

Behaviour Policy



EXCEEDING EXPECTATIONS

This policy will be reviewed 2020

Principles of Policy

This policy sets out to define a code of appropriate behaviour for Warwick Road Primary School. The policy is based on the school's mission: 'Exceeding Expectations.'

We aim to provide a safe, happy atmosphere in which stakeholders work together for the welfare of the children:

- Where children adopt certain standards of behaviour and values to develop a sense of self-discipline;
- Where children accept responsibility for their own actions;
- Where children are polite, well mannered, and helpful to each other;
- Where children are well-equipped to become good citizens;
- Where children can 'Exceed Expectations'.

The principle that underpins our approach to school behaviour is that every child has the right to learn. We aim to give all our children a shared sense of pride in attending Warwick Road Primary School, and to ensure they feel that it is a place where they are safe to learn.

The general standard of behaviour is the collective responsibility of the all the staff. It is important that we all have a shared vision of what acceptable behaviour is. Equally, unacceptable behaviour and the consequences of such behaviour must also be clearly stated. From the outset, we recognise that there is a distinction to be made between behavioural issues and emotional needs (the latter of which may be a Special Educational Needs issue) and poor behaviour.

Praise and encouragement should be used consistently to reinforce positive behaviour. We aim to emphasise the positive rather than dwell on the negative behaviour. When we do have to discipline, we are constructive by giving advice on how to improve – this gives children a chance to redeem. Through discussion with the child we provide an opportunity for self-reflection; this gives them ownership over their behaviour and a chance to improve through making the right choices. The majority of pupils will respond to encouragement, and a good reward system is essential for progress. By promoting positive behaviour and good work, we will set the standards that we all wish to see throughout the school.

As part of our behaviour policy, we recognise that parents / carers should be fully informed about their child's behaviour. Every effort is made to ensure that there is a good level of communication between home and school. Should a child's behaviour be cause for concern, their parents will be contacted and the matter discussed.

Celebrating Good Behaviour

It is an important part of the life of our school that we celebrate our achievements, large and small. We aim to:

- Build a positive school ethos;
- Develop a community where pupils and staff work in partnership;
- Develop positive peer leadership;
- Equip our children to become citizens of the wider community.

Celebration Assemblies (class)

Our assembly each Monday celebrates when our children use the 'Secrets of Success' to achieve their goals. Their successes are awarded with special stickers, and they are given the opportunity to either show their learning or talk about their successes. Our optimism and positive attitudes are mirrored in the achievements our children make. The development of a growth mind-set removes the fear and obstacles through creating a 'can do' culture which we strive to instil in our children. When our children say "I can't do this." we tell them to them to add "...yet." to the end of their sentence.

Credit Card Reward (individual)

KS2:

Each week the class teacher selects a pupil as the 'Star of the Week' who then receives a credit card.

EYFS/ KS1

At the end of each day, the class teacher selects a 'Star of the Day' who then receives a credit card.

During assembly on Monday, the selected pupils exchange their credit cards for a token of their choice which they then slot into the Treasure Chest to receive their prize.

Head teacher/ Deputy Head Credit Card Reward (individual)

Both the head teacher and the deputy head have 'Good as gold' Credit Cards - they will give these to children who they 'catch' being good.

Behaviour Management

POSITIVE BEHAVIOUR STRATEGY

Each class has an agreed code of behaviour displayed on the classroom wall, as well as the school rules. Within classes these are broken down into smaller steps which are suitable to that specific year group.

Our School Rules

To try our very best.

To look after our environment

Always be honest and trustworthy

To treat everyone fairly.

Integris Behaviour log (Individual)

Staff members, including lunchtime supervisors, are to fill out a negative/positive behaviour log (see Appendix)

It's Good to be Green (Individual)

The Good to be Green scheme provides: a consistent and fair approach to behaviour management; clear systems to reward good behaviour and sanctions for inappropriate behaviour; a system that allows children to take ownership of their behaviour and their rewards.

Good to be Green principles:

- Each day is a new day.
- Each class has a behaviour chart and each day all children begin on green to demonstrate the expectation that each day will be a positive one.
- Children can earn golden time for good behaviour.
- Any class that has everyone on green at the end of the day will earn an additional 5 minutes of Golden Time.

Good to be Green Postcards Home

If a child has been Green all week then the child's name will put on a raffle ticket, and put it in a box, then at the end of half term two tickets will be picked out of the box, the child receiving the ticket will receive a prize and a postcard will be sent to their home. If a child receives a postcard then they are automatically awarded a house point.

HOUSE POINT CHARTS AND BADGES (Whole School)

The house championship system at Warwick Road enables the children to be part of a small community. It allows all the children across the year groups to work together as a team to win the House Championship, thereby creating a sense of unity and inclusion.

Each house contains a mixture of children from Reception to Year 6. Once the children start Reception, they are randomly selected and allocated to one of the four houses.

Stickers are collected by children throughout the week for using one of the 'secrets of success', 'exceeding expectations' and for 'outstanding' behaviour. The stickers are given by any member of staff across school. This is placed on the bookmark given to every child in the school. For every completed bookmark, a point is rewarded to the relevant house and a prize is given to the child.

Every half term, an activity is planned for the children to take part in. The activities set are designed to develop children's social, moral, spiritual and cultural skills. Winners are awarded house points for their house.

Class Monitors and Leaders

Children will be encouraged to take on responsibilities appropriate to their age through the identification of specific monitors e.g. sports-leaders, playtime buddies and those who are responsible for taking the registers to the school office.

Early Years Behaviour Management

In EYFS, Mr Potato Head helps us to remember our class rules of: good looking, good listening, using kind hands and feet and putting our thinking caps on. We also use a visual representation of the behaviour policy so that the children are able to relate behavioural expectations to the symbols. The underlying theme of our strategies are based on positive reinforcement. This supports the children's development, which in turn helps them to regulate and manage their own behaviour.

Encouragement Stickers and other awards

Stickers are awarded to encourage the children to complete tasks set and to encourage positive effort, behaviour, or work. The children will also receive a range of other good behaviour incentives.

Modelling Behaviour Expectations

If a child does not do as they have been asked, the expected behaviour should be modelled by the adult, in order to ensure that the child understands what is expected of them. Encouragement should be given to the child to join in.

Time Out

The adult should first explain to the child what they have and explain to them why they should not do it. If they continue to behave unacceptably, they are to be sent for 'time out'. Each classroom will have a designated area where children are sent to calm down or think about what they have done. This should be limited to no more than 2 – 5 minutes.

KS1 & KS2 Classroom Management Strategies (Individual/ team)

Class Championship

This is a group treat which is worked towards on a cumulative basis. The class is divided into mixed behaviour tables and the teacher appoints a table leader. Teachers award points to tables for the behaviour chart. Each ½ term the winning table will receive a treat. The winning table then become the table leaders for the following ½ term, this ensures that it is not always the same winning table.

GOLDEN TIME (Individual/ Class)

Golden Time is a privilege for those children who respect our school rules and individual class rules decided at the beginning of the year.

Rules are displayed in classrooms and children reminded of them when required.

Golden Time takes place during the last half hour on a Friday afternoon and gives each class an opportunity to enjoy a wide range of activities together. Activities for Golden Time are decided by the class.

Children that have lost minutes of Golden Time have to sit out until their time missed is spent. Children that have had consequence cards are provided with time to self-reflect on their behaviour with a skilled member of staff.

On the playground

LUNCHTIMES

Lunchtime supervisors are encouraged to give out 'Lunchtime Credit Cards' for children who display good behaviour. Lunchtime supervisors will follow the playtime disciplinary procedures if inappropriate behaviour is displayed. If a lunchtime supervisor thinks the behaviour is a concern then the child needs to be sent to the Lunchtime Manager. He or she will follow the same warning and consequence card

system as exists in class. Persistent inappropriate behaviour may result in exclusion at lunchtimes.

Inappropriate behaviour will be reported via the lunchtime manager to the class teacher or a senior member of staff. The lunchtime manager will meet with the Karen Darby once a month to discuss lunchtime issues including the management of behaviour. Lunchtime staff will also log any negative behaviour on the Negative Behaviour sheet which will be sent to the School Office.

During playtime and lunchtime the following disciplinary procedures must be followed when inappropriate behaviour is displayed.

Stage 1: Child is given a verbal warning.

Stage 2: If the behaviour persists, the child takes time out on the wall in the playground next to their lining up area or away from the group supervised by an adult.

Stage 3: If the behaviour persists, the child is sent to the penalty area for a longer period of time

DISCIPLINARY MEASURES (See Appendix)

We have adopted the 'It's Good to be Green' behaviour strategy. Each class has a wall chart with all of the cards. It follows the following steps:

- 1) **A warning look:** Child given a chance to make a fresh start
- 2) **Quiet verbal reprimand:** Child given a chance to make a fresh start. (For a child with emotional and social needs, we provide the visual 'Stop and Think' card.)
- 3) **Child gets a warning card (Yellow Card)** for the chart (5 minutes of Golden Time is missed) Child given a chance to make a fresh start
- 4) **Child gets a consequence card (Red).** Child takes consequence card to the phase leader. The member of staff issuing the card must complete an incident report form and inform the class teacher, which is recorded on Integris. Children that have had consequence cards are provided with time to self-reflect on their behaviour with a skilled member of staff. **(3 offences recorded in half term = Pink Report Card.)**

5) Stage Five behaviour or 3 fails on a Pink Report card may result in child being placed on a Purple Report Card

Disciplinary Procedures

| stage | Examples of Behaviour | Possible Sanctions | Comments |
|-------|--|---|--|
| 1 | Swinging on chair Interrupting/calling out Losing concentration Running inside the school building Being in the wrong place at the wrong time. (e.g. In upper part of school during lunch break) Ignoring instructions Silly noises Pushing in line | Quiet reminder to stop. Non-verbal signals (e.g. Eye contact, pointing) | Regularly praising good behaviour (e.g. 'Thank you to all of you who are walking along the corridor sensibly.') has a positive effect on those not behaving. |
| 2 | Persistent stage 1 behaviour Rudeness Affecting other pupil's learning Inappropriate remark to other pupils Minor challenge to authority Damaging school's/pupil's property Leaving class without permission Swearing | Warning card (Yellow) and 5 minutes of Golden Time missed Child may be sent to a member of the Leadership team | Incidents to be recorded on Integris. Head teacher to check the the Integris register half-termly and speak to persistent offenders. Parents informed if children recorded on Integris more than 3 times per half term. |
| 3 | Persistent stage 2 behaviour Persistent swearing Throwing objects with intent to harm Harming someone so they need medical help Continued challenge to authority Stealing Repeated refusal to do set task Highly offensive remarks to children | Consequence card (Red Card) Full Golden Time missed Telephone call to inform parents | Incidents to be recorded on Integris. Head teacher to check the the Integris register half-termly and speak to persistent offenders. Parents are to informed if children recorded on Integris more than 3 times per half term. |
| 4 | Persistent stage 3 behaviour Bullying Fighting- physical Racism Violence Very serious challenge to authority Leaving school without permission | Full Golden Time missed Pink Report Card Telephone call to inform parents Ban on representing the school and/or trips outside school fixed period Internal exclusion from lesson, learning mentor will supervise. | Situation to be monitored by teachers and Head teacher. Meeting with parents. |

| | | | |
|---|--|--|---|
| 5 | Persistent stage 4 behaviour Persistent verbal abuse to a member of staff Physical abuse to any member of staff/adult Malicious physical assault on another pupil | Discussion with parents, staff and Head Teacher; the child may be put directly on a Purple Report. | Situation to be monitored by teachers and Head teacher. Meeting with parents |
| All the above sanctions are put in place at the discretion of the Head teacher - the context and child's needs will be fully taken into account when sanctions are applied. | | | |

Behaviour support plans

On the rare occasions when the Good to be Green behaviour strategy is not working for a child, then a discussion will be held between the necessary stakeholders, to find out the reasons underpinning the unwanted behaviour; measures then will be put in place to ensure the child's needs are met – this will be in the form of an individual behaviour support plan. Advice will be sought from professionals from outside the school (Educational psychologists, community nurse) or a PRU, so we may seek help in supporting the child manage their behaviour. The behaviour support plan then needs to be agreed with the parents. A copy of the plan must be shared with all staff. It is important that students and voluntary workers are aware of the agreed strategy. A review date for the strategy should be arranged at least termly, or sooner if required.

Children with special educational needs

We expect all children to abide by the Warwick Road Primary School's Behaviour Policy as much as possible, we want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some children at certain times.

Children with emotional needs:

- Have regular meetings with their teacher and parents/carers
- Have targets for behaviour on their IEP or have an Individual Behaviour Support Plan as deemed appropriate.
- Meet regularly with the SENCO and /or the Head of School to discuss progress toward targets.
- Parents and families will be kept informed of their child's progress through regular meetings.

Children who have an EHCP may need the whole school behaviour management systems to be modified to manage their behaviour. Some children may not comprehend the rules and structures of the school and are unable to meet expectations without additional support, which will be provided.

Use of force to restrain or control pupils:

On the rare occasion it may become necessary to physically intervene to safeguard the well-being of students and staff. It is the objective of Warwick Road Primary School to maintain consistent and safe practices in the use of handling, reasonable force & restraint.

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law.

The Governing Body have taken account of advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Definition of Terms:

Handling – refers to any physical intervention applied by a member of staff where it is necessary to make physical contact with a student in order to manage their conduct, or ensure their own or others' safety. Handling strategies may be restrictive or non-restrictive and include shepherding, guiding, supporting, blocking, confining, holding and, in the most extreme cases, restraining.

Use of Reasonable Force – is the application of appropriate and proportionate force required to achieve the required outcome from the handling strategy employed (see above) without further endangering the student, member of staff, or others present at the time of physical intervention.

Restraint - is the positive application of force in order to actively prevent a child from causing significant injury* to him/herself or others or seriously damaging property.

*Significant injury would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning.

It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, significant injury would have followed.

What Is Bullying?

Bullying is unacceptable repetitive behaviour used by an individual or group, that intentionally hurts another individual or group either physically or emotionally.

In other words, bullying at Warwick Road Primary School is considered to be unacceptable behaviour.

Bullying can be:

Emotional- being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical- pushing, kicking, biting, hitting, punching or any use of violence

Racial- racial taunts, graffiti, gestures

Sexual- unwanted physical contact or sexually abusive comments, homophobic

Verbal - name-calling, sarcasm, spreading rumours, teasing

Cyber bullying - all areas of internet, such as email and internet chat Twitter,

Facebook misuse

Our behaviour policy does not condone any form of bullying, whether physical or verbal abuse or persistent teasing. Any parent who suspects that their child may be a victim of any kind of bullying should contact the class teacher as soon as they have a concern.

Warwick Road Primary School aims to treat everyone with dignity, respect and consideration and to value the diversity of our community. Bullying will often include elements of discrimination and/or oppression and this will be challenged and responded to appropriately.

Exclusions

These may be used in cases of extreme behaviour and include internal exclusions and isolations, fixed term exclusions and permanent exclusions. Please refer to the exclusion policy for further information.

Anti – bullying

At Warwick Road Primary School we adopt the following strategies to prevent bullying:

- Explicit teaching of positive behaviours embedded within the curriculum addressing positive relationships, conflict resolution, resilience, bystander action etc.
- Regularly recognising and acknowledging students who demonstrate appropriate behaviours that promote and restore right relationships
- Vigilant classroom, playground and transition supervision
- “The Power of One” anti-bullying performance which explains the different roles in bullying: Bully, Target, and Bystander. It encourages students not to be bystanders, and emphasises the need for individual action to make the community a safer, better place. All the children then take the ‘Power of One’ anti-bullying oath and sign a poster board which displays the oath:

*I will not bully others,
I will not stand by while others are bullied,
I will report and deal with bullying whenever I see it,
Because I have the Power of One.*

Behaviour Report System (Appendix)

When a child is placed on report parents are always informed by telephone, in writing, or in person. Parents are encouraged to sign their child's report at the end of each day and may wish to comment on behaviour at home. Class Teachers keep completed reports. A failed Purple report will lead to an internal seclusion. The number of days will be decided according to the incident. A formal letter will be sent about this to parents and will be recorded in the child's file. Some incidents lead to immediate Purple Report include fighting, hurting another child, abusive or threatening behaviour towards other children or adults.

On Pink Report

If a child receives 3 consequence cards (red card) in a half term, then it is at the discretion of Phase leader to decide whether a child should be put onto a Pink Report. A child on a Pink Report cannot attend any out-of-school clubs. Parents must be informed by telephone or in person by the class teacher/Phase Leader.

The reason for being on report must be recorded on the card. If there are fewer than 3 fails in a week, then the child will be come off the Pink Report. A child will remain on a report card if they continue to display negative behaviour.

On a Purple Report

If a child displays stage 5 behaviour, or is on a Pink Card for 2 weeks, then a Purple report card may be issued. The head teacher must be informed at this stage so that arrangements can be made for the child to show the head teacher the report on a daily basis. A fail on a Purple report is serious and may lead to a fixed term internal seclusion. A fail on the report needs to be justified and notes made to keep on file as evidence. Parents must be informed when the child is on Purple report.

Pink Report Card

Your child has been placed on report for not following the school's behaviour policy.

A child being on a Pink report card means that they will miss their break and lunch time in order to spend time with an adult in school reflecting on their behaviour. We hope that you this self-reflection will support your child in improving their behaviour.

Pink Report:

Date: _____

The reason that your child is on report:

A completed report needs to be taken to the phase leader.

Lost report = start again

| | Session 1 | Break | Session 2 | Session 3 | Lunch time | Session 4 | Session 5 | Parent//Carer Signature |
|-----------|-----------|-------|-----------|-----------|------------|-----------|-----------|-------------------------|
| Monday | | | | | | | | |
| Tuesday | | | | | | | | |
| Wednesday | | | | | | | | |
| Thursday | | | | | | | | |
| Friday | | | | | | | | |

**If a fail is given from an adult, a reason needs to be given.
Three fails on this report will result in another Pink Report card.**

Purple Report Card

Your child has been placed on report for not following the school's behaviour policy.

A child being on a Purple report card means that they will miss their break and lunch time in order to spend time with an adult in school reflecting on their behaviour. We hope that you this self-reflection will support your child in improving their behaviour

Purple Report:

Date: _____

The reason that your child is on report:

A completed report needs to be taken to the head teacher

Lost report = start again

| | Session 1 | Break | Session 2 | Session 3 | Lunch time | Session 4 | Session 5 | Parent//Carer Signature |
|-----------|-----------|-------|-----------|-----------|------------|-----------|-----------|-------------------------|
| Monday | | | | | | | | |
| Tuesday | | | | | | | | |
| Wednesday | | | | | | | | |
| Thursday | | | | | | | | |
| Friday | | | | | | | | |

If a fail is given from an adult, a reason needs to be given.

Three fails on this report = Seclusion



Good to be Green Behaviour Scheme

Our Good to be Green Behaviour Scheme is easily set up, either on a class-by-class basis or as a whole school approach to behaviour management. It is a simple scheme to positively reinforce good behaviour and encourage improvement.

How it works...

- The Good to be Green chart displays every child's name below a pocket containing a green, amber and red card.
- Children are encouraged to 'stay on green' through the visual aid and through a variety of rewards – this avoids overlooking those children who consistently behave well.
- In each class, the expected code of conduct (the school and agreed class rules) are displayed next to the 'Good to be Green' chart.
- Children have the chance to start afresh on a 'green card every day and are expected to maintain that status throughout the day.
- If a child chooses not to adhere to the agreed rules they move onto a yellow card – correcting their behaviour means they can move back to green without further consequence – this acts as their warning.
- If a child ignores the warning opportunity, and continues to make bad choices through inappropriate behaviour, they are moved to a red card.
- Staff may send a good to be green postcard home to let parents know about really good behaviour.