

Behaviour Policy



EXCEEDING EXPECTATIONS

This policy will be reviewed 2023

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.

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 the importance of relationships with parents/carers and endeavour to keep parents/carers 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.

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.

CPOMS

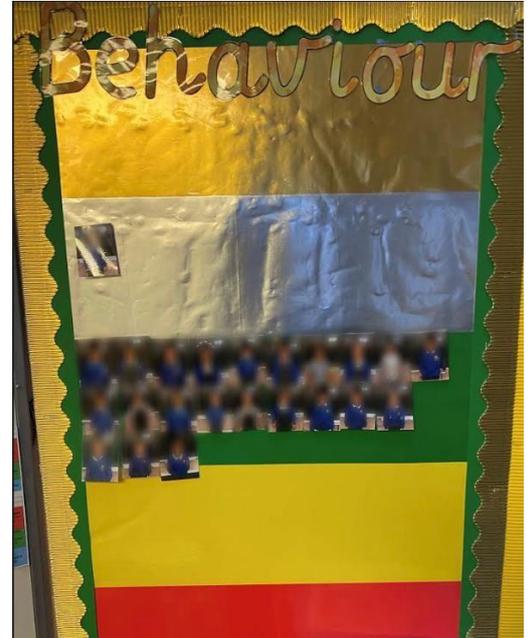
Staff members, including lunchtime supervisors, will record incidents of negative behaviour on CPOMS and alert members of the SLT.

Going for Gold (Individual)

The 'Going for Gold' 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.

Principles:

- Each day is a new day
- In EYFS/KS1, each class has a behaviour chart displaying red, amber, green, silver and gold. In KS2, each class has a behaviour chart displaying red, amber, green, silver, gold and platinum (in that order).
- Each day, all children who were on amber or red the previous day will begin the day again on green to demonstrate the expectation that each day will be a positive one. All children who were on green or above will remain in the same place, with the aim of building on their good behaviour.
- Children can be moved up or down the behaviour chart daily
- Children are encouraged to move from green to silver and then gold and platinum - this avoids overlooking those children who consistently behave well.
- When children have shown positive behaviours above and beyond the school's expectations, they will move up the chart, one step at a time.
- When children have shown negative behaviours, they will move down the chart, one step at a time.
- Some behaviours will see children move straight to red on the behaviour chart.
- All children who are at 'gold' at the end of the week will be rewarded with a prize. Children in KS2 who are on 'platinum' will receive a platinum badge at the end of the half term. If a child achieves 'platinum' three times over the course of a year, they will receive a £10 voucher at the end of the summer term.
- When children are on amber, they are given the opportunity to return to green. Where a child remains on amber, a phone call to parents is made at the end of the day and is to be recorded on CPOMS.
- When children are on red, they are taken immediately to a member of the SLT. Details surrounding the incident and all steps taken by the class teacher are to be recorded on CPOMS. A member of the SLT will call home and speak to parents.



HOUSE POINT CHARTS (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 school in reception, they are assigned to one of the four houses. At the end of each week, each child on green on the behaviour chart will earn one point for their house team, each child on silver will earn three points, each child on gold will earn six house points and each child on platinum will earn ten house points.

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 and playtime buddies.

Early Years Behaviour Management

The Pot of Gold (individual)

In EYFS, we follow a similar system to KS1 and KS2. The 'Pot of Gold' behaviour management system provides a consistent and fair approach. It is a system that allows children to take ownership of their behaviour and their rewards and imposes clear systems to reward good behaviour and sanctions for inappropriate behaviour.

Principles:

- Each day is a new day
- Each class has a behaviour chart displaying, Thunder clouds, Clouds, Sunshine, Rainbow and the Pot of Gold. (in that order)
- These correlate to Red, Amber, Green, Silver, Gold and Platinum

At the beginning of the week, each child begins on the sun. This enables children to see that everyone gets a fair chance at reaching The Pot of Gold that week. As the day progresses, children have the opportunity to move up towards The Pot of Gold for demonstrating positive behaviours and making good choices. The children may also be moved down towards the thunderclouds for making an incorrect choice. Children can be moved up or down the chart throughout the day.

- When children have shown positive behaviours, they will move up the chart, one step at a time
- When children have shown negative behaviours, they will move down the chart, one step at a time
- All children who are at 'the pot of gold' at the end of the week will be rewarded with a prize.

At the start of the following day, all children who have reached the clouds or thunderclouds start back on the sun. This enables children to see that each day is a fresh start and they can make better choices about their behaviour. All children who

were on the sun or above will remain in the same place, with the aim of building on their good behaviour.

Modelling Behaviour Expectations

If a child does not follow instructions, it is expected that the adult models the correct behaviours, in order to ensure that the child understands the expectations. Encouragement should be given to the child to encourage participation.

KS1 & KS2 Classroom Management Strategies (Individual/ team)

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. The class teacher decides on the activities for Golden Time.

On the playground

LUNCHTIMES

Lunchtime supervisors are encouraged to give out lunchtime rewards for children who display good behaviour. Lunchtime supervisors will have a selection of 'one up', 'one down' cards that they can give out to children. A 'one up' card will be rewarded to any child who the lunchtime staff feel deserves to be moved up the behaviour chart in their classroom. A 'one down' card will be given to any child who the lunchtime staff feel deserves to be moved down on the behaviour chart in their classroom.

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 behaviour 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 Deputy Headteacher to discuss lunchtime issues, including the management of behaviour. Lunchtime staff will feedback to class teachers who will log any negative behaviour on CPOMS.

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

Step 1: Child is given a verbal warning.

Step 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.

Step 3: If the behaviour persists, the child is sent to the penalty area for a longer period of time. It may be deemed appropriate to give the child a 'one down' card for when they return to the classroom.

Step 4: Child is removed from lunchtime play, at the discretion of the headteacher.

Step 5: Extreme behaviour will result in exclusion.

Disciplinary Procedures

Stage	Examples of Behaviour	Possible Sanctions	Comments
Stage 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.
Stage 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	Moved down one step on the behaviour chart Child may be sent to a member of the Leadership team	Incidents to be recorded on CPOMS.
Stage 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	Moved straight to red on the behaviour chart Telephone call to inform parents	Incidents to be recorded on CPOMS. Parents are to be informed.

For behaviours of greater seriousness than those outlined above, SLT will be informed and will determine the actions on a pupil-by-pupil basis.

All the above sanctions are put in place at the discretion of the Headteacher - 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 'Going for Gold' 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 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 needs to be agreed with the parents. A copy of the plan will 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 the whole school behaviour management systems; however, an individualised behaviour and reward system may be in place for some children.

Children with social and emotional needs:

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

As mentioned above, some children with an EHCP may need the whole school behaviour management systems to be modified to manage their behaviour. Most often we will encourage the use of the school's behaviour plan as it is very visual, easy to follow and accessible to all. There may be instances where additional individualised behaviour and rewards plans are in place. If this is the case, the class teacher and SENDCo will collaborate and meet with parents and children to ensure an individual, attainable plan is in place.

Children with mental health problems

Warwick Road Primary School has a central role to play in enabling pupils to be resilient and to support good mental health and wellbeing. The school's approach to mental health and behaviour is part of a consistent whole school approach. This involves:

- A structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems.
- Having an individual support plan when behavioural issues might be a result of mental health, other needs or vulnerabilities.

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 headteachers, 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 evident 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, which intentionally hurts another individual or group, either physically or emotionally.

In other words, bullying at Warwick Road Primary School is considered 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/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 exclusions policy.

Where pupils show repeated instances of negative behaviour on the playground, they may be removed from the playground at playtime and/or lunchtime. This is at the discretion of the headteacher.

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 recognition and acknowledgment of students who demonstrate appropriate behaviours to 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.***

Expectations of parents/carers own behaviour in and around the school

Aggressive and confrontational behaviour by parents/carers is not acceptable.

In the event of a parent/carer displaying any form of aggressive/confrontational behaviour the Head Teacher/Deputy Head Teacher will act to resolve the matter. At no time is it the responsibility of the person at the receiving end to accept such behaviour. Any such incidents must be reported to either the Head Teacher/Deputy Head Teacher who will decide what action is to be undertaken. Aggressive behaviour can be in any or a contribution of the following:-

- Swearing
- Aggression
- Bullying
- Confrontational
- Physical contact
- Sexist

- Homophobic
- Racists

Initially, the Head Teacher or Deputy Head (if on site/available) will endeavour to diffuse the situation. The following will happen:-

- The adult will be asked to leave.
- If the adult is not cooperative, the police will be called.
- A letter summing up the occasion of confrontation will always be sent as a record and a copy placed on the child's file and brought to the attention of relevant staff. At no time is this any reflection upon the child.
- In severe cases on repeated occasions, the Head Teacher will discuss with the Chair of Governors banning the parent/carer from the school site for an indefinite period.
- Kirklees Council's Legal Department will be informed of any aggressive behaviour to any member of staff.
- In the case of disputes between parents/carers, the above action will be implemented for either or both parties. If appropriate, the police/ community police will be asked to mediate between both parties.
- Warwick Road Primary School recognises that disruptive/aggressive behaviour is adopted by a minority and would like to thank those other parents / carers for their continued support.
- Warwick Road Primary School has zero tolerance of any negative behaviour by either child or adult and will apply the steps within his policy