

WHITNASH PRIMARY SCHOOL

'Learning, growing and succeeding together'



BEHAVIOUR POLICY

Behaviour Policy

1 Introduction

- 1.1 This policy addresses both the promotion of positive behaviour, in accordance with our school's general aims and ethos, in relation to children's personal, social and moral development, and also our policy on rewards and sanctions with regard to pupils' behaviour. It also contains our policy on exclusions.
- 1.2 We regard it to be a highly important aspect of children's education and development that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children need good personal and social skills in order to live fulfilling and rewarding lives as adults.
- 1.3 Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those presenting with social, emotional and mental health difficulties.

2 Aims and Ethos

- 2.1 We want everyone to be involved in learning, aim for achievement at their highest possible level and experience and celebrate success. We want all this to happen within an inclusive community where relationships are based on mutual respect. This means that everyone has a responsibility to ensure that:
 - Learning is the priority
 - They show respect, courtesy and consideration towards all members of the school community
 - They are honest and co-operative with others
 - Display '**unconditional positive regard**' for one another.
 - They follow the rules and procedures of the school
- 2.2 All members of the school community are expected to contribute positively to the wider community by:
 - Promoting a positive image of the school
 - Respecting members of the wider community and their property

3. Whole-school Rights and Rules:

3.1 At Whitnash we have high expectations of how the children should behave in and around school. In consultation with the children and parents, we have developed a set of school rules through which our expectations are promoted and reinforced in a consistent manner throughout all aspects of school life. This policy is reviewed in consultation with staff, governors and pupils.

3.2 Whitnash Rights

Our agreed school rights are:

- We have the right to feel safe and be safe all of the time.
- We have the right to respect.
- We have the right to learn.

3.3 Whitnash Rules

Our agreed school rules are:

- Respect and care for all children and adults who work in school
- Be where you should be
- Follow instructions first time
- Look after and take care of our school
- Be polite and helpful
- Wear school uniform
- Walk sensibly and quietly around school

4. Classroom Rules

4.1 All teachers devise their own rules for their classroom, which are derived from the school rules and the expected responsibilities. These rules will be displayed prominently within the classroom. Rules will be:

- Negotiated with the children
- Written in a form which is appropriate to the age of the children
- Signed and agreed to by all children and adults in the class

5. Responsibilities of the children within the classroom:

5.1 All children are expected to:

- Enter the classroom sensibly and settle quickly
- Ask for permission from the teacher / TA before leaving the classroom

- Be attentive and work to the best of their abilities and to allow others to do the same
- To treat others with respect at all times, taking care of property and the environment
- To cooperate with children and adults in all aspects of school life
- To help formulate and comply with the classroom rules
- To share in celebrating the achievements of all members of the school

6. The role of the teaching staff

- 6.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 6.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.
- 6.3 At Whitnash we positively encourage and reward 'expected' behaviour and effectively manage all inappropriate behaviour. We approach all aspects of behaviour management consistently throughout the school, though appropriately to different age groups. The staff will ensure that sessions are planned to avoid problematic situations, by considering individual learning styles and needs.
- 6.4 At Whitnash we treat all children respectfully, fairly and with understanding to ensure they are happy and safe. We deal with situations calmly, with clarity and demonstrate '**unconditional positive regard**' for all pupils.
- 6.5 Constructive praise plays a fundamental role in motivating children and is central to our approach to behaviour management. The staff at Whitnash Primary implement a range of positive strategies to reward positive behaviour which are personal to their classroom and the age of the children. Some examples are:

7. Rewards

- 7.1 Some examples of the rewards used to praise children are:
- Stamps and stickers
 - Certificates home
 - Sending child to the TA / other teacher in the year group / school senior leaders for praise

- Positive feedback to parents
- Positive verbal feedback to the child
- Praise postcards
- Class Teacher Award certificates presented in assemblies with parents invited for a particular piece of work/learning for an individual child
- Act of Kindness Awards presented in assemblies
- Class nominations for a child demonstrating the school value of the week
- Positive Learning Behaviour points (PLB's) for good work and effort in class focused on the key characteristics of effective learning
- "Recognised Respect" for good behaviour, politeness, positivity etc demonstrated in and around school by a child
- End of year Academic and Creative Achievement Awards
- Lunchtime Award celebrations identified in the weekly Achievement Assembly

7.2 Details of Whitnash Reward Systems

Positive Learning Behaviours

Teachers will award points for Positive Learning Behaviours (PLB's). The Positive Learning Behaviours are:

- **Learning Resilience** – children demonstrating their learning resilience e.g. by persevering, avoiding distractions, absorbing the learning and noticing key aspects of their learning.
- **Learning Resourcefulness** – children demonstrating their learning different ways e.g. by reasoning, making links, questioning, capitalising on their learning and imagining.
- **Learning Reflectiveness** – children demonstrating being more strategic about their learning e.g. by revising what they have done, planning their learning.
- **Learning Collaboration** – children demonstrating they can learn and work independently and/or collaboratively with others e.g. by listening, showing empathy, collaborating, imitating and working with others.

Children will be awarded with Bronze (50), Silver (100 in total), Gold (150 in total), Super Gold (200), Platinum (250) and Diamond (300) certificates when they have achieved the appropriate number of points. Badges will also be given to those achieving Bronze, Silver, Gold or Super Gold. Prizes are awarded when children achieve a Platinum or Diamond Certificate.

7.3 “Recognised Respect”

Recognised Respect: awards are given by all staff to children for good behaviour, politeness, manners, walking, and as an on-the-spot reward for positive relational behaviours.

Recognised Respect prizes are drawn in phase assemblies, and rewards chosen by the children. Two tickets will be drawn from each year group (one per class) during Friday’s Achievement Assembly. If pupils have their ticket drawn, they win a special privilege and can select a role, from a list, which they would like to carry out for the following week. (Examples: Teacher’s PA, Afternoon tea, Helping Miss Hall, Playleader – supporting younger pupils on the playground, Lunchtime Supervisor, Assembly Assistant, etc.)

7.4 Additional to and different from arrangements

If a child is on the Special Needs Register for behaviour concerns they may also have a personalised plan to encourage more positive behaviour. Children may attend the Thrive room during break and/or lunchtime or as a planned and timetabled intervention.

There will be times, at a teacher’s discretion, whereby children are rewarded with special time. This may mean a variety of things, for example; story time, computer time, slightly longer play. Teachers will ensure that this is fair and equitable

7.5 During Achievement assemblies, children who have achieved accomplishments outside school e.g. swimming, sports achievements etc. are recognised.

7.6 At the end to the term, children who have achieved well and made progress in the Thrive Approach provision e.g. children making particular progress with the self-regulation and social skills will also be recognised.

8. Sanctions for Low Level and Higher Tariff Behaviour

8.1 Examples of low-level disruptive behaviour include:

- Talking when a teacher is talking
- Calling out
- Fidgeting
- Minor distraction of other children

8.2 Sanctions for discouraging and addressing low-level disruptive behaviour include:

- Record such incidents, using the school's established recording system (CPOMS) so that patterns of such behaviour can be monitored and addressed where appropriate by senior leaders and parents informed.
- Through use of the Traffic Light sanction system.

8.3 Stepped Sanction System

In the first instance, the class teacher deals with incidents him/herself using the following methods:

- **STEP 1:** A disapproving look or non-verbal cue and make a request to stop the inappropriate behaviour. Depending on behaviours, a warning will be given.
- **STEP 2:** A warning that a yellow warning will be given if the inappropriate behaviour continues.
- **STEP 3:** If a child needs reminding of behaviour expectations they will be given a "warning". This will be said directly to the child. Children will be debriefed, with a verbal reminder of how to improve behaviour in line with the expectations. A child will be praised appropriately if they are able to make a more positive choice and change their behaviour.
- **STEP 4:** If a child continues not to follow the school rules, they will be given a red consequence. They will be asked to work in the classroom of the adjacent class or the next year group down. The child will also miss 10 minutes of play or lunch time supervised by an adult. For organisational purposes, this may be with a member of the leadership team. Once again children will be debriefed, with a verbal reminder of how to improve behaviour. Where a child persistently receives such consequences, a record of their behaviour will be kept on CPOMS and Leadership Team and/or parents will be informed. All red consequences will be recorded by the class teacher on CPOMS.
- Each child will also make a fresh start at each day and lesson.
- After the first consequence, children are given the opportunity to reengage in class and behave appropriately. However, if this is not the case: -
- **STEP 5:** If the behaviour continues to a fifth time the child will be escorted to another designated class where they will be given "Time Out" for the rest of a session. The class teacher will report to parents at the end of the day. The incident will be recorded on CPOMS It will be discussed with senior teachers.
- **STEP 6:** If the behaviour continues or an offence is deemed to be extremely inappropriate the child will be sent to a member of Leadership Team and a letter will be sent to parents explaining the behaviour and sometimes requesting a meeting to discuss positive future actions. The incident will be recorded on CPOMS. It will be discussed with senior teachers at the relevant Senior Leadership Team Meetings.
- Pupils may be moved straight to a red consequence or to **STEP 5 or 6** if the behaviour incidence is of a serious nature and senior staff contacted.

9. Lunchtime Behaviour

9.1 On the playground we expect the same standard of behaviour as in the school building. The school's expectations regarding behaviour are the same for lunchtimes as for any other time of the day. Behaviour at lunchtime will be managed by the following strategies:

- The Lunchtime Supervisory Assistants (LSAs) have responsibility for rewarding children with "Recognised Respect" tokens.
- Children will be supervised by Lunchtime Supervisory Assistants (LSAs) who will be responsible for resolving any minor problems.
- If there are any minor problems at lunchtime these will be dealt with by the LSA. LSAs should resolve all incidents during lunchtime either by themselves or with the support of the Senior Supervisor.

9.2 Lunchtime Sanctions

Again, the school operates a stepped system that allows children to correct any negative behaviour.

- Child is given a polite but firm warning and the reason explained.
- Child is given a second warning and the reason explained.
- From this point there are no more warnings.
- A Time Out will be given if the behaviour persists. The child will stand in a specified spot for 5-10 minutes, with the LSA supervising, to consider how to change the behaviour.

Some behaviour may require a more immediate response, if it is deemed as unacceptable behaviour.

9.3 Behaviour treated as unacceptable behaviour:

- Fighting
- Bullying
- Racism
- Vandalism
- Theft

Time Out will be given immediately for these behaviours.

- The physical or verbal abuse towards a member of staff will result in instant removal from the playground.

10. Denial of playtime and removal from the playground

- 10.1 Any pupil that is removed from the playground will not have access to the playground the following day. The class teachers and relevant LSA will ensure that is consistently adhere to.
- 10.2 Should a senior member of staff be required to remove a pupil from a playground the sanction becomes two days and further refusal will result in parents being called to the school.
- 10.3 Where a child is considered to be a serious threat to themselves or other children or staff, it may be deemed necessary for a trained member of senior staff to restrain a child in accordance with the school's Manual Handling policy and Team Teach methods. This will be recorded appropriately on the school's CPOMS system and Manual Handling Record Book.
- 10.4 LSAs have the responsibility to making any persistent issues known to teachers and the Senior Leadership Team in a timely manner. This is to enable that unacceptable behaviour in not tolerated and becomes problematic. It ensures support for children struggling with managing and regulating their behaviour can be implemented early on before this impacts on a child's reputation, and their own and others' well-being and safety.
- 10.5 Serious breaches of school rules may also require the Head Teacher / Assistant Head Teacher or School Leader to be sent for by the LSA and children will have their lunchtimes / playtimes removed for a number of days.
- 10.6 On extremely rare occasions where a child's behaviour is considered to be a risk to themselves or others, they may be internally excluded from the lunchtime provision period or excluded from school as a result of a serious incident.

11. Behaviour in Assembly

Alongside teachers, Assembly Helpers will support in monitoring behaviour of other children, through the issuing of "Recognised Respect" tokens. During some assemblies, teachers will be present to support the assembly presenter with overseeing and addressing with any behaviour concerns.

Some pupils may find assembly times challenges due to identified Special Educational Needs or issues with their ability to self-regulate. It may be appropriate for some children to not attend whole-school assemblies, until the skills required have been supported and developed.

12. Serious of Persistent Behaviour Concerns

- 12.1 Serious, unacceptable behaviour will be referred directly to the Senior Leadership Team or Head Teacher and parents informed. Such behaviour would include:

- Physical violence / aggressive behaviour
- Racist comments / actions –which must be reported to the Headteacher
- Swearing directly at an adult
- Persistent swearing at others
- Bullying – class teachers have a responsibility to deal with bullying initially, and to respond to worry box concerns – please refer to the school’s Anti-Bullying Policy for more information.

12.2 In all serious or persistent cases of misbehaviour the school will work closely with the parents and children concerned to ensure that the children learn to behave in an appropriate manner.

12.3 Persistent negative behaviour will lead to a consultation between class teacher and parent(s) and the introduction of an ‘Individual Behaviour Plan’ for the child. A daily log of behaviour using CPOMS will be kept by the class teacher and monitored by Senior Staff daily.

12.4 There will be a small minority of pupils for whom the usual behaviour management strategies of the school are insufficient to address their difficulties. Additional steps will then need to be taken for these pupils. This may include the child’s behaviour being monitored daily using a “Success Chart”, or records to be kept in a behaviour log and monitored regularly by Senior Leadership Team.

12.5 The class teacher and SENCO, and in some instances members of the Senior Management Team, should be involved in planning a way forward in line with the school’s Special Needs Policy and Code of Practice. It is also essential at this point for parents / carers to be involved in planning the way forward.

13. External Agency Support / Additional to and Different from Provision

13.1 At Whitnash we will do all that we can to support all children access all aspects of school life through early intervention, the providing of additional resources and working in close partnership with the families and outside agencies concerned. Where children are identified as having social, emotional and behavioural and communication difficulties, school will ensure that nurture provision will be made available for these children.

13.2 Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the school’s Special Educational Needs Co-ordinator (SENCO) discuss the needs of a child with the education social worker or the LA’s behaviour support service.

14. The role of the head teacher

- 14.1 It is the responsibility of the head teacher, supported by the SLT and teaching staff, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.
- 14.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 14.3 The head teacher oversees the keeping of records of all reported serious incidents of misbehaviour.
- 14.4 The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governorshave been notified.

15. Fixed-term and permanent exclusions

- 15.1 We are an inclusive school and **do not wish** to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.
- 15.2 The school follows the national Exclusions Guidance, published by the DFE in 2015, and has regard to the standard national list of reasons for exclusion. Parents and carers must ensure their child is not present in a public place during the first five days of an exclusion, and head teachers have a duty to offer the parents or carers a reintegration interview in respect of certain fixed-period exclusions.
- 15.3 A decision to exclude a pupil should be taken only:
- In response to serious breaches of the school's behaviour policy; and
 - If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

- 15.4 There may be times, at the Headteacher's discretion, where a phase return to school is required to support the child.
- 15.5 There are exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:
- Serious actual or threatened violence against another pupil or a member of staff
 - Sexual abuse or assault
 - Supplying an illegal drug
 - Carrying an offensive weapon
- 15.6 Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 15.7 If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 15.8 The headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 15.9 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 15.10 The governing body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors.
- 15.11 When an appeals panel meets to consider an exclusion they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated.
- 15.12 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

16. Fixed Term Exclusions

16.1 In determining the length of a fixed term exclusion, the headteacher (or the acting headteacher), will consider the following elements in considering the length of an exclusion:

- DfE and other governmental advice and guidance
- The severity of an incident
- The degree of intent where this is ascertainable
- The number of incidents in a given episode
- The pattern of behaviour over time
- The gravity of any injuries / hurt / offence caused
- The impact on other children
- The impact on other classes
- Health and safety considerations of allowing a given child back to school
- The safety of the school community
- The safety of the staff in school

16.2 Mitigating circumstances which may shorten the length of an exclusion (but not below 1.5 days, i.e. one day plus the remainder of the session or sessions during the day of the incident)

- The degree of intent in a given incident where this is ascertainable
- EHC plans
- SEND needs that may be apparent

Where one or more of these elements are impacted upon, then the exclusion may increase or decrease in length at the head teacher's discretion.

16.3 Where a child is considered to be a serious threat to themselves or other children or staff, it may be deemed necessary to restrain them in accordance with the school's manual handling policy.

17. The role of parents and carers

17.1 Our school requests that parents and carers enter into a Home-School Agreement with the school, agreeing to work in partnership with the school to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rules and to support the school when sanctions need to be used with a child.

17.2 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

- 17.3 We explain the school rules in the school induction booklet and on the school website, and we expect parents and carers to understand and support them.
- 17.4 We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 17.5 If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the head teacher or member of the senior leadership team to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

18. The role of Governors

- 18.1 The governing body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.
- 18.2 The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

19. Monitoring

- 19.1 The Headteacher and Governing Body should ensure that all unacceptable behaviour, including those of a racist, sexist or bullying nature, be fully investigated, logged and monitored in close partnership with the parents of those children involved. On a regular basis Leadership Team will monitor behaviour on a regular basis and continually strive to devise strategies to encourage and develop positive behaviour in children.

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Next Review: April 2022