Whartons Primary School Behaviour Policy

Date of Policy: Sept 2018

Member(s) of staff Responsible: Julia Dickson

Review Date: Sept 2019

Aims and Objectives

Our Behaviour Policy aims to:

1. Develop positive relationships which promote self-esteem, self-discipline, proper regard for authority and which establish clear expectations of all members of the school community.
2. Recognise the importance of effective teaching and learning in the promotion of positive behaviour.
3. Establish a partnership approach which draws on all those involved with the school.
4. Provide systems and structures which promote positive behaviour and which support all members of the school community.
5. Monitor and evaluate the effectiveness of our behaviour policy and procedures.

Delivery

We believe these aims are best achieved in the framework of a relaxed, pleasant atmosphere in which pupils are able to give of their best, both in the classroom and in extra-curricular activities, and are encouraged and stimulated to their full potential. This means a positive policy of encouraging good attitudes, reward and praise and setting a good example. Whole staff attitude is of great importance, and as such we:

- Model the aims of the school and the Whole School Behaviour Policy;
- Set the right example in matters of dress, punctuality and caring commitment;
- Are responsible at all times for the behaviour of all pupils, both inside and outside the classroom.

We recognise that our influence depends on our attitude, character, example, teaching skills and the rapport established with pupils.

Practice

Children are expected to be courteous and considerate and relate well to each other and to adults. They are expected to take responsibility for their own actions, appropriate to their own age and maturity. We encourage this through a restorative practice approach.
They are encouraged to develop self-esteem, self-discipline and self-confidence, through our Learning to Learn Skills and to adhere to high standards of behaviour, showing through their actions and of what they know constitutes appropriate behaviour, i.e. contributing to:

- Effective learning in the classroom;
- The quality of life and the functioning of the school as a caring and orderly community;
- Caring and responsible citizens, successful learners and confident individuals
- SEAL (Social Emotional Aspects of Learning) and PSHCE (see action plans)
- Our Golden Rules of being kind, being respectful, being helpful, being hard-working and being the best we can be are referred to in class and assemblies.

Implementation

Rewards

In our school we aim to place the emphasis always on the positive approach of encouragement and praise, rather than on a negative one of criticism and punishment. The responsibility for establishing this climate rests with the whole staff and with each individual teacher. We have The Whartons Rewards and Sanctions Diamond which was compiled with staff and student input which includes the rewards of:

- A quiet word or an encouraging smile;
- Positive written comments on pupil's work;
- A visit to another member of staff, the Headteacher or Deputy Headteacher for praise and commendation;
- A word of praise in assembly;
- A positive emphasis in the writing of reports.
- Certificates awarded in Friday assembly

Linked to our Golden Rules, each class has developed a 'Going for Gold' approach where children who follow the Golden Rules are rewarded each day with a class treat. To encourage children to make a valued contribution to the ethos of the school there are opportunities to reach silver and gold standards for going that extra mile. We will share with parents via text message consistently exceptional efforts to follow the Golden Rules. Consistency in approach at lunchtime, moving around school and in whole school gatherings is encouraged through the visual prompts of Going for Gold displays in corridors and the hall.

Sanctions

The better the general framework of discipline in our school, the less likely will be the need to have recourse to the more extreme sanctions. It is sometimes necessary, when a child fails to respond to a climate of praise and encouragement, to resort to sanctions. However, we endeavour to ensure that our verbal warnings and reminders always include advice on how to improve, and should be constructive in their approach. As with our rewards, children and staff have considered a range of appropriate sanctions which are detailed in The Whartons Rewards and Sanctions Diamond (Please see appendixes). These include the sanctions of:

- Verbal or non verbal communication from the teacher of disapproval of behaviour
- Apology made by child either verbally or through a written response, e.g. a letter
- Intervention time given to help child to solve their problems
- Removal from classroom as a time-out measure under supervision
- Informal chat between class teacher and parents at the end of the day
- Loss of minutes from daily class reward.
- Loss of playtime(s)
- Intervention from a member of SLT – this may result in a child be placed on a report card in order to maintain a daily focus on their behaviour.
- Internal exclusion
- Exclusion from school – please see further information on this later in the policy.

It may, in very extreme circumstances and where behaviour has fallen seriously short of that expected in school, be necessary to disallow a child to accompany us on a trip. This is a decision made between SLT, governors and, where necessary, county advisors. In making a decision such as this, we refer fully to statutory guidance such as 'Behaviour and Discipline in Schools' (2012), 'Special Education Needs Code of Practice' (2015) and 'The Equality Act' (2010).

Through our whole school system of 'Going for Gold', which encourages children to follow our 5 Golden Rules, children may, if choosing to work against these Golden Rules and after receiving a verbal warning, be moved down to amber. This is a final warning before moving to red and a subsequent loss of class reward time. An informal chat will take place between the class teacher and parents informing if a child moves to red. Unacceptable behaviours that may result in moving down to amber include;

- Lack of respect
- Violence
- Threatening behaviour
- Deliberate disobedience
- Discrimination
- Deliberate vandalism of school property or the property of someone else

A whole school approach – 'Going for Gold'

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who consistently follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

The system is promoted throughout school by:

- All school staff – they work to promote our Golden Rules at every opportunity.
- Senior staff – they hold regular assemblies to revise with children what is meant by our Golden Rules and what they may look like.
- Class teachers – they discuss the Golden Rules with their pupils and ensure that the 'Going for Gold' behaviour charts are displayed and used consistently with positive recognition given for achievement of silver and gold. Teachers regularly review the behaviour system in class with the children to ensure that everyone is clear about our expectations.

The school 'Golden Rules' are on display around the school and in the classroom. The rules are regularly referred to in assemblies and throughout the school day. They support the pupil understanding of 'green behaviour' expectations and how they can extend on these in order to be seen as 'Going for Gold.'

During lunchtimes, a red card system is used for those children making choices that go against the school Golden Rules. These red cards allow class teachers to be aware of, and where necessary follow up, incidents that happen outside of the classroom environment.

Class teachers will contact parents if a child is placed on red to inform them of behaviours. If these behaviours continue, a further phone call home will be made by the class teacher to discuss ways forward. If after this, there is still no improvement, a member of the Senior Leadership Team (SLT) will be involved. They will at first talk to the child to try and resolve the situation. At this stage, where needed, a meeting will be arranged between the class teacher, a member of SLT and parents.

Vulnerable Pupils and Pupils Requiring Extra Support

During their time at school some pupils will require extra support in managing their behaviour. At these times, the behaviour strategy may need to be adapted to support these pupils. As a school, we have a legal duty to make reasonable adjustments for all pupils with disabilities. This is highlighted in the Department for Education's statutory guidance - the Special Educational Needs Code of Practice (January 2015) which states,

'(Schools) must make reasonable adjustments ... to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.'

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. Class teachers, working alongside the SLT, will ensure behaviour is monitored and appropriate measures are put in place to best support the needs of the individual and the rest of the class. Some of these may include;

- Individual behaviour charts/reports to enable celebration and consistent reminders of good behaviour
- Increased communication between home and school
- Individual Support Plans
- Support from the SENCo (Special Educational Needs Co-ordinator)
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Alternative curriculum provision
- Reduced timetable

- Referral to and support from the Complex Needs Team and Special Educational Needs and Inclusion Team
- Referral to and support from the Educational Psychologist
- Outreach Support from the Orchard Centre

Fixed Term and Permanent Exclusion

We do not wish to exclude any child from school, but sometimes this may be necessary. An occasion may arise when a pupil's behaviour falls very far short of what is regarded as acceptable. In this instance, the ultimate sanction is exclusion from the school. We refer to the DFE's publication, 'Statutory Guidance on School Exclusions' (September 2012) in any decision to exclude a child from school.

- As stated earlier, the school adopts a positive approach to discipline, exclusion only being actively considered after every other avenue of resolving the problem has been followed.
- The Headteacher may, after consultation with the Chair of Governors, exclude pupils for a fixed term or permanently.
- The parents will be informed of the exclusion as soon as possible. They will at the same time be informed of the reason for the exclusion and of their right to make representations to the Governing Body and the Education Office.
- Notes will be taken of any further meetings with the parents.
- The Governing Body will review all exclusions as soon as possible after the exclusion has taken place. All verbal and written reports from teachers, parents, Headteacher etc. will be considered.
- If the Governing Body confirms a permanent exclusion, the parents will be informed of their right to appeal.

Roles and Responsibilities

Governors

Governors have a responsibility to:

- Endorse and support the Whole School Behaviour Policy as outlined in the Home School Agreement;
- Offer support to the Headteacher in the management of the Behaviour Policy;
- Carry out their statutory responsibilities with regard to behavioural issues and exclusions according to LA guidelines.

Headteacher and Deputy Headteacher

The Headteacher/ Deputy Headteacher has responsibility to:

- The overall day-to-day implementation of the Whole School Behaviour Policy as outlined in the Home School Agreement;
- Support all the teaching staff and other members of the school community concerning behavioural issues;
- Make decisions regarding temporary and permanent exclusions;
- Determine the interpretation of the school's rules;
- Make decisions to involve parents;
- Attend meetings involving parents;
- Help implement the Whole School Behaviour Policy;

- Offer support and advice to teaching staff and other members of the school community with regard to behavioural issues;
- Liaise with Key Stage Coordinators regarding behavioural issues;
- Monitor incidents in school;
- Support mid-day assistants in their role with regard to behavioural issues during the lunch time period;

Key Stage Leaders

As part of their role, Key Stage Coordinators will act as a support to Class Teachers in managing behaviour by one or more of the following:

- Helping to implement the Whole School Behaviour Policy as outlined in the Home School Agreement;
- Discussing the pupils' difficulties;
- Giving advice and encouragement;
- Attending meetings with parents, when appropriate;
- Making decisions to involve the Deputy Headteacher or Headteacher;
- Reinforcing the behaviour management of the Class Teacher;
- Making time on the agenda to discuss pupils at meetings when necessary;
- Informing Class Teachers of behavioural concerns regarding pupils in their class, including new entrants;
- Ensuring that rules, rewards and sanctions are explained to all pupils both at the beginning of, and responding to the needs of the children continually throughout the school year.

Special Educational Needs Coordinator (SENCO)

It is the responsibility of the SENCO to monitor children with emotional and behavioural difficulties. They should provide support and encouragement for Class Teachers and Key Stage Coordinators in the form of:

- Helping to collect data;
- Liaise with the Educational Psychologist;
- Liaise with the Complex Needs Team;
- Supporting the Class Teacher in understanding the needs of the child;
- Helping to set up Support Plans;
- Involving outside agencies;
- Attending meetings with parents.

Class Teacher/ Teaching Assistants

Class Teachers/ Teaching Assistants have direct responsibility for behaviour management within their class and are responsible at all times for the behaviour of all pupils both inside and outside the classroom. They should ensure that rules, rewards and sanctions are established at the beginning of the year and understood by all the children in their class. Rules, rewards and sanctions will be in line with school policy as detailed in the policy. This is the framework in which the daily classroom management takes place. In order to promote positive behaviour Class Teachers would be expected to adopt the following strategies:

- Help implement the Whole School Behaviour Policy as outlined in the Home School Agreement;
- Refer to the school Golden Rules regularly;
- Give rewards for positive behaviour;
- Use circle/discussion time positively;

- Give a high level of verbal praise to both individuals and to the whole class in order to highlight appropriate behaviour;
- Liaise with support staff.

In the event of inappropriate behaviour, class teachers may use one or more of the following strategies:

- Talk one-to-one with the pupil concerned;
- Isolate the pupil from the group;
- Discuss difficulty and liaise with the Key Stage Leader if necessary;
- Write to or telephone parents informing Head or Deputy of intended action, liaising with Key Stage Coordinator if appropriate;
- Set targets/use liaison book, liaise with Key Stage Coordinator for strategies;
- Ensure that all pupils are made aware of acceptable behaviour;
- Work towards support plan where appropriate;
- Keep records and collect data regarding pupils' behaviour when necessary.

Mid-Day Supervisors

Mid-day Supervisors have a responsibility to:

- Support the aims of the Whole School Behaviour Policy as outlined in the Home School Agreement;
- Support the aims of the Going for Gold system – giving out silver and gold stickers and red cards where necessary.
- Liaise with the Class Teacher regarding behavioural issues;
- Liaise with the Headteacher/Deputy Headteacher where necessary regarding behavioural issues.
- Implement and promote the Whole School Behaviour Policy and Going for Gold system during the mid-day period.

Parents

Parents have a responsibility to the school to:

- Support the aims of the Whole School Behaviour Policy as outlined in the Home School Agreement;
- Work in partnership with the school staff to promote good behaviour through reinforcing the school's expectations.

Parents are requested to make an after school appointment to discuss any difficulties that might be affecting their children's behaviour and/or learning.

Pupils

Pupils have a responsibility to:

- Support the aims of the Whole School Behaviour Policy as outlined in the Home School Agreement;
- Respect our school Golden Rules and class rules;
- Keep standards and uphold the image and reputation of the school at all times – this includes times outside of school where children are wearing our school uniform;
- Co-operate with and support teachers, teaching assistants, visitors, mid-day supervisors, office staff, caretaker, cleaners and each other;
- Work diligently.

Behaviour around school

All members of staff have a duty to model the positive behaviours and relationships we expect around school. Staff will ensure that their own conduct is in line with these behaviours at all times and that where they see children falling short of our expectations, they will talk with them and remind them of our rules. Where necessary, they will speak to the class teacher to pass on information regarding unacceptable or unsafe behaviour.

- Children are reminded to walk around the school. Children caught running will be talked to by a member of staff.
- Children are reminded to walk quietly around school so as not to disturb learning in other classes. Children or classes making a lot of noise around school will be talked to by a member of staff.
- Children are reminded to be respectful. For example by: holding doors open or waiting politely for people to pass through before they do; saying thank you; picking up coats, bags etc from the floor, rather than walking over them. Such behaviours are modelled and praised by staff.
- Children are reminded to talk politely to one another.

In reading this policy, please also refer to:

- The Whartons Behaviour Diamond (created by children and staff)
- Anti Bullying Policy

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