

West Row Community Primary School

Behaviour Policy

This policy will be reviewed in full by the Governing Body on an annual basis.

This policy was reviewed and updated in October 2016

Next Review Date: October 2017

Summary

This policy outlines procedures related to rewards and positive behaviour management.

Introduction

The ethos of our school is a 'listening school' where everyone is valued and treated with respect. Any harassment of any kind whether verbal or physical is unacceptable. Our behaviour policy reflects a positive ethos that builds on intrinsic self motivation to learn as part of a 'learning without limits' culture. We believe that all children and adults at West Row Community Primary School should behave in socially acceptable ways.

AIMS:

- To value and appreciate one another irrespective of age, gender or race
- To acknowledge that everyone has a valued role within our school community
- To enable children to develop a sense of self worth
- To produce an environment in which all children feel safe, secure and respected
- To ensure staff are clear about the behaviour expected in order to enable them to support effectively the learning process and school aims and ethos.
- To develop self-confidence and self-esteem, showing pride in our achievements and in our school
- To show sensitivity and consideration for others
- To develop respect and tolerance for other ways of life and different opinions through developing an understanding and appreciation of difference
- To develop responsibility for our learning and our environment.

TO ENCOURAGE THIS WE WILL:

- Create an environment which encourages and reinforces good behaviour
- Encourage consistency of response to both positive and negative behaviour
- Promote self-esteem, self-discipline and positive relationships
- Treat all children and adults with respect
- Speak politely to all other people
- Praise children's efforts and achievements as often as they can
- Define acceptable standards of behaviour, explaining to children what they should have done or said when they get it wrong

- Tell parents about their child's efforts and achievements and encourage their involvement in the implementation of this policy
- Avoid using critical or sarcastic language

WE WILL NOT ACCEPT THE FOLLOWING BEHAVIOUR FROM CHILDREN OR ADULTS:

- Use of rude or unkind language
- Hitting, kicking, biting or other such physical responses
- Racist, sexist or homophobic remarks
- Physical or verbal intimidation

IF SUCH BEHAVIOUR OCCURS, WE WILL:

Children:

- We will tell the child that it is wrong and explain what they should have done or said (or not said).
- If the behaviour is repeated, we will follow the behaviour code system (traffic lights) which is displayed in each classroom and on the school's playground (see Traffic Light Sanction System)
- We will try to find out why the child is behaving this way and then treat the situation accordingly

Adults (visitors and parents):

- All adults, including visitors and parents are expected to provide positive role models to our children and aggressive or rude behaviour and language will not be tolerated.
- If an incident is reported, the Head-Teacher will investigate and speak to the adults concerned.
- Hopefully, the parent will understand that their behaviour is socially unacceptable and refrain from future incidents.
- If it continues, then the Head-Teacher may request that the parent does not enter the playground for a period of time or that they always speak to staff with another member of staff present.
- Should the unacceptable behaviour continue, the parent may be formally excluded from the premises by a letter from the Chair of Governors. The situation will then be reviewed every half term

Adults (staff):

- Staff are expected to provide positive role models to our children and aggressive or rude behaviour and language will not be tolerated.
- In an incident is reported, the Head-Teacher will investigate and speak to staff concerned. If the report is about the Head-Teacher, the Chair of Governors will investigate and speak to the Head-Teacher.
- Hopefully, the member of staff will understand that their behaviour is unacceptable and refrain from future incidents.

- Should the unacceptable behaviour continue, the member of staff will face disciplinary action by the Chair of Governors. Union representatives will be invited to review the situation and the County model disciplinary procedure will be followed.

To support children to avoid undesirable behaviour, we will:

- Establish and agree the rules and routines – see the West Row Behaviour Code.
- Use positive language to re-enforce - ‘remember to sit on the mat, walk on the path’ rather than ‘don’t do this or than’
- Have regular Circle Group meetings to discuss class and school problems and ways of solving it.
- Use non-verbal signals to remind pupils of expected behaviour, e.g ‘4 on the floor’, clapping of rhythms to signal to the class that attention is needed
- Use a ‘noise meter’; music or other visual signals to control noise levels
- Use the concept of ‘time out’; ‘pay-back’ or ‘cool-off’ time, chair and table, calm room or other designated safe space with an egg timer for an individual to find ways to solve a problem.
- Use pictures and posters drawn by children to demonstrate how they would like our school to be
- Be aware of patterns of behaviour and build in opportunities to prevent episodes before they arise

OUR BEHAVIOUR CODE, SANCTIONS AND REWARDS:

We offer a class reward system agreed by all staff and reviewed by children in our weekly pupil voice circle group meetings. Each pupil can earn team points. Each point adds up to rewards for them as an individual; rewards for their class and rewards for their team. Additional rewards in the form of stickers and stamps may operate in some classes.

1 team point = 20 seconds of Golden Time. A class can earn up to 30 minutes of Golden Time each week. In Golden time, they can choose from a range of activities.

KS1 – each 50 points equates to a certificate.

KS2 – each 50 points equates to a badge.

The team with the most points each month can earn a non-uniform day.

Team points can be given by any adult and can be given by children who run the weekly circle group meetings (during the meeting, not at any other time)

Staff will also provide stickers or stampers as a reward for effort and success in learning. The Head-Teacher will award Head-Teachers stickers when a child has performed exceptionally well during a school day at either a single or range of activities or situations.

WEST ROW BEHAVIOUR CODE:

- Be Kind
- Be Safe

- Give respect to get respect
- We are happy to FAIL (First Attempt In Learning)
- We are responsible for our choices.

TRAFFIC LIGHT SANCTION SYSTEM (for low level disruption):

Each class has a traffic light. The children all start with their names of green. If they exhibit a low level disruptive behaviour, they are given a warning and are asked to move their name to amber. If they repeat the poor behaviour, they will be asked to move their name to red. Each time a child gets to red, they go to see the head-teacher (a red card will be sent to the Head-Teacher to indicate that a child has been given a 'red') and have time out of the classroom. If a child has 3 reds in a week, their parents are contacted and a plan is made to monitor the child's behaviour more closely via the teacher's record system.

All children must understand that the staff will follow up their behaviour, consistent with a reasonable consequence. At all times the child's self-esteem should be kept as intact as possible. We will separate the child from his/her behaviour – it is the behaviour that is undesirable, not the child. The consequences can be immediate or deferred and where possible should focus on 'repairing and rebuilding' relationships.

For disruption in class, the traffic light system will be used. Class teachers will record each time a child moves up the traffic light in order for the school to track patterns of behaviour. The records will be analysed half termly by the senior leaders. Parents will be informed should a pattern of behaviour be identified.

Should a child need to leave the classroom because they have received a traffic light 'red', a senior member of staff will come to collect them.

Detentions/Pay-back and Time Out

At times it may be necessary for a child to make up time they have missed in class owing to poor behaviour choices or a lack of work being completed in class. Staff may ask a child to stay in at breaktime or lunchtime to complete work missed or to reflect on their behaviour. West Row Community Primary School will not give after school detentions.

Whole class Punishments:

At West Row Community Primary School we encourage every class to work as a team. Should the behaviour of the majority of the class fall short of expectations, a whole class sanction may be imposed – for example the loss of breaktime. During the sanction, pupils who the teacher is sure was not involved in the disruption will be dismissed more quickly than the majority who did cause disruption. Most of the time whole class punishments will be unnecessary but in order to encourage a team mentality and to encourage pupils to reflect on how their behaviour affects others, it may be used on occasions.

Incident/Concern forms:

Details of all serious behaviour incidents should be recorded in an Incident/Concern form and copied to the class teacher, support staff and Head-Teacher. Action taken must be recorded at the bottom of each incident form.

Monitoring:

All incident/concern forms are collated onto a spreadsheet at every term in order that careful monitoring of behaviour takes place. Staff are informed by the Head-Teacher of children who appear to be 'at risk' following analysis of behaviour data.

Bullying/racial harassment

Bullying will not be tolerated. It may take the form of teasing, name calling, physical assaults – minor (poking, pinching, shoving, grabbing, pushing), more aggressive (punching, scratching, biting, kicking) or damaging the child's property. Bullying is continued, annoying behaviour designed to upset another, or a single incident when one child (or a group) tries to dominate or harm another against his/her will. At West Row Community Primary School, the concept of bullying is discussed with the children during PSHE lessons, assemblies and during weekly Circle Group Meetings. The children are taught that it is perfectly acceptable to tell the staff or another pupil who will then tell the staff on their behalf and the child who believes that he/she is being bullied will be listened to and action will be taken on that day or at another time agreeable to the child. The child will be helped to face the bully, usually in the presence of the Head-teacher or the Deputy-Headteacher and relationships will be repaired and restored. The child who finds it difficult to make relationships with others without bullying will be supported through a behaviour management programme and his/her parents will be involved. In persistent cases or single serious incidents, alternative arrangements will be made for that pupil during break and lunchtimes. All incidents of bullying and harassment should be taken very seriously. An incident form should be completed, including actions taken. Wherever appropriate, parents should be informed. Detailed confidential records are kept by the Head-Teacher of all racial incidents.

Swearing:

There are several types of swearing that staff may have to deal with:

- Inadvertent swearing (usually a very young child) when the child is not fully aware of the modes of speech acceptable and that some words used elsewhere are not encouraged at school.
- Sotto-voce swearing when a child is annoyed at him/herself when a mistake is made, e.g something dropped or during a game of football
- Swearing **at** another child as a term of abuse
- Swearing at an adult inadvertently (because the child is upset and unable to moderate his/her language)
- Deliberately swearing at an adult as a term of abuse

All incidents of swearing publically will be followed up. The consequence applied needs to take into account the degree of seriousness. Pupils very quickly understand that there are different modes of

speech for different situations. Adults should be cautious regarding comments relating to pupils' experience out of school and confine themselves to positively promoting the West Row ethos 'Remember how we speak to each other...' etc. Swearing at an adult must be dealt with by senior staff.

Children beyond the system

A child who has failed to respond to all the above and continues to be disruptive or display negative behaviours may require additional support through the Special Educational Needs and Disability system. As well as being recorded on our central system, incident records are noted and filed and a note is kept on their individual behaviour record. Other agencies such as Behaviour Support Services may be invited to support the child, school and parents and a CAF (Common Assessment Framework) may be instigated in order to create a Team Around The Child so that further support can be accessed – parental consent will be sought before any referrals are made. Should a pupil be excluded (fixed term), an SPSF (Suffolk Pupil Support Framework) will be drawn up in consultation with the child, parents and outside agencies. In addition, should parents agree, a pupil may be referred to the IYFAP (In Year Fair Access Panel) which meets each month to discuss strategies to adopt for pupils presenting a challenge to schools.

Lunchtime Procedures:

The West Row Behaviour Code is also relevant to break and lunchtimes. Should one of the codes be broken, staff will speak to the child concerned and record this in the lunchtime/breaktime behaviour book. At the end of lunchtime, the books are passed to the Senior MDSA who will pass on necessary information to the class teacher. This avoids multiple disruption to the start of the afternoon sessions. The traffic light system will be applied to break-times, therefore after their first warning, should a child repeat the same mis-demeanour, they have their name recorded on the traffic light.

For more serious incidents, an incident slip sheet is completed and passed to the Deputy-Headteacher or Head-Teacher. The child may be brought to the Senior Staff if they have been given a 'red' or if they have shown serious misconduct.

There are a variety of clubs running every lunchtime and children who find unstructured times difficult are encouraged to join. At times, they may be told that they must attend a specific club. These clubs are run by teachers and Teaching Assistant and are also subject to the traffic light system.

Behaviour outside of school:

Teachers have a statutory power to discipline pupils outside of the school premises for misbehaving where:

- Witnessed by a staff member
- Reported to the school
- The pupil is identifiable as a pupil at the school

Or behaviour that:

- Has 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

Exclusions/Serious Misconduct Incidents

There may be instances where serious misconduct exceeds acceptable boundaries and normal consequences are insufficient. In such instances the school will consider fixed term or permanent exclusion, details of which can be found in the exclusion policy.

A decision to exclude a pupil will only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Every occasion of misconduct will be appropriately investigated. A serious breach of the Behaviour Policy may include, but not be limited to:

- Persistent misconduct
- Refusal to follow reasonable instructions
- Violent behaviour
- Threatening behaviour
- Bullying/persistent bullying
- Inappropriate language including racist abuse
- Defiance of uniform rules
- Unauthorised leaving of school premises
- Possession of offensive weapons
- Possession of drugs or alcohol on the school site

Confiscation and Search

Should a child bring an item to school which is either banned, a distraction, inappropriate or could be dangerous, staff will confiscate it from the child and place it in a cupboard in the school office (where it will be safe as the office has coded door lock). If the item does not have the potential to be dangerous, is not inappropriate or illegal, it will be returned to the child at the end of the school day. If the item is thought to have the potential to be dangerous, we will phone parents to come and collect it. If the item is obviously dangerous (for example a weapon) or illegal (for example prescription drugs not belonging to the child or illegal drugs) then the police will be called and the item confiscated by them.

Staff have a right to search the property of any child who they have reasonable suspicion of having an item prohibited from school. Should staff be suspicious that a child has an item which is either banned, a distraction, inappropriate or could be dangerous, they will ask the child's permission to search their belongings. The search will then be carried out by two members of staff in front of the child. Should the child not give permission, permission will be sought from the parents.

Should staff suspect a child may have a dangerous or illegal item or an item which they think has been used to commit an offence, they can search a child's property without their permission. Again, the search will be carried out by two members of staff.

Banned list:

Mobile phones (those children walking to and from school should give their mobile phones in to reception at the start of the day where they will be kept in a secure cupboard).

Tablets/i-pads

Fireworks

Weapons and any accompanying paraphernalia

The latest crazes!

Inappropriate reading material – anything with sexual content/pornography or bad language; promoting the abuse of drink or drugs or with descriptions or pictures/photos of violent acts/war

Prescription drugs (if your child needs medication, it should be handed into the school office and a medical consent form must be completed so that a member of staff can supervise your child taking their medication).

Illegal drugs

Alcohol

Laser pens

Any item deemed to or used to distract from the learning

Use of Reasonable Force/Physical Restraint

All teachers have undergone School-Safe training which empowers them full understanding of the law surrounding use of reasonable force and physical restraint. Reasonable force/physical restraint will only be used as a **last resort** when all other strategies have failed and if the child or others are in immediate danger. These **other** strategies will be used in order to protect pupils and staff from harm **before** reasonable force/physical restraint is used:

- Talking to the child – telling them exactly what they should be doing, e.g 'arms down! Feet down!'
- Allowing the pupil to exit the classroom
- Asking a pupil to exit the classroom
- Moving objects away from a child
- **Removing a class** from a room where a child is behaving in an aggressive manner. The class will then work elsewhere until the pupil has calmed down
- Calling a child's parents to support in calming their child down

Education and Inspections Act 2006: "A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely:

- Committing any offence
- Causing personal injury to, or damage to the property of any persons (including the pupil themselves) or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

Where can reasonable force be used?

- Staff and pupils on the school premises at which education is being provided for the pupil
- Off school premises but are in lawful control or charge of the pupil (i.e school field trip)

Proportionate force is that which is sufficient to stop a person from harming themselves or others, without excessively harming that person. This must take into account factors including disability, gender and ethnicity and be appropriate given the age of the individual.

Children with Special Educational/Behavioural Need and Disabilities can sometimes exhibit extreme behaviours. The school has a duty of care to meet the needs of those children. This involves risk assessments being carried out and individual behaviour plans being used. These risk assessments and behaviour plans aim to reduce incidences of extreme behaviour, protect all children and adults and empower staff to respond to serious incidents in a safe and decisive manner. At times other children's education may be disrupted in dealing with an incident safely, however the safeguarding of all children and staff during these incidents is the top priority. We aim to keep disruption to a minimum and should an evacuation be needed, we will aim to resettle the class in another room to continue their learning.

Complaints Procedure

It is an integral part of our overall school policy that parents are involved in the education of their children. Where a child has been identified with specific behavioural difficulties, parents will be invited to participate in the development of targets for their children. However, if a parent has a concern, they should first discuss it with the class teacher and/or the Head-teacher where every effort will be made to resolve the matter. If a parent is still concerned, then they should direct their complaint to the Governing Body. In the event that a parent is still dissatisfied there is a copy of the school's Complaints Procedure available from the school office.