



West Wycombe Combined School Behaviour Policy

Date: 21 September 2017

Review Date: September 2018

Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

- The school expects every member of the school community to behave in a considerate way towards others.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

This policy applies to pupils on school premises, on field trips and other authorised out-of-school activities at any time.

Staff Responsibilities for Encouraging Positive Behaviour and Attitudes

- Use the school code system consistently in Key Stage 1 and 2
- Establish and model good behaviour and expectations
- Use positive language
- Praise more than criticise
- Demonstrate respect and do not humiliate
- Provide a good role model.
- Use every opportunity offered in the school day to praise and reward positive behaviour
- Acknowledge positive behaviour and achievement with a positive response
- Be in class at the beginning of the session to ensure appropriate behaviour when the children enter the classroom
- Liaise with colleagues over any concerns regarding behaviour on an individual, class or school level

Rewards

We praise and reward children for good behaviour in a variety of ways:

- **Praise postcards** will be posted home
- **House points**
- Each week, we will nominate one child from each class to be:
 - **'Learner of the week'** – recognition of children who have worked hard in the academic aspects of the week. A certificate will be given along with a badge which the children will wear for the week.
 - **'Star of the week'** – a recognition of children when they have displayed good behaviour, attitudes or setting a good example. A certificate will be given along with a badge which the children will wear for the week.



- **Headteacher's & Deputy Headteacher's stickers** – for good conduct or work that is brought to the Headteacher/ Deputy Headteacher
- **Half-termly Headteacher's breakfast** – one girl and boy from each class will be chosen by the class teacher to attend, as a result of positive behaviour or learning
- Half-termly **Platinum Reward time** afternoon –
 - A range of activities will be available – examples of activities which may run are: Football, DVDs, walks, quiet activities (e.g. colouring, painting)
- Attendance awards

Children who receive no codes in a week will be awarded with 3 House points weekly.

All classes will also run individual reward systems to support the whole school behaviour policy. These may include class rules specific to each class.

Consequences

Teachers are trained to manage groups skilfully and to develop positive relationships with children that lead to mutual respect and positive behaviour. Alongside rewards there is a need for sanctions so that pupils understand there are consequences to their inappropriate behaviour. At West Wycombe Combined School we follow a 4 staged approach to managing behaviour.

When using sanctions it must be made clear to all involved why they are being applied and how they can be avoided in the future so that pupil's behaviour is the best that it can be. At most stages of the policy, the children will complete 'reflection forms' so that they have chance to think about their behaviour and understand what they could do differently in future to prevent the incident taking place. It is important to ensure that serious incidents are investigated by a member of staff and children record what they witnessed or experienced. Parents should be informed of any serious incidents and made aware of what happened and that actions were put in place to prevent further incidents taking place.

The stages and consequences are as follows:

4 Stage Consequence Model:

Yellow Behaviour

You will be given an oral warning first. If you repeat it in a morning or afternoon session, you will be given a code yellow, which will be recorded. This will be for any of the following:

- Not getting on with work
- Not participating in a group
- Silly noises/ rude gestures
- Talking at inappropriate times
- Not being at the right place at the right time
- Running down corridor/ pushing through doors
- Disrespect towards adults/children/property including in PE (e.g. not playing fairly)
- Damage to property or equipment – low level in class
- Pushing/pulling/grabbing
- Taking equipment from another child

Class
Teacher

5 mins will be taken off playtime (break or lunchtime – depending on when the code is given).

If you get three code yellows in one week, you will get a code orange.

Orange Behaviour

This is serious: You will be given a code orange if you already have a code yellow and repeat the same behaviour in a morning or afternoon session. It will also be given for any of the following:

- Deliberate unkindness
- Name calling or swearing
- Deliberately misusing property
- Answering back or speaking rudely to any adult
- Goading/winding others up
- Stealing from others
- Disrupting lessons
- Lying
- Refusal to work/ non-compliance
- Deliberately ignoring any adult's instructions
- Ruining another's work

Class
Teacher

You will have a lunchtime detention (Ks1 – 15 mins, Ks2 – 30 mins).

(This will take place in a classroom, where you will eat your lunch and then complete work.)

You will fill out a 'code orange reflection form' and a letter will be sent home to your parents/ carers.

You will lose 10 mins of your Platinum Reward Time. If you get more than three code oranges in a half term, this will lead to code purple.

Purple Behaviour

This is very serious. You will be given a code purple if you have more than three code oranges in a half term. It will also be given for any of the following:

- Using abusive language toward staff/children
- Physical /threatening aggression
- Persistent refusal to follow adult instructions
- Fighting (total loss of control)
- Damaging property – (high level – purposeful)
- Taking property – (premeditated stealing)
- Leaving class without permission
- Running away from adults

SLT/ Deputy
Headteacher

You will work for half a day in another class. The Headteacher will be informed. You will fill out a 'code purple reflection form' and a meeting with your parents will be arranged. You will lose 30 mins of your Platinum Reward Time.

Red Behaviour

This is extremely serious. The Headteacher and your parents will be informed. It will lead to an internal exclusion and may lead to an external exclusion.

- Racial or homophobic abuse
- Persistent bullying or cyber-bullying
- Serious deliberate injury to a child (resulting in visible marks or bleeding)
- Serious intentional damage to school property
- Physical assault on a member of staff
- Leaving school building without permission

Headteacher

You will fill out a 'code red reflection form' and a meeting with your parents will be arranged urgently.

No half-termly Platinum Reward time will be available.

In green denotes who will manage the behaviour and consequences, including phone calls and parent communication around the incidents.

Children who receive a detention will have their name filled out on a slip and this will be put up in the staffroom. The member of staff who is running detentions will collect the children, ensuring that all of the children who have a slip are present, and take them to their classroom to carry out their detention. During this time, children will be encouraged to reflect on their behaviour by discussing the incident with the teacher.

Platinum Reward Time



Platinum Reward time is run on a half-termly basis. It takes place on an afternoon near the end of each half term and involves a range of fun activities that the children can choose from. It is designed to reward children who have consistently followed the school rules and promoted good behaviour and conduct. Children who are given any codes as a result of poor choices will lose portions of time from their Platinum Reward Time, except Yellow Code. The amounts of time lost for each code will be as follows:

- Orange: 10 minutes
- Purple: 30 minutes
- Red: Total loss of Platinum Reward Time

For children who are given Orange and Purple Codes, and who have therefore lost time out of their Platinum Reward Time, can choose to carry out duties to earn back time that they have lost. These tasks must be designed to help the school. For example, litter picking, helping to clear the hall after lunch, administrative duties (such as carrying out a job in the classroom, the office or with the Headteacher). If these jobs are undertaken with a responsible attitude and in good faith, children will be able to earn back time for their reward. Tasks allocated will reflect the level of coding and the amount of codes the children have been given. Children can choose not to participate in earning back reward time; these children will spend the time they have lost in the Headteacher/Deputy Headteacher's office or the front office, before joining the Platinum Reward time for the rest of the session.

Quiet Room

A 'quiet room' will be available to all children during break and lunchtimes. Children can choose to spend their playtime completing quiet play activities in this room. It is also an opportunity for children to go and speak to a member of staff in the quiet room to help them with any friendship issues or concerns that have arisen. Any children who need to de-escalate or self-regulate their behaviour should be directed/ taken to the quiet room, as necessary. (Only children with medical needs are to be sent to the medical room).

Responsibilities

All Members Of The School Community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:

- Valuing children and adults as individuals and respecting their rights, views and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Responding immediately to all incidents involving bullying or harassment
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- Caring for, and taking a pride in, the physical environment of the school
- Working as a team, supporting and encouraging one another.

The Management Team (Governors, Headteacher and Senior Staff) work towards the school's aims by:

- Taking a lead in the establishment of a positive school ethos
- Taking responsibility for devising and implementing a Teaching and Learning Policy which promotes pupils' behaviour and motivation

- Monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Recording and monitoring attendance and punctuality and responding firmly when either is poor
- Recording and reporting incidents of serious misconduct
- Taking active steps to ensure that buildings and grounds are secure and well maintained and that a programme of work is identified
- Encouraging community use of school facilities to increase local involvement.

Staff work towards the school's aims by:

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- Encouraging children to take increasing responsibility for their own learning and conduct
- Ensuring that learning is progressive and continuous
- Being good role models
- Taking quick, firm action to prevent one child inhibiting another's progress
- Providing opportunities for children to discuss appropriate behaviour
- Developing and maintaining good communication with parents so that each child appreciates that the key adults in their lives are working together for them.

Pupils work towards the school's aims by:

- Attending school in good health maintained by adequate diet, exercise and sleep
- Attending school regularly
- Being punctual and ready to begin lessons on time
- Being organised – bringing necessary kit, taking letters home promptly, returning books efficiently
- Working to the best of their ability and allowing others to do the same
- Contributing to the development of the school's code of behaviour
- Conducting themselves in an orderly manner in line with this code
- Taking growing responsibility for their environment and for their own learning and conduct
- Treating all individuals sensitively and with respect – irrespective of ability, gender, belief or race
- Following the instructions of the staff and prefects.

Parents are encouraged to work towards the school's aims by:

- Ensuring that children attend school in good health recognising the importance of diet, exercise and sleep
- Ensuring that children attend school punctually, and regularly (this involves taking holidays only out of term time)
- Providing prompt telephone messages and notes to explain all absences
- Taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework, hearing reading and assisting in the learning of tables and spellings
- Providing support for the discipline within the school and for the teacher's role
- Participating in discussions concerning their children's progress and attainments
- Ensuring early contact with the school to discuss matters which affect a child's happiness, progress and behaviour
- Allowing children to take increasing personal and social responsibility as they progress throughout the school
- Accepting responsibility for the conduct of their children at all times
- Being aware of all school rules and expectations.

Pupil behaviour outside the school gate

A teacher may apply the behaviour policy to a pupil for behaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school;

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

Continual Problems

Children displaying persistent, inappropriate behaviour, or who are involved in serious incidents, will be encouraged and supported by staff to develop appropriate behaviour.

This support will take the form of a positive behaviour programme:

- A daily report card
- Daily meetings with the deputy or Headteacher
- Behaviour Management plan
- Regular meetings with parents
- Guidance from the Exclusions & Reintegration Team

Behaviour Report Cards

Report Cards will be used for children who are continually involved in behavioural incidents. These are primarily aimed at children in Key Stage 2 (although can be applied in Key Stage 1) who display aggressive or continually disruptive behaviour. Children who are on report cards will have their behaviour recorded on a scale (either 1-4 for KS2 or by smiley faces for KS1) every session each day. Children will bring their report cards to the Headteacher (or Deputy Headteacher in her absence) at the end of every day to evaluate their behaviour and sign the card. Parents will be asked to sign the report card daily also.

Report cards will be put in place for children who are given a code purple or red. It may also be actioned for children who have received ongoing code oranges; this will be decided on an individual basis.

When a child is recognised as needing to have a report card in place, an initial meeting with parents will take place and the report card will last for two weeks initially. If behaviour has not improved, a further meeting will take place between parents and the Headteacher or Deputy Headteacher to decide how to move forward. When a child is on a report card, sanctions will include loss of break and lunch times, withdrawal from extra-curricular clubs, parents bringing the child to the office in the mornings etc.

Liaising with the school's SENDCO and parents, use of behavioural provision mapping may be needed. Advice could be sought from the Wycombe PRU and other external agencies. SEND children may need to have the Code System adapted to match their individual needs.

If a child is identified as having behavioural special needs there are a number of systems that are in place to support them. These are:

- Individual targets set for each child with negotiated rewards for reaching these targets;
- Regular reviews of progress towards the targets take place;
- Children receive time in which to work on their specific targets;
- The child's seating positions and groupings are carefully thought through;
- All staff are informed of the child's needs and regular updates are provided.

Serious Incidents

If a single child loses control and refuses to take time out it may be more appropriate to move the rest of the class and leave the child back with an adult to watch over them. The class teacher should send a red card (located in each classroom) to the office immediately and call on a member of staff close by to take their class to either the hall or lunchroom as a place of sanctuary until the situation calms. The remaining child should be monitored by an adult and only talked to when they have calmed down. Any damage done to the room should then be cleared up and at some time later an apology offered to the class and teachers concerned.

- The school will refuse to take children on visits and residential trips if the child's behaviour could endanger themselves or others, if there has been a serious transgression at school before the visit takes place or if the number of 'codes' given to a pupil indicates continual poor conduct. Staff will meet with the parents of any child they have concerns about to discuss concerns and any repercussions to their child's behaviour and if this behaviour is likely to jeopardise the place on the school trip this will be made very clear to both the child and the parents/carers.
- Exclusion from class/exclusion from school. The school will adopt the latest guidance by the LA.

Restraint

In accordance with the Education and Skills Act 2006 any member of staff may, on occasion, need to control or in extreme circumstances restrain a pupil in order to ensure that they do not:

- Hurt themselves
- Hurt somebody else
- Damage property
- Prejudice the good order of the school.

A number of members of staff are trained in Team Teach, which involves positive handling strategies to de-escalate situations. Staff will use Team Teach approaches and strategies to prevent a child from causing harm to themselves or other children or adults. Any incidents where Team Teach restraining is used will be recorded in a bound, numbered book and parents will be informed.

- In the event of this requiring anything other than a light touch to the upper body an Incident Report Form will always be completed and parents informed. If a pupil requires restraint parents will always be informed and a full debrief of pupil and staff involved held. As a mainstream school we do not routinely train our staff in positive handling but will organise such training if a pupil's Individual Behaviour Plan indicates this may be necessary.
- (For more information see DfE Guidance)

Exclusions

West Wycombe Combined School is committed to using exclusion as an absolute last resort after all other sanctions have been exhausted.

Permanent exclusion is extremely rare.

The school seeks to use Fixed Term Exclusion, (FTE) extremely rarely believing that rewarding poor behaviour with a 'day off' is counter-productive. However, when a FTE is fully supported by the home, it allows the school time to consider how better to support a particular pupil. Where exclusion is used the school conforms to the Local Authority and DfE Guidance.

If pupils are excluded for a period of less than 5 days the school will provide work – it is the parent's responsibility to ensure the pupil completes the work and returns it to the school for marking (NB parents/carers can be fined if pupils are found in a public place during an exclusion). From Day 6 of exclusion the pupil will be supported via arrangements made within between the Local Authority and the school. In the event of a permanent exclusion the Local Authority will contact parents with details of the Day 6 provision.

Reintegration interviews are considered to be a vital part of the reintegration process and provide parents/carers, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful re-admission. At West Wycombe Combined School, we seek to hold reintegration meetings in a restorative way. If parents/carers

do not attend a scheduled reintegration interview, additional measures may be taken to facilitate their full participation in the process.

Permanent exclusions are extremely rare and only used when the school has exhausted all other strategies. Wherever possible the school works with other local schools to facilitate 'Managed Moves' or a referral to alternative provision which may make permanent exclusion unnecessary.

Appendices

Appendix 1:

KS1 Behaviour Reflection Form

Name:

Date:

This is what I did:

It was wrong because:

This is how I felt:



Sad



Tired



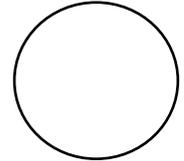
Confused



Happy



Cross



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Next time I will:

I apologised for my actions:

Yes

No

Appendix 2:

KS2 Behaviour Reflection Form

Name:

Date:

This is what I did:

It was wrong because:

Who did it affect & why?

Next time I will:

I apologised for my actions:

Yes

No

Appendix 3: Parent Code Letter



West Wycombe Combined School

Headteacher: Ms Abi Preston

Church Lane,
West Wycombe Village,
High Wycombe,
Bucks. HP14 3AH
Tel: 01494 523318

Code _____ Letter

Dear

This letter is to inform you that _____ (child's name) was sent to me on _____ (date) because of:

In line with our school behaviour policy _____ (child's name) has received a 'code _____ as a result of this behaviour.

The consequence for this behaviour is:

Please can you sign the slip below and return it to school so that we are aware that you have received this communication.

Thank you for your cooperation in this matter.

Kind regards,

✂-----

Parental Reply Slip

I have received the coded behaviour letter regarding my child's _____ (Child's name) behaviour.

Signature: _____

Date: _____

Appendix 4: Code Notification Form (for staff use)

Code _____ Notification form

Name:

Class:

Date of incident:

Reason for code: _____

Detention took place on: ___/___/___ Supervised by: _____

Note for staff: Please take this slip to the staffroom and add to the 'Code Board'



Name: Class:

Date:

	Morning 1	Break	Morning 2	Lunch	Afternoon	Headteacher sign	Parents sign
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							



Good



Satisfactory



Unacceptable

This card must be given to your teacher to be completed at the end of the lesson and shown to the Headteacher daily.



Name: Class:

Date:

	Morning 1	Break	Morning 2	Lunch	Afternoon	Headteacher sign	Parents sign
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

1 – Outstanding

2 – Good

3 – Satisfactory

4 - Unacceptable

This card must be given to your teacher to be completed at the end of the lesson and shown to the Headteacher daily.

Appendix 6: Example Behaviour Management Plan

Name	Pupil A	Class	Date	Review Date
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Photo	<p>Potential Triggers / Key Themes</p> <p>Being told to stop an activity when he feels he has not finished or had a fair turn</p> <p>Being told to stop an activity because he is becoming rough or argumentative</p> <p>Wanting equipment another child is using</p>
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<p>What we want to see</p> <p>Pupil A able to follow instructions, use appropriate areas to calm down when upset or emotional and keep himself and others safe.</p>	<p>Strategies to maintain</p> <p>Calm voice/stance and countdown to when activity will finish</p> <p>Clear instructions and reminders of targets</p>
<p>First signs that things are not going well</p> <p>Shouting, arguing</p> <p>Ignoring instructions</p> <p>Silly noises</p>	<p>Strategies to support</p> <p>Reminders of expectation and consequences using a firm tone of voice-short/clear instruction</p> <p>Reminders of safe places to calm down.</p> <p>Sand timer so Pupil A is clear about calm down time.</p>
<p>Where this behaviour leads next</p> <p>Lashing out, throwing things walking away</p> <p>Running out of class, Emotional angry outbursts</p> <p>Assaulting adults/peers</p>	<p>Strategies needed</p> <p>Guidance to safe place i.e. Time Out space. Pupil A given the choice of this being in class or in safe location agreed by staff in advance. 3 minutes Time out Pupil A must sit on carpet spot in silence. Once time completed discuss incident. Do not begin discussion until pupil is calm. Repeat timer if not calm.</p> <p>Removal of audience</p> <p>Containment in a safe area</p>
<p>What we are trying to avoid</p> <p>Physical Harm to either George or others</p> <p>Disruption to good order and learning</p>	<p>Interventions necessary</p> <p>Physical handling only if safe to do so</p> <p>Call police if absconds or damage to property threatens safety of others</p>

Signature of School rep..... Date

Signature of Parent / Carer.....Date