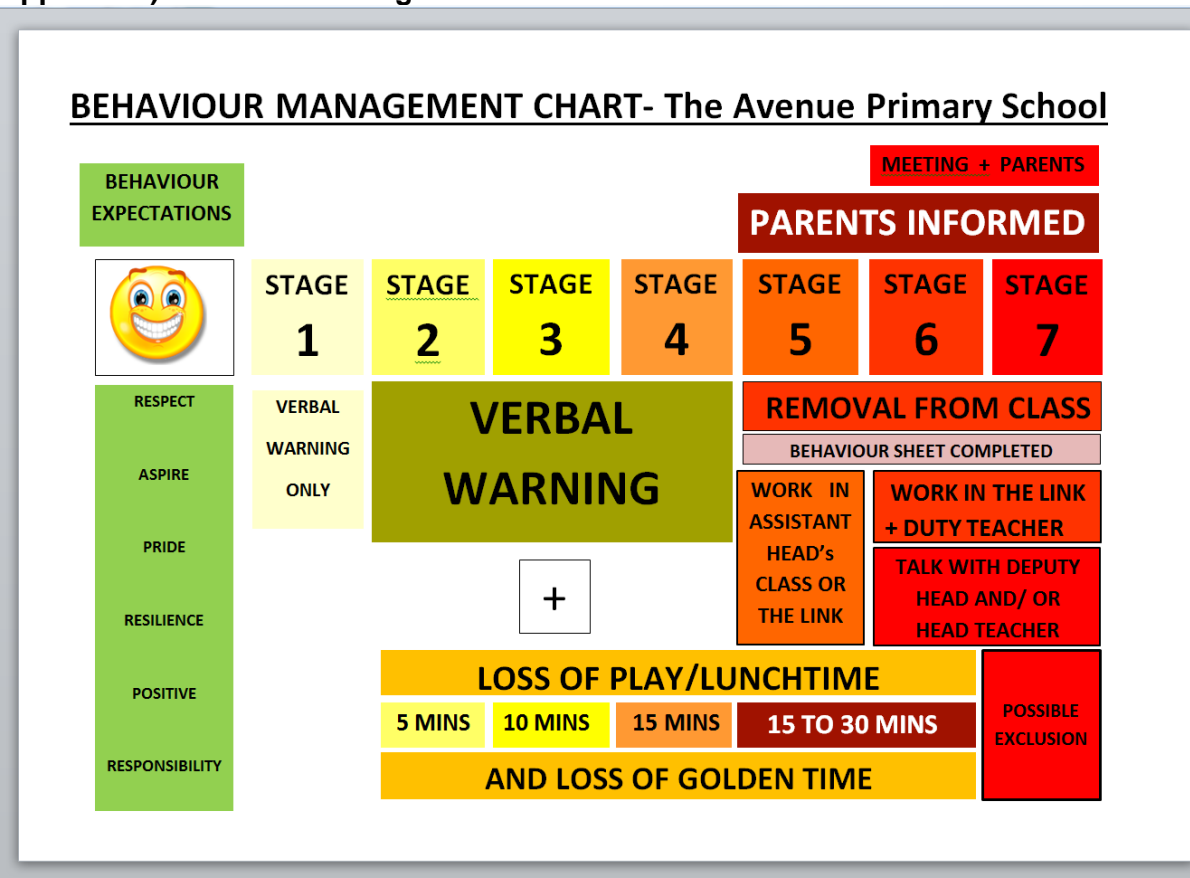
To ensure a calm and welcoming atmosphere in our school, running and any other noisy or disruptive behaviour is not appropriate in any public areas of the school.

Behaviour at lunchtimes

Lunchtime supervisors follow the same behaviour policy as other staff. Class teachers are then made aware of children losing minutes at lunchtime time and this is recorded on the weekly class’ behaviour management chart.

Physical restraint

Physical restraint of children is *only* to be used as a last resort in situations where it is necessary to prevent injury to any person or serious damage to property. All other means of de-escalating the situation should have been exhausted, including making clear what the consequences of the child’s actions will be, before resorting to physical restraint. (**Please refer to West Ashton Primary School’s separate Physical Intervention Policy**).



Appendix ii) Behaviour Management Chart – Consequences

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	STAGE 6	STAGE 7
<p><u>Any disruptive learning.</u> Examples might be:</p> <p><u>Talking over teacher.</u></p> <p>Not following instructions.</p> <p><u>Distracting others.</u></p> <p>Not sitting properly.</p> <p><u>Running in corridor.</u></p> <p><u>Calling out.</u></p> <p><u>Unfinished work.</u></p> <p><u>Shouting/running in corridor.</u></p> <p><u>Making poor decisions.</u></p> <p><u>Sulking.</u></p>	<p>No response to Stage 1 and ignoring previous consequences at Stage 1.</p> <p>Committing repeated / persistent offences</p> <p>-</p> <p>Name calling</p> <p>Lack of respect</p> <p>Rudeness</p> <p>Bad manners</p> <p>Inappropriate behaviour in dining room</p> <p>Playing too roughly in playground</p> <p>Refusing to participate / get changed/do as asked</p> <p>No PE/swimming kit</p>	<p>No response to stage 2 and ignoring previous consequences at Stage 2.</p> <p>Committing repeated & /or persistent offences</p> <p>-</p> <p><u>Taking someone else's property.</u></p> <p><u>Lying.</u></p> <p><u>Running away from an adult.</u></p> <p>Homework handed in late.</p>	<p>No response to Stage 3 and ignoring previous consequences at Stage 3.</p> <p>Committing repeated & /or persistent offences</p> <p>-</p> <p><u>Pushing another child.</u></p> <p><u>Revenge.</u></p> <p><u>Retaliation.</u></p> <p><u>Spitting.</u></p> <p>No homework handed in.</p>	<p>No response to Stage 4 and ignoring previous consequences at Stage 4.</p> <p>Committing repeated & / or persistent offences</p> <p>-</p> <p>Or straight to a Stage 5 for things like:</p> <p>Hurting or putting other children at risk in classroom.</p> <p><u>Verbally aggressive towards an adult.</u></p> <p>Intentionally hurting another child</p> <p>Bullying or any recurrence from Stage 4</p>	<p>No response to Stage 5</p> <p>Repeated & persistent offences</p> <p>Ignoring previous consequences at Stage 5</p> <p>Or straight to a Stage 6 for things like:</p> <p>Intentionally destroying/ defacing property.</p> <p>Repeat of bullying.</p> <p><u>Racism.</u></p> <p><u>Prejudicial language/ actions towards someone who has SEN.</u></p> <p><u>Homophobia.</u></p> <p><u>Theft.</u></p>	<p>Particularly serious examples of incidents identified at Stage 5 +</p> <p>Committing repeated & persistent offences at Stage 4 +</p> <p><u>Ignoring previous consequences at Stage 6.</u></p> <p>Or straight to a Stage 7 for:</p> <p><u>Physical assault against pupil or adult.</u></p> <p><u>Repeated and persistent bullying.</u></p> <p>Aggressive behaviour</p> <p>Persistent disruptive/<u>challenging behaviour</u></p>



Behaviour Incident Form

Serious Incident

Child's name:	Date:	Time:	Stage if approp:
Class teacher:	Year group and class:		
PLEASE WRITE YOUR NAME AND DATE IN EACH SECTION YOU COMPLETE			
What led up to the incident? What was the context/location (if relevant)			
			Name of person recording & date
Details of incident:			
			Name of person recording & date
Child's comments/account			
			Name of person recording & date
What action did the Duty Teacher/person dealing with incident take? Please state outcome?			
Outcome: Stage 4/5/6/7/Internal Exclusion/External Exclusion			
Parents contact: yes/no	Person who decided outcome:		
Teacher aware yes/no			
Head aware if appropriate: yes/no	Completed form to office for filing. Yes/no		



Incident Form

Racial/bullying/playtime behaviour

Child's name:	Date:	Time:	Stage if approp:
Class teacher:	Year group and class:		
PLEASE WRITE YOUR NAME AND DATE IN EACH SECTION YOU COMPLETE			
What led up to the incident? What was the context? Where did incident occur? - classroom/toilet/hall/dining hall/playground/field/other (circle)			
			Name of person recording & date
Details of incident: Witnesses – please record names of adults/children:			
			Name of person recording & date
What happened after the incident? What action was taken? Who was duty teacher?			
			Name of person recording & date
Child's comments / account.			
Class Teacher Informed: yes/no Or TA Informed: yes/no Head or DHT aware if appropriate: yes/no		Parents contacted: by who?/when? Completed form to office for filing. Yes/no	

