



Behaviour Policy

Statement of Principles

In response to the government guidance of 2011, the governing body of Whiteley Primary school have agreed the following statement of principles, in line with our vision statement, to guide the school behaviour policy.

Success

- The environment and culture of the school should support high expectations for all pupils.
- All policies should support the provision of an environment for learning free from distraction.
- Positive behaviour will be encouraged and rewarded.

Mutual Respect

- The school should promote a culture of mutual respect which encourages positive behaviour both within and outside the school and does not tolerate bullying.
- Policies should encourage behaviour which keep all in the school safe.
- The behaviour policy must reflect current government guidance, including the use of physical restraint, screening and searching, and support the staff who make use of these policies.

Inclusion

- All members of the school community will be treated equally, regardless of their ethnicity, gender, religion, ability or background.
- The governors expect the school to have a clear system of behaviour management which facilitates a consistent approach.
- The school should involve the relevant agencies to support pupils' behaviour where necessary.

Life-long learning

- Policies should encourage respect for other people, their possessions and property, developing responsible citizens of the 21st century.
- The policy will support the school's commitment to Rights, Respects and Responsibility education.

Enrichment

- The governors expect the school to provide a curriculum which engages pupils and is matched to their needs.
- In addition to usual in-school activities, this behaviour policy is designed to be applied to pupils who are engaged in off-site activities organised through the school (e.g. day trips, residential, workshops) and on-site activities outside of school hours (e.g. school-run clubs).

The policy will be communicated clearly to the school community, including parents and pupils, and will be easily accessible.

These principles were updated by governors in 2014 to reflect the new school vision statement. The policy as a whole is reviewed annually by staff and governors, taking into consideration feedback from parent questionnaires and pupil interviews.

Aims

The aims of our behaviour policy are

- To provide information for all staff, pupils and parents about acceptable forms of behaviour in our school.
- To help ensure a consistent approach towards managing discipline in school.

As a staff we all recognise that we are responsible for creating conditions for an orderly community in which effective learning can take place; in which there is mutual respect between all members; and where there is proper concern for the environment in which we all work.

To this end we agree that

- There should be good relationships between staff, pupils and parents/carers.
- There should be high expectations of the children.
- Children should receive a broad, balanced curriculum with activities matched to the needs of the pupils.
- Children should learn in a lively stimulating environment.
- Materials and preparation should ensure differentiation within tasks for pupils of different abilities.
- Children will be encouraged to contribute ideas and to discuss their work together.
- Children need to be actively involved in what they are doing in their own learning and in the wider life of the school.
- Staff must be good models of adult behaviour - they need to co-operate and support one another.
- There should be an agreed code of conduct determined in part by both pupils and staff (class/school charters).
- There should be an understanding of choices and consequences: positive behaviour choices will result in praise (and rewards, where appropriate); poor behaviour choices will lead to sanctions as set out in this policy, alongside guidance on making better choices in the future.
- **All adults in school are responsible for monitoring pupil behaviour and will apply the school's behaviour policy fairly and consistently.**

Rights, Respect and Responsibilities (RRR)

Our behaviour policy is underpinned by the school's commitment to teaching about RRR, based on the UN Convention on the Rights of the Child. The school charter, devised by staff, parents, governors and pupils, provides a code of conduct that is shared across the school (see appendix 1). It is displayed in central areas and is made available to all staff, pupils, parents and visitors. A playground charter has been established by pupil ambassadors which reminds staff and pupils of expectations in the playground.

At the start of each new academic year, each class teacher establishes a charter with their pupils; this incorporates the language of rights, respect and responsibilities and sets out the moral values agreed by everyone that will inform and develop the culture of the classroom. The length of the charters is unimportant; it is more important that they have been established with the class so that the children have ownership of them and feel a responsibility to themselves and their peers.

Praise and Rewards – the consequences of good behaviour choices

Staff will encourage and validate good behaviour choices through

- instant verbal praise
- use of stickers/house points for good behaviour
- class/ team rewards

- Home notes/ post cards / notes in home-school book
- Smile Awards (KS1);
- Behaviour awards (KS2) – bronze, silver and gold for 12/24/36 weeks of good behaviour;
- Headteacher’s Awards

Sanctions – the consequences of poor behaviour choices

Clearly defined systems to deal with poor behaviour choices have been agreed for pupils at different stages across the school. These are based on the same principles, with age appropriate consequences (see appendix 2). These systems are designed to deal with most everyday occurrences in class and around the school, and are appropriate to be used with the vast majority of pupils.

In addition, the following procedures may be used for any pupils:

Football Contract

Y1-Y6 pupils have a rota to enable them to play football during specific playtimes/lunchtime. Any pupils who wish to play football at these times are asked to abide by the ‘football contract’ which is displayed in every classroom. This details the rules which all those playing are expected to abide by. Pupils who break the contract may be given a football red card which means that they are not permitted to join in with lunchtime football for 5 school days.

Scooter/Cycle Ban

Pupils are required to walk their scooters/cycles once they are on the school grounds. Pupils who consistently disregard this rule may be banned from bringing their scooter/cycle to school for a set period of time. Any pupils observed carrying out stunts on their scooter/cycle will be given an immediate 3-day scooter ban.

Lunchtime Behaviour

If a child behaves inappropriately at lunchtime, they are immediately given ‘timeout’ of an activity. This may consist of staying with a staff member or sitting on a bench until the adult thinks that they are able to join in sensibly. If a child repeats this behaviour, they are sent to the office for ‘timeout’ and dealt with by a senior member of staff. Key Stage 2 pupils will be sent with a behaviour slip to complete, which will then go into the register for class teachers to see. Lunchtime incidents are recorded at the school office and monitored by the headteacher.

Restricted Playtimes/Lunchtimes

Children sometimes find it difficult to learn to play appropriately at playtimes and lunchtimes. If the approaches above have been tried without success, then the school will discuss with the parent and child further steps. This may include reducing the length of time a child is outside at playtimes and lunchtimes, restricting the areas they can play in, restricting them to a specific group activity or ensuring they stay with an adult for a period of time. The aim will always be to gradually reintroduce the child to normal playtimes.

Individual Behaviour Chart

If a pupil has difficulty in making appropriate choices, the class teacher may put in place an individual behaviour chart. This will usually have specific behaviour targets and will be used for a short period in order to support a child in recognising and making appropriate choices. This will be discussed with parents and may be linked to specific home or school rewards/sanctions.

Headteacher’s Office

Children may be sent to the headteacher’s office to be dealt with in the following circumstances:

- When a serious incident has taken place such as bullying, fighting, stealing, vandalism, racism;
- Where an investigation into events is necessary, beyond the means of the class teacher;

- Where a series of incidents have occurred with the same child;
- Where a child has an individual behaviour plan.

The Headteacher will decide on an appropriate sanction and communicate this to the class teacher; a discussion will take place if it is felt that a child needs further support to make better behaviour choices. Parents will be informed of serious incidents. All incidents dealt with by the headteacher are logged and pupils monitored for improvement in behaviour.

Timeout

At times, a child may need a short time away from their class to calm down or re-focus – in the first instance, they will be sent to another class teacher for 10 minutes ‘time out’. They will be asked to sit quietly to think, or continue with a piece of work before returning to class. However, on occasions, a senior member of staff may be needed to intervene with a particular pupil to avoid disruption to other pupils. A blue card will be sent by the child’s class teacher to notify the senior leadership team of an incident and the child will then either be collected for ‘time out’ away from the classrooms, or supported by the senior member of staff in making better choices within the classroom. If a child is removed from the class, the incident will be logged and the parents of the child informed. Procedures will be put in place for the child to earn time back in the classroom. (Blue cards are also carried by lunch staff and sent in to the school office if an individual needs to be collected from one of the playground areas).

The senior leadership team monitors the pupils who are at risk of needing time out with the blue card through their weekly meetings to ensure that approaches and strategies are shared.

Behaviour Outside of School

In addition to usual in-school activities, this behaviour policy is designed to be applied to pupils who are engaged in off-site activities organised through the school (e.g. day trips, residentials, workshops) and on-site activities outside of school hours (e.g. school-run clubs). In certain circumstances, the Headteacher/Deputy Headteacher may also use the behaviour systems to deal with misbehaviour beyond the school gates. For example

- Where a pupils’ behaviour outside of school is likely to affect the learning of others in the school (e.g. bullying, inappropriate on-line communication);
- When pupils are travelling to and from school;
- When pupils are in school uniform, and their behaviour could adversely affect the reputation of the school.

Any action taken regarding behaviour outside of the school gate will be discussed with the pupils’ parents.

Exclusions

The use of fixed term exclusions are not taken lightly, but may be used as a consequence for extreme behaviours. An exclusion may be particularly appropriate when the school requires time to ensure appropriate support is in place to manage a pupils’ behaviour, particularly where there are risks to other pupils. Excluded pupils will be provided with work to be completed at home during the exclusion, and a re-integration meeting will be provided on the first day back at school to discuss the return to the classroom. Fixed term exclusions are reported to governors and to the local authority.

Seclusion

On occasions, it may be more appropriate to use seclusion as an alternative to exclusion. This is where a pupil remains in school to work, but does so away from the classroom, and does not have contact with their peers. Occasions where this may be appropriate include where a pupils’ actions are serious enough for exclusion, but the school feels that the use of seclusion will have greater

impact on the pupil as a deterrent. Parents will be involved to discuss the nature and length of the seclusion.

Specific Behaviour Problems

Very occasionally a child requires specific support to help them overcome the behavioural problems that they exhibit. In these situations, specific behavioural programmes will need to be put in place in consultation with the headteacher/SENCO and parents/carers, as the usual behaviour system for their year group may be not sufficient. With parental permission, the school may request support from outside agencies such as the Primary Behaviour Support Team or Education Psychologists, or may suggest support for the family from the Parental Support Advisor. The school will also aim to work closely with agencies engaged by the family such as Child and Adolescent Mental Health (CAMHS).

Within the class situation, these children need to be handled fairly and positively, whilst ensuring the minimum of disruption to other pupils. Individual Behaviour Plans will be based on the agreed principles within this policy, and help to develop the pupil's understanding of choices and consequences. Where necessary, an individual behaviour risk assessment will be completed for the child.

The school has a separate policy for Restrictive Physical Intervention (RPI). When it has been deemed appropriate to use physical intervention as part of a positive behaviour management programme, key members of staff will be trained in the use of 'Team teach' positive handling strategies. (See RPI Policy for more details).

Behaviour Policy Appendix 1: School Charter



Our School Charter - Based on the UN Convention on the Rights of the Child

Devised by staff, pupils, governors and parents – March 2012



Our Rights	Children's Responsibilities	Adults' Responsibilities
<i>We have the right to be treated fairly and without discrimination (Article 2)</i>	It is our responsibility to treat others with respect, just as we would wish to be treated ourselves.	To be good role models for us.
<i>The school should have our best interests at heart (Article 3)</i>	It is our responsibility to be open with adults and to share any worries and concerns.	To do what is best for each child.
<i>We have the right to be respected and to have our ideas and opinions valued (Article 12)</i>	It is our responsibility to listen, respect and cooperate with others.	To provide opportunities for us to be heard and to share our views and opinions.
<i>We have the right to think and believe what we want and to follow our own religion and beliefs (Article 14)</i>	It is our responsibility to value and respect the thoughts and beliefs of other people, even if they are different from our own.	To teach us about different faiths and beliefs in order to help us understand them.
<i>We have the right to choose our own friends and to join groups and clubs (Article 15)</i>	It is our responsibility to choose friends wisely and to be a good friend to others.	To provide a range of clubs and activities for us to enjoy with our friends.
<i>We have the right to be protected from harm and to feel and be safe (Article 19)</i>	It is our responsibility to make safe choices, to look after others and to follow rules. We must tell an adult if we feel unsafe.	To provide a safe and secure school, to take care of us and teach us how to stay safe.
<i>We have the right to be healthy (Article 24)</i>	It is our responsibility to make sensible choices about the food we eat, drink water regularly and be active.	To provide nutritious (healthy) food choices and fresh water within school, to keep the school clean and provide opportunities for us to be active.
<i>We have the right to a good quality education (Article 28)</i>	It is our responsibility to attend school, work hard and allow others around us to learn.	To provide high quality resources and to motivate us to learn with exciting, relevant and stimulating lessons.
<i>We have the right to develop our personalities, talents and abilities to the full (Article 29)</i>	It is our responsibility to try new activities and to practice our talents so that we improve.	To provide opportunities for us to try new activities so that we can find out what we are good at, and to encourage us to develop our own talents to the full. To help us become respectful, caring citizens.
<i>We have the right to relax and play (Article 31)</i>	We have the responsibility to make sure that everybody enjoys playtimes and know what to do if there is a problem.	To help us learn to be good friends who can play fairly with others.

Behaviour Policy Appendix 2: Behaviour Policy Sanctions

Reception Classes

All pupils start the day with their names on the 'smiley face' board. When a pupil does something above the normal expectations, their name is placed on the 'Super-smiley face' board and they receive a reward at the end of the day (sticker/housepoint).

If a pupil behaves in a way that breaks the agreement of the class charter, the following system is followed:

- Step 1:** **Verbal warning** – a quiet word to explain that the behaviour is unacceptable, and to reinforce appropriate behaviour.
- Step 2:** **'Sad Face'** – name is placed on to the 'sad face' board. (Pupils may earn their way back to the smiley face – the choices they need to make in order to move off the sad face are explained to the child).
- Step 3:** **Time out** – 2 minutes on the 'Thinking Chair' followed by a discussion of the behaviour and reinforcement of the appropriate behaviour. (This step may be repeated before moving to step 4).
- Step 4:** **Blue card sent** – a senior member of staff removes child from the classroom for a short period of timeout.

On-going concerns regarding a pupils' behaviour will be discussed with parents and strategies will be agreed to reinforce positive behaviour. Strategies may include a behaviour target/ chart, regular home/school communication, home/school agreements to reinforce good behaviour choices, specific programmes to reinforce good behaviour etc.

Year 1

All pupils start the day with their names on the 'smiley face' board. When a pupil does something above the normal expectations for the class, their name is placed on the 'Super-smiley face' board and they receive a reward at the end of the day (sticker/housepoint).

If a pupil behaves in a way that breaks the agreement of the class charter, the following system is followed:

- Step 1:** **Verbal warning** – a quiet word to explain that the behaviour is unacceptable, and to reinforce appropriate behaviour.
- Step 2:** **'Sad Face'** – name is placed on to the 'sad face' board. (Pupils may earn their way back to the smiley face – the choices they need to make in order to move off the sad face are explained to the child).
- Step 3:** **Yellow card** - Pupils may earn their way back to the smiley face – the choices they need to make in order to move off the yellow card are explained to the child.
- Step 4:** **Red card** – The child loses 5 minutes of their next playtime or lunchtime. This time will be spent outside the office with a sand timer and names/incidents are recorded by the office staff so that they can be monitored by the Headteacher.

If a child is repeatedly on the sad face, yellow card or red card, parents will be contacted to discuss how behaviour can be improved.

Behaviour Policy Appendix 2: Behaviour Policy Sanctions

Year 2 - 6

- Step 1:** **Warning.** Pupils will be warned that their behaviour breaks the class charter. A warning may be specific to a particular child, but may also be a general reminder to the class or a non-verbal warning (e.g. a signal to stop).
- Step 2:** **Yellow card*.** If a pupil continues with offending behaviour they will be given a “yellow card”. Their name should be recorded on a whiteboard under an appropriate symbol e.g. yellow card/sad face, and the adult will explain the reason for the card to ensure that a pupil understands which behaviour was inappropriate.
- Step 3:** **Verbal warning.** Pupils should be warned that they are approaching the final step.
- Step 4:** **Red card*.** If a child persists with offending behaviour, their name will be ticked on the board and they will miss time from their next playtime/lunchtime (Y2: 5 minutes, Y3-6: 10 mins). This time will be spent outside the office with a sand timer and names/incidents are recorded by the office staff so that they can be monitored by the Headteacher. KS2 pupils must complete a ‘behaviour slip’ during their Timeout to explain what the inappropriate behaviour was and what choices should be made in future. This will be signed off by a staff member.

The above steps are most appropriate in dealing with low-level behaviour incidents, where pupils have not respected the rights of others as detailed on the class/school charter - it is expected that the majority of pupils will respond to the warning and moderate their behaviour as there are clear consequences for repeat offences. * For more serious behaviours, an immediate card may be given:

Immediate red card

An immediate red card will result from incidents of a malicious or aggressive nature seen within class or around the school such as

- hitting or pushing
- racist remarks* or malicious name calling
- swearing (heard by an adult)
- theft
- vandalism
- bullying (including cyber-bullying)*

* These incidences will always be referred to the headteacher to follow up and may result in further monitoring or sanctions.

Immediate yellow card

An immediate yellow card will be given for behaviours which do not warrant an immediate red card, but for which a specific warning should be unnecessary. Examples include when there is a potential danger to the act (e.g. throwing pencils), or where a specific expectation regarding a behaviour has been shared with a year group/key stage (e.g. silliness in the toilets, use of derogatory language). Whilst it is not possible to list all the possibilities, staff will regularly discuss this aspect of the behaviour policy to ensure consistency and also share this information with pupils so that they understand what type of behaviours may result in an immediate yellow card.

Timescales

In Y2, all pupils start each day afresh without any cards. In KS2, any yellow cards given remain for the week (warnings are removed each day). Therefore, if a child is given a yellow card on a Monday, and then misbehaves again later in the week, they will be given a step 3 warning, which could then lead directly to a red card and the appropriate sanction. Once a child has carried out the sanction, the red card is removed and teachers would return to step 1 if necessary. At the start of the week, all children start afresh. In KS2, if a child is given a yellow or red card during the week they will not be able to gain a behaviour stamp in their log book/homework book.

Involving Parents

It is generally unnecessary to inform parents of single red card behaviour as the matter has already been dealt with in the school. However, if a child is noted in the office book repeatedly then the school will be in contact with parents to discuss the incidents and further strategies to be used. In these circumstances, it may be necessary for pupils to miss a longer period of playtimes or lunchtimes as a sanction or to help manage their playtime behaviour. The behaviour log is monitored on a half-termly basis by the Headteacher. Repeated yellow card behaviour will be discussed with parents by the class teacher.

Behaviour Policy Appendix 3: Guidance for KS2 Teachers – Behaviour Awards

The KS2 behaviour awards are designed to recognise and celebrate the consistent good behaviour of children in the school, as well as motivate children to improve their behaviour over a period of time.

How the system works

At the end of each week, children who have shown consistent good behaviour over the whole week are awarded a sticker/ stamp for their logbook/home learning diary. Once a child has gained 12 stamps, they are awarded a bronze award in sharing assembly. They then continue to collect stamps, receiving a silver award after 24 stamps and then a gold award if they manage to collect 36 stamps during the course of the year.

It is the expectation that only children who are consistently well behaved at all times would achieve the gold award, but we would hope that all children would achieve the bronze award by the end of the summer term.

How children achieve a stamp

Stamps should be given to reward a **whole week** of good behaviour. If a child has been given a red or yellow card during the week, or sent in to the Head/ deputy because of lunchtime behaviour, they should not receive a stamp. The exceptions to this are those pupils who are on a separate behaviour chart (see below) or where a non-regular supply teacher has not used the school behaviour policy appropriately.

In order to help motivate those children with particular difficulties in controlling their behaviour, it will be appropriate at times to give smaller steps to individuals in order for them to achieve their stamp, and therefore receive a bronze award by the end of the year. However, it is important to have high expectations of the children so that it is still a challenge for them to receive their award.

Behaviour Policy Appendix 4: Anti- Bullying Policy

Special procedures have been drawn up to prevent bullying among pupils. All staff, pupils and parents should be aware of the implementation of this policy.

Aims

- To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.
- To ensure that everyone is aware that bullying is unacceptable and will not be tolerated.

What is bullying?

Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for those being bullied to defend themselves. There are four main types of bullying:

- Physical (hitting, kicking, theft)
- Verbal (name-calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)
- Cyber-bullying (malicious texts, e-mails, messaging etc).

In discussing our anti-bullying policy with children, we stress the importance of children telling an adult. Adults in the school are also aware that pupils who are being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns or lack of concentration.

What parents should do if they feel that their child is being bullied

Parents are encouraged to discuss the school's anti-bullying policy with their child and encourage them to speak to an adult at the school. If the child is unwilling to do this, then the class teacher should always be the first port of call. Worries can be discussed in confidence and concerns will be passed on to the Headteacher/ Deputy headteacher.

School Implementation

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the Headteacher
- The head teacher will speak to those concerned and will record the conversations.
- If incidents of bullying are suspected by the headteacher, all parents concerned will be informed.
- Parents and school together will decide on appropriate action and behaviour monitored over a period of time.

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in Personal, Social and Health Education, assemblies and circle time activities.

Monitoring, evaluation and review

Bullying incidents are recorded and monitored by the Headteacher, and reported to the governing body. The school will review the anti-bullying policy annually and assess its implementation and effectiveness. Any changes will be reviewed and approved by the Governing Body through the curriculum committee.