



# Western Road Community Primary School

## Behaviour Policy

**Date:** March 2018

### **Document summary**

This policy should be read in conjunction with the following:

- Staff Code of Conduct Policy, which sets out expectations for behaviour for all adults working in our school
- Staff Handbook
- Anti-Bullying Policy
- Positive Handling Policy
- Computing and E Safety Policy
- The Home/School Agreement

This policy was produced following consultation with all stakeholders. All stakeholders will be consulted prior to any revisions and prior to the policy being reissued in the future.

### **Rational and purpose**

This policy will help the school to:

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

### **General principles**

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.

All staff and pupils have the right to be supported, to be listened to, to be treated courteously, to be treated with respect and to learn in a safe and caring 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 support our pupils by highlighting to them very clearly what it is they are doing well, and if necessary, how they could make better behaviour choices.

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. Where sanctions are used, they are used constructively.

Sanctions should offer pupils an opportunity for reflection and, where appropriate, for restorative justice, see below.

We recognise the connection between teaching and learning and behaviour in the classroom; that every pupil has a right to be able to access the curriculum and that not being able to do so can cause frustration and ultimately poor behaviour. Teachers should plan work which is appropriately matched to the ability of the pupils in the class.

We have established a clear set of expectations for behaviour and have in place structures which reward desired behaviour and sanctions which discourage undesirable behaviour.

### **The importance of clear expectations**

It is important that all members of our school community know and understand the school's expectations in relation to behaviour. These expectations may differ depending upon the setting, for example in the classroom or in the playground. All expectations will be underpinned by the fundamental assumption that members of the school community will be treated with courtesy, respect and understanding.

### **GENERAL SCHOOL RULES FOR OUR WHOLE COMMUNITY**

- We will always be polite, helpful and considerate towards others.
- Adults will speak to pupils respectfully and be helpful and kind.
- Adults will avoid raising their voices unless it is absolutely necessary.
- Pupils will listen to requests from adults and follow them first time.
- We will move carefully around the school keeping to the left; we will not run inside the school building.
- We will take care of school property.

### **LUNCH HALL RULES**

- We line up quietly and sensibly while waiting to collect your lunch.
- Eat sensibly, using your knife and fork.
- Talk quietly to the people on your table – please don't shout.
- Tuck your chair in when you have finished eating.

## **CLASS RULES**

- Always be polite, helpful and considerate towards others.
- Look and listen when your teacher/teaching assistant or another member of your class is talking.
- Listen carefully to instructions from adults and follow them first time.
- If you want to make a contribution or ask a questions, put your hand up – please don't call out.
- Take care of equipment and put it away in the right place.
- Please keep your hands and feet to yourself: kind words, kind hands, kind feet.
- Always try your best.

## **PLAYGROUND RULES**

- We say sorry if we bump or hurt anyone by accident.
- We ask pupils on their own if they want to join in our game.
- We look after each other.
- We stop and stand still when we hear the whistle or bell.
- We take care of equipment.
- We follow instructions from adults.
- We do not use unpleasant language or take part in "rough" games.
- We try to sort out any disagreements ourselves, but if we can't, we ask an adult for help.

## **REWARDS AND SANCTIONS**

### EYFS/Key Stage One

Adults in EYFS and Key Stage One will use the 'sun, rainbow, rain cloud' to reinforce positive behaviour.

### The sun, rainbow and clouds

All pupils start on the sunshine. If a pupil continues to shine throughout the day, then they will be asked to move their name to the rainbow level. This is a position of pride and praise and results in a suitable reward from the class teacher.

If a pupil does not make good behaviour choices then they are given verbal warnings and encouraged to make the right choices in class. If they ignore the verbal warnings given, then the teacher asks the pupil to move their name to the grey rain cloud. If they continue to ignore encouragement to make good behaviour choices or if there is a serious misdemeanour in class, then the teacher will ask the pupil to move their name to the black storm cloud.

Pupils are encouraged and given plenty of opportunities across a school day to improve their behaviour choices. If, after moving their name to a cloud, they demonstrate to the class teacher that they have reflected on and improved their behaviour, then the class teacher will ask them to move their name back up a level, aiming to reach the sun by the end of the day.

If a pupil's name is on the grey rain cloud or black storm cloud, then there will be appropriate consequences for the pupil. Depending on the effect of their behaviour choice, the pupil may be asked to finish work at break time or lunchtime for three minutes (grey rain cloud) or five minutes (black storm cloud) or sit out that amount of time during afternoon play.

## Key Stage Two

The class teacher or teaching assistant will use positive language with pupils, thanking them for following class rules and use the full range of rewards, described below. The emphasis should be on positive praise rather than sanctions, catching pupils showing good behaviour. Where sanctions do need to be issued the procedure below will be followed:

- Visual reminder, indicating class rules
- Verbal reminder, indicating class rules
- Second reminder – 3 minutes taken from playtime or lunchtime
- Third reminder – 5 minutes taken from playtime or lunchtime

Sanctions are used to deter unacceptable behaviour. Staff members must follow the sanctions as laid out in this policy, for example 'look', 'verbal reminder', 'three minutes of break/lunch lost' etc. When using a time sanction or verbal reminder, staff members must ensure the pupil in question is aware as to why they are being sanctioned. Where a pupil is sent to a member of SLT, the pupil should be accompanied by a staff member.

When giving a sanction of time lost, the staff member who gave the sanction will monitor the pupil during that time, for example three minutes at break or lunchtime. Time lost should be completed at the beginning of break and lunchtime to ensure pupils are not entering the building without supervision. At no time should a pupil be left unsupervised or be made to sit outside the classroom if they cannot be directly seen by the class teacher.

Continued breaking of the rules will result in the pupil being requested to move out to another classroom for a period of between half-an-hour and an hour. An adult from the class will escort pupil to another classroom where they will be obliged to work 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 pupils in this way.

After being moved, the pupil will 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 pupil should not distract or disrupt the receiving teacher or their class. If this happens the receiving teacher will ask a senior member of staff (Headteacher or Deputy Headteacher) to talk to/refocus the pupil or, if necessary, remove the pupil once again to another space in the school where they can be supervised by a senior member of staff.

When a pupil is moved from a class, their parents will be informed, either by the class teacher or by another more senior member of staff.

## **Serious Incidents**

For serious incidents of poor behaviour, either the Headteacher or another senior member of staff will be called for and will remove the pupil from the class without going through the process indicated above.

Where a serious incident of poor behaviour occurs, the class teachers should discuss this with the Headteacher or a senior member of staff and complete a Welfare Concern/Behaviour Form. This should be given to the Headteacher or Deputy Headteacher to be filed in the Welfare Concern File/Child Protection File and recorded on the Behaviour Log (see recording incidents and documentation below).

### **Other Sanctions**

In extreme cases where another pupil or an adult has been seriously hurt, or where a pupil's behaviour endangers the safety of other pupils and staff, the Headteacher may decide to exclude a pupil from school. Exclusion may take place for an extremely critical isolated incident or when a pupil has exhausted all the structures of support available within the school and further serious matters remain commonplace. If this action is taken, the school will follow statutory requirements set out by the DfE and the Local Authority.

If permanent exclusion is becoming a distinct possibility, then efforts will be made to organise a multi-agency meeting for the benefit of the pupil.

The decision to exclude can only be made by the Headteacher (or Deputy in their absence, but all reasonable efforts must be made to contact the Headteacher prior to an exclusion).

### **Resolution of issues**

Staff will seek to resolve issues in such a way that positive relationships are restored. Where possible, and if appropriate, staff should seek to resolve issues through discussion and mediation if this is likely to result in a satisfactory conclusion.

### **Documentation**

Significant incidents of poor behaviour should be recorded on a Welfare Concern/Behaviour Form and given to the Designated Safeguarding Lead (DSL) or the Headteacher (Deputy DSL). The DSL or Headteacher will file the Welfare Concern/Behaviour Form in the Welfare Concern Folder or the Child Protection folder, depending upon whether outside agencies are involved in the pupil's care. Key information from the Welfare Concern/Behaviour Form will be transferred to the School's Behaviour Log. If the incident is considered to be bullying, an anti-bullying record sheet will need to be completed (see Anti-Bullying policy) and kept in the School Behaviour File.

If a teacher is unsure whether an incident should be reported using the Welfare Concern/Behaviour Form, they should discuss this with the DSL or Headteacher. Teachers may keep their own informal notes about a pupil's behaviour, especially if this behaviour is relatively low-level, but such notes should always be kept in a secure, locked cupboard or drawer where it cannot be accessed by pupils.

### **Merits for Key Stages One and Two**

Pupils should be praised using specific language for their behaviour, their learning, their attitude towards learning and approach to school life, for example "Thank you sitting with your legs crossed and listening on the carpet area." Praise should be used to reinforce positive, desirable behaviours. Rewards can take the form of merits or class counters/marbles pasta in jar.

Merit certificates and badges will be given out by the class teacher and the Headteacher in Celebration Assemblies.

Merits/ Certificates and Badges:

50 merits Bronze certificate and badge

100 merits Silver certificate and badge

150 merits Gold certificate and badge

200 merits Diamond certificate and badge

300 merits Platinum certificate and badge

It is expected that all pupils will receive at least a Bronze certificate and badge by the end of the academic year.

When pupils receive a Platinum certificate and badge, their name is entered into the 'Platinum Book' which is kept in the glass cabinet, in the foyer. At that point, the pupils begin to collect merits towards their second Bronze award.

Pupils' merit totals are carried forward from one year to the next. It is expected that teachers will keep a total of pupils' merits and pass these on to the next teacher at the end of the year.

### **Class Counters/Marbles/Pasta In A Jar**

In addition to merits, the class teacher will manage class counters/marbles/pasta in a jar with class-based rewards: additional playtimes, DVDs (at most only once a short term, must be U-certificate), class party (at most only once every long term).

#### **Guide to class counters:**

100 counters – 15 minutes extra play

250 counters – 30 minutes of free choice activities (activities must be set up by class teacher in advance and pupils will need to sign up for activities). Examples of activities might include approved computer games, art activity, board games, craft activity such as bead threading, etc.

500 counters – choice of film (must be U). PGs may be shown in Year Six only, but written permission must be obtained from all parents first, or class party.

### **Other Rewards**

Class teachers may use other rewards at their discretion, such as post cards home and phone calls home to tell parents how well a pupil has behaved. These can be very powerful rewards. We are a healthy eating school and teachers should avoid giving out chocolates and sweets to reward/motivate pupils.

### **Celebration Assemblies**

Celebration assemblies will usually be held every two weeks, other assemblies permitting, and in-line with the strategic calendar.

Pupils will be awarded the Headteacher's Cup, other relevant awards and merit certificates and badges. The parents of pupils being awarded the Headteacher's Cup will be notified in advance so that they can attend the assembly.

Dates of Celebration Assemblies will be published at the beginning of each term and pupils' families and Governors are most welcome to attend.

Celebration Assemblies are one key way which the school publicly acknowledges good behaviour for learning and pupils' achievements. Photographs of pupils receiving the Headteacher's Cup are published in the school newsletter and will go on the Achievements Board in the School Reception.

### **The Curriculum**

The curriculum incorporates opportunities to learn and reflect upon behavioural and social and emotional aspects of learning. Regular PSHE lessons and Circle Time sessions are essential in underpinning pupils' well-being and in helping to tackle issues such as bullying, discrimination and poor behaviour. Classes should timetable PSHE/Circle Time at least once per week. At the beginning of the year when the teacher and teaching assistant are establishing expectations and building relationships, they may happen more frequently.

The curriculum will include special events to raise the profile of well-being, positive behaviour, self-esteem and anti-bullying. These may include anti-bullying week, visiting speakers from the NSPCC/Childline and special visits from theatre companies to dramatise issues around bullying and its impact on pupils' well-being.

Teachers should plan and teach interesting and engaging lessons, supported by enrichment activities. If pupils are engaged in their learning, their behaviour is more likely to be positive.

Teachers or teaching assistants may ask pupils to stay behind after a lesson to finish a piece of work, but they should avoid using the curriculum as a sanction for example stay in and do extra Maths (because Maths is an enjoyable and rewarding part of the curriculum and should not be used as a sanction).

### **Bullying**

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 policy.

### **Moving around the school**

Teachers will closely supervise the movement of larger groups of pupils around the school. Pupil should be organised into lines and requested to walk quietly as they pass through the school corridors facing the front, one behind the other and keeping to the left. Consideration should be given to the order in which pupils line up: 'assembly order'. Teachers should walk along with the pupils in a manner that allows for 'scanning' and strategically positioning themselves so that monitoring is most effective.

### **Assemblies**

Teachers will lead pupils in to the hall for assemblies. Pupils should enter the hall without talking and sit down quietly whilst waiting for the assembly to begin. Staff supervising the pupils during assembly should actively watch and supervise their class, giving visual reminders if necessary. At the end of assembly staff should lead pupils out of the hall. Pupils should leave the hall without talking.

### **SEND and Vulnerable Pupils**

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.

A small minority of pupils may need additional support with their behaviour. Such pupils may have an Additional Needs Plan. This will be created by the SENCo and the class teacher and may include specific, personalised behaviour targets.

Some pupils may be supported by personalised target sheets, linked to rewards at the end of the day or week. Personalised target sheets will be set up by the class teacher and the SENCo. Where pupils have personalised target sheets, all staff who work with the pupil will be kept informed, including supply staff where necessary.

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

### **Playtimes, Lunch times and Cloakroom Areas**

Staff are expected to actively supervise playtimes and lunchtimes. This will involve general patrolling or monitoring individuals or groups of pupils. Staff are encouraged to actively involve themselves with the pupils 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 resolve conflict and disputes. Preventing unwanted behaviour by early intervention beginning with a least intrusive approach is most effective. Praise should be used as often as possible to motivate pupils to behave appropriately.

Staff on duty will ensure they are available to supervise the pupils at the very beginning of break time (10.35) and the very beginning of lunch-time (12.05).

Where it is felt that pupils' 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. It is not the responsibility of the indoor duty teacher/adult to supervise pupils 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 pupils from the premises during lunchtime if it is felt that they are undermining the safety of others. Lunchtime exclusions will be recorded formally as one half-day fixed term exclusion.

Supply teachers and PPA cover will be informed of classroom and playtime procedures for managing pupil behaviour and members of staff should make efforts to help supply teachers where appropriate. Supply teachers should leave a note for the regular teacher highlighting those pupils who have behaved well and those for whom the experience has been less positive.

On leaving the classroom for break/lunch and on returning from break/lunch the cloakrooms should be kept neat and tidy. The class teacher will be responsible for ensuring the cloakroom outside their classroom is tidy and coats and other items are not left on the floor.

### **Phones**

Pupils in Years Five and Six may bring their phones to school. These should not be used in the playground first thing in the morning and must be handed into the School Office on the way into the school building at 8.55am. They must remain in the School Office until the end of the day and be collected at home time.

### **Buddy System**

The Buddy System enables older pupils to help younger pupils in Key Stage One and EYFS at play times and lunchtimes. Buddies will sit with younger pupils at lunchtime and assist them, for example cutting up their food. They will lead playtime and lunchtime games with the pupils in the Key Stage One playground. Buddies will receive training to support younger pupils. Mrs Bedford and Mrs Wooler will be in charge of implementing, monitoring, reviewing the Buddy System. In the longer term it is envisaged that Buddies will lead peer mediation in the school.

### **8.55am in morning and at the end of playtime and lunchtime**

When the bell is rung at 8.55am and at the end of playtime and lunchtime, Key Stage One pupils will line up outside their classrooms and Key Stage Two pupils will line up in the Junior playground. Key Stage One teachers should be at their classroom outside doors just before 8.55am and just before the end of playtime and lunchtime to greet their pupils and help them line up. Key Stage Two class teachers should be in the playground just before 8.55am and just before the end of playtime and the end of lunchtime so that they can supervise their pupils lining up and walk them into the school building. When walking into the school building, they should walk in single file, quietly and on the left of the corridor (see moving around the school, above).

### **Behaviour off site**

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 pupils 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 pupil.

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. 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.

### **Working with parents and guardians**

The school is committed to working closely with parents and guardians. We will always keep them informed about any issues relating to behaviour and we will always involve them if it is necessary to put in place additional support, such as target sheets or the involvement of outside agencies.

### **Training**

The school is committed to dedicated training time for staff to ensure that staff are properly equipped, in terms of skills and resources and knowledge of systems, to successfully and skilfully manage pupils' behaviour. This will include on-going training in PSHE and Circle Time.

### **Understanding and applying the policy**

New teachers are given the opportunity to read the policy and ask questions about it. Pupils 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.

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