



***Weston Mill Community Primary School***

# BEHAVIOUR POLICY

Approved and signed by Governors .....

Dated: .....

March 2016

## **Behaviour Policy**

### ***Aims***

The aim of Weston Mill Community Primary School is to encourage good behaviour. When behaviour is considered inappropriate we examine the cause rather than just respond to the behaviour as it happens. For most children most of the time there is a choice in how to behave, and we seek to arrange matters so that children choose to behave well by avoiding situations in which they might choose to behave poorly.

We at Weston Mill Community Primary recognise that the behaviour of children can change radically and quickly if we operate a whole school approach and consistently follow the behaviour policy as drawn up as a result of whole school consultation. To achieve the maximum benefit of this policy it is vital that all staff are united in their efforts. Thus every pupil and every teacher throughout the school knows that behaviour good or unacceptable is met with the same response.

We note that children are influenced to behave in a particular way because of

- \*their personalities
- \*past experiences
- \*those around them
- \*the physical and experiential environment
- \*medical conditions

We at Weston Mill Community Primary School are proud of the school's determination to maintain high expectations of behaviour.

### **Behaviour and the Law**

**As a school we are required to follow the law and guidance set out in the following:**

- **The Education Act 2012, as amended by the Education Act 2011**
- **The School Discipline(Pupil Exclusions and Reviews) (England) Regulations 2012**
- **The Education and Inspections Act 2006**
- **The Education (Provision of full-time Education for Excluded pupils) (England) Regulations 2007**
- **Equality Act 2010**

These state that Teachers, including all paid staff responsible for pupils, have the statutory authority to discipline pupils for behaviour which occurs in, and, in some circumstances, outside of school.

This may include the imposition of detentions outside of school hours and the confiscation of pupil's property.

For the purposes of this policy it will apply whilst children on role at Weston Mill School are:

- Taking part in any school organised activity, both in and out of school, or
- Travelling to and from school, or
- Whilst wearing school uniform, or
- Identifiable as a pupil at Weston Mill.

And / or if their behaviour could have repercussions on the smooth running of the school, a threat to a member of our school community or could adversely affect the school's reputation.

### **Whole School Expectations**

In school I need to care for everyone's safety.

I'm here in school to learn.

Adults are here to help.

I will care for our school and our belongings.

In school I will keep hands, feet and bad words to myself.

I will listen to adults without interrupting.

In class I will listen to the right person without interrupting

If I need to say anything I will put up my hand.

I will ask for help if I am stuck.

In class I will keep hands, feet and bad words to myself.

I will only leave my workplace for the right reason.

### **Foundation Stage**

***Good work and behaviour*** is rewarded by saying "well done"

Sharing good work/behaviour with others

Receiving a sticker for work/behaviour

Excellent work is often shared with other classes

"I can..." certificates

Outstanding effort is rewarded by

'Star of the Week'

***Poor behaviour and work*** results in a verbal warning

If poor behaviour continues, privileges are withdrawn, and isolated from sitting with friends. Where poor behaviour still continues children are sent to another class.

### **Key Stage One**

***Good work and behaviour*** is rewarded by verbal praise and sharing of work with the rest of the class.

\*Exceptional behaviour or effort is rewarded by a house point mark and transferred to a whole school total for each house.

\*Outstanding work is shared with other classes and parents.

***Poor performance*** results in a verbal warning from the teacher.

\*Continued inappropriate behaviour results in a name in the class behaviour book.

\*The child may be isolated from peers and then sent to another class.

\*If the child's behaviour has been recorded in the Class behaviour book three times within one week a yellow card will be issued and letter sent home to parents.

NB For children with recognised and continued behavioural issues, an area of seclusion AND A RED CARD WILL BE ISSUED (See appendix – Seclusion Protocol)

### **Key Stage Two**

***Good work and behaviour*** is rewarded with verbal praise.

Work may be shared with the rest of the class.

\*Exceptional behaviour or effort is rewarded by a house point mark and transferred to a whole school total for each house.

\*Outstanding work is shared with other classes and parents.

***Poor behaviour*** results in a verbal warning followed by being isolated in class.

Continued poor behaviour results in the child's action noted in the Class Behaviour Book.

Further inappropriate behaviour results in the child being removed from the host classroom and sent to an alternative classroom.

If the child's behaviour is noted three times in a week a yellow card will be issued and a letter sent home to parents.

The reason for the yellow card will be outlined in the behaviour log and on the yellow card – which is kept by the class teacher – and a sanction imposed for receiving a yellow card, for example – no football for a week, reporting to the staff room at break and lunchtimes etc.

NB 1. For children with recognised and continued behavioural issues, an area of seclusion AND A RED CARD WILL BE ISSUED BY HT/DHT OR ASST HT (See appendix –

Seclusion Protocol) for the child to calm down is required or to be withdrawn from class due to continual disruption.

NB 2. If a child's behaviour is a concern during playtimes and lunch times and not class based, then provision for the child to be withdrawn from the playground may occur.

NB 3. Individual support or action plans may be developed where individual children require this.

### **Rewarding Good Work and Behaviour**

More important than punishment, is how we reward pupils. We recognise that rewards are very effective ways of changing behaviour and have no harmful effects. ALL good work and behaviour are always rewarded with praise.

The school operates a 'cake' system in each class, whereby children's names are moved up and down the cake according to their behaviour and attitude to learning. The children will receive a money allowance (plastic) for moving up the cake and for other learning achievements. They are later able to 'buy' rewards from the class shop. If a child reaches the cherry on top of the cake, they are also rewarded with a certificate and a Head / Deputy Head teacher sticker.

When specific or outstanding good behaviour/work is attained in or out of class, a reward is given to the child to represent house points given.

We aim to celebrate publicly children's rewards during whole school assembly times.

### **Assemblies**

When children lead into and from the hall for whole school assemblies, and singing practice they are expected to do so quietly. This is an opportunity for teachers to be seen as unified in this expectation and should take seriously their role in supervising this period.

### **Walking in the Corridor**

Children are expected to walk in the corridor. At break and lunch times children are expected to be outside. Any children who remain inside the school building are to have specific permission from a member of staff AND TO BE SUPERVISED. During wet play and lunch times it is the responsibility of the Playleader to 'patrol' corridors and ensure calm behaviour is maintained throughout. Class teachers are expected to take refreshments in their classroom and remain with pupils.

### **Measuring Our Success**

We can improve the behaviour of our pupils by making sure that everyone shares in the success of the school

Desired Achievement	Methods of Measuring Success
Lower unauthorised absences	Month by month, annual figures of unauthorised absences. Attendance certificates awarded to pupils with 100% attendance.
Improvement in pupils' academic achievement	Measurement of achievement on a national scale at entry and then throughout the Key Stages including Foundation Stage Profile.
The eradication of poor behaviour patterns	Fewer reports and instances of poor behaviour occurring in class and in the playground
To continue the positive ethos that occurs throughout the school	Maintaining a happy and healthy environment for both children and all staff.

Individual reward / sanction systems can be set up by class teachers to address extreme behavioural challenges with individuals, who may for a period of time be operating outside the realms of the 'normal' behaviour policy strategies. An alternative system to reward those children in the Nursery and reception is consistent, manageable and maintainable within Early Years.

### **Sanctions**

We recognise that for each rule there should be a punishment set down for breaking the rule. In class, teachers will give verbal a warning, highlighting poor behaviour. At Key Stage Two if poor behaviour continues the child's name will be recorded in the class behaviour record book. If poor behaviour still continues the child will be removed from the classroom and sent to an alternative class.

When the poor behaviour pattern continues, a yellow card will be issued by the Headteacher, Deputy Head or member of the Senior Management Team.

However, there are extenuating circumstances when those members of staff, in charge of discipline and behaviour may choose to make an exception. This will allow the teacher to avoid unnecessary and unfortunate confrontations.

It is vital that each time extenuating circumstances are used as a reason for not following the full programme of punishment laid down within this policy, that the situation is explained to all teachers involved in the incident, or in reporting the child

in order for staff not to feel undermined by senior staff taking a view that a child is not to blame e.g. a child working with the Behaviour Support Team or member of the MAST team from the Excellence Cluster, may not be able to achieve acceptable behaviour as set down in the policy.

In the classroom, it is appropriate that Teaching Assistants and HLTA's allocate rewards and good work and behaviour although it is not considered appropriate to decide the sanction necessary if and when rules have not been followed.

**For those situations where it is deemed appropriate, or in exceptional circumstances, for example, in response to a persistent breach in behaviour and where the children remaining in school would seriously harm the education and welfare of others, it may be decided to exclude a pupil for a fixed period or in extreme circumstances, permanently. This may also include exclusions at lunchtime, and is a matter of judgement for the Headteacher.**

### **Expectations and Mealtimes and on the Playground**

The following 'Golden Rules' are displayed around the school and in classrooms.

Golden Rules	
Do be gentle	Do not hurt anybody
Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your or other people's time
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth

Many pupils are trained Play Leaders and are timetabled during both play and lunchtimes to solve minor upsets and conflicts between friends. Play Leaders are committed to their role and can be easily identified on the playground wearing yellow bibs. Play Leaders meet regularly with the Deputy Headteacher to discuss any problems or difficulties.

## APPENDIX



# Seclusion Protocol

## Guidelines for Internal Seclusion and Off Site Provision

1. Head teachers should be aware that first day cover is available for the day of internal seclusion, not the day it was imposed. This is always to be the immediate day after the imposition of the internal seclusion. Schools are responsible for arrangements on the day when the internal seclusion is issued.
2. Head teachers have to inform parents in writing, within one school day, that the internal seclusion is taking place. (Head teachers are to use Model Letter 1).
3. Head teachers must initially inform, by telephone, the BIP Office (01752 558033) on the day of imposition of a child's internal seclusion that measures for the first day cover have to be activated. This must be followed by completion of form IS/OS1 which has to be completed and returned to the BIP Office by 3.30pm on the day of the imposition of the internal seclusion (Fax no 607561). If this does not take place then the first day cover will not be activated by BIP.
4. Head teachers to inform school's learning mentor of need to attend restorative hour on the day prior to the seclusion, confirming times for this hour.
5. Head teachers must ensure that all IS/OS1 forms are completed fully. The BIP will ensure that a copy of form IS/OS1 is returned to the LEA Exclusions Officer, at Windsor House, for central record purposes.
6. On completion of the internal seclusion Head teachers must ensure that a reintegration meeting takes place with parents/carers and the pupil before the child is allowed back to their normal educational provision. This meeting should be used as an opportunity to look at strategies to modify the pupil's behaviour and review any existing arrangements and plans. (eg IEP/PSP).
7. On completion of the reintegration meeting the Head teacher must complete form IS/O2 and return it to the BIP Office. The school should forward a copy of form IS/O2 to the LEA Exclusions officer, at Windsor House, for central



record purposes.

8. The reintegration must be completed with staff that are responsible for the pupil's provision at the time of that pupil's re-entry. The school may decide on the most appropriate staff member to have direct involvement in the reintegration programme and to take responsibility for communicating any targets or general feedback to other relevant members of staff.