



WHITEFIELD PRIMARY SCHOOL

HEALTHY HEARTS; HEALTHY BODIES; HEALTHY MINDS

BEHAVIOUR POLICY

The Governing Board of *Whitefield Primary School* adopted this policy - May 2019.
This policy will be reviewed on an annual basis by the Headteacher.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Statement of Intent

The intention of this policy is to state clearly expectations about the **behaviour of everyone** within our school community; pupils, staff, parents, governors and visitors. It also serves to provide guidance to staff and parents on how we effectively manage children's behaviour at Whitefield Primary School to ensure a positive school environment and good attitudes to learning. **It is of paramount importance that all staff consistently apply this policy.**

This policy sets out measures which aim to:

1. Promote good behaviour, self-discipline and respect
2. Prevent bullying
3. Ensure that pupils complete assigned work
4. Regulate the conduct of pupils
5. Encourage involvement of parents and carers in the behaviour of their children

Policy Formation and Consultation Process

This policy applies to all pupils, staff (including agency/supply), governors and volunteers working in school. In addition, the policy should reflect the behaviour of everyone at before/after-school clubs and when the school is represented at outside events.

This policy was developed in consultation with pupils, parents, governors and school staff. It will be publicised in writing to staff, parents and pupils at least once a year.

Aims and Values

At Whitefield we help our school community to be the best they can be, striving for academic excellence within our safe, happy and positive environment. We enable self-belief, care and respect for all; learning together to be proud of every achievement reached.

We have high expectations with regards to behaviour of everyone at our school, and strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. Positive behaviour enables maximum learning and success in all areas of the curriculum, school life and beyond. Teachers have the right to teach, free from disruptive behaviour, and each child has the right to learn and to be safe in an atmosphere in which pupil self-esteem can flourish. There should be recognition that we can all be good role models to enable positive behaviour in our community. Through teaching and learning, our intention is that children should ultimately assume responsibility for their own actions and achieve self-discipline.

At Whitefield we believe that we should value every individual child. We try to encourage good behaviour at all times. All parents are requested to sign the Home-School Agreement making a joint commitment to promoting good behaviour at Whitefield Primary School. This is signed annually via the school report forms.

Through the behaviour policy we hope to achieve the following aims:

- Children will learn to care for one another and appreciate the value of friendship.
- Give the children confidence in themselves and a pride in their achievements and their school.
- Foster the acquisition of self-control, responsibility and accountability amongst pupils.
- Create a learning environment which enables the children to make choices and to learn from the consequences.
- Promote good behaviour which will allow the teacher to teach effectively and be more able to meet the needs of individual children.
- To provide a safe, secure learning environment where the children can develop both socially and academically.
- To promote equal opportunities for learning and personal development.
- To provide an opportunity for team-work and collaboration between the pupils and thereby provide an appreciation of inter-dependency.

Standards of Behaviour

The children in our school demonstrate a wide variety of behaviour patterns based on the differences in home values, attitudes and parenting skills.

At school we work towards standards of behaviour based on the principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles. In line with the Equality Act 2010, reasonable adjustment will be made to ensure that disabled pupils are not treated less favourably because of their disability.

School Ethos

As adults we should aim to:

- Model high standards of behaviour
- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote honesty, respect and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all with consistency across the school Show appreciation of the efforts and contribution of all
- Provide an appropriately structured and effective curriculum which meets the needs of all pupils
- Organise classrooms in such a way as to foster good behaviour

Objectives

As a result of putting this policy into practice, we consistently work towards everyone:

- Valuing and appreciating each individual, acknowledging that everyone has a role to play within our school and the wider community
- Listening with respect to one another
- Developing positive attitudes towards gender, culture, race and ability
- Developing self-discipline and the ability to learn and work, both independently and co-operatively
- Learning to accept responsibility for our own behaviour
- Ensuring a safe, secure community where people feel valued
- Fostering a considerate attitude for the whole school environment
- Showing respect for school rules
- Demonstrating a positive attitude towards learning

In order to meet these objectives, school and home will work together to:

- Recognise and celebrate examples of good behaviour
- Acknowledge that teachers have a right to teach and children to learn
- Recognise the important role that parents play in supporting children's education

Each fulfil our responsibilities whether pupil, staff member or parent and with regard to:

- a) Attendance
- b) Punctuality
- c) Completing tasks to the best of our ability
- d) Taking responsibility for our buildings, grounds and equipment
- e) Observing rules

The Learning Environment

The school environment and classroom organisation are important influences on behaviour. The way a child feels about themselves determines both the way they behave and how they interpret the meaning of specific behaviour towards them. If an individual has a poor self-worth and self-esteem there are few constraints on the way they behave. An improved self-worth and self-esteem will give the child security to try something new without fear of failure and may reduce inappropriate behaviour. Teachers should establish classroom seating plans and ensure there is an agreed, organised way to enter and leave the classroom/hall. Children should be expected to walk in school (being considerate) and reminded to do so by all staff. The wearing of school uniform also influences behaviour, and therefore children are required to wear the correct uniform and be of tidy appearance. Teachers should be proactive in ensuring that children in their class wear the correct uniform, including sensible shoes (not trainers) and correct P.E. kit. It is the responsibility of the parent to ensure their child has the correct uniform and always has the correct PE kit in school.

Rules

The pupil leadership team and the school council have developed our Whitefield Promise. This is an agreed list of our school rules for all children and adults.

The Whitefield Promise:

We will be kind and helpful

Honest

I will be respectful of people and property

Try your best

Everyone will take responsibility for their own actions

Friendly

Indoor voices, speaking appropriately

Everyone will walk around school

Listen to others

Do the right thing

Whilst on the school premises, and travelling to and from school, we expect all children to choose to follow the rules, and all adults to work together to reinforce our expectations and remind the children of the rules when necessary.

These rules are on display in all classrooms and around school and are referred to regularly. Children and staff remind themselves of our rules at the start of a new half term and when necessary throughout the term.

Encouraging and teaching good behaviour

Strategies for Good Discipline

We believe it is important to place a high profile on positive aspects of praise and reward and we use the following strategies:

- Smiles, praise and encouragement
- Displaying pupils' work
- Stickers and 'stampers'
- Celebrating pupils' work in the weekly Key Stage Assemblies
- Merit Award Assembly - weekly
- Dojos and House points
- Sharing work with the class, another class, teacher or Headteacher
- Sharing work and progress with parents

Such rewards are related to positive behaviour and should not be taken away or misused. Positive behaviour is more likely if encouraged within a calm, non-judgemental environment, where the opportunity for reconciliation and reparation is available.

Staff at Whitefield operate the same methods within their classrooms in order to promote and encourage good behaviour.

The DOJO system is used to reinforce positive behaviours such as good listening; empathy towards others; perseverance. They are also awarded for whole class success as well as groups and individuals.

These DOJOs are converted to house points and every Friday the winning house is announced. Every half term, the winning house for that term is able to take part in a treat – usually a non-uniform day.

All staff should be involved in the teaching of good behaviour – there are many opportunities throughout the day to model and reinforce positive behaviour eg promoting good manners by saying 'please' and 'thank you' and ensuring children respond with eye contact and through speaking when spoken to. Some pupils may require more specific intervention to help them manage and improve their behaviour – this will be addressed through an Individual Behaviour Plan which will be written by the class teacher and Inclusion Manager with input from other professionals when necessary.

UNACCEPTABLE BEHAVIOUR

Although rewards are central to the encouragement of good behaviour, realistically there is also a need for sanctions to deal with unacceptable behaviour. It must be made clear why the sanction is being applied. Examples of inappropriate behaviour that will result in sanctions include:

Hindering other children
Arguing back
Fighting/squabbles
Refusal to follow instructions
Swearing
Intentionally hurting someone.
Lying
Graffiti
Running out of the classroom
Low level bullying incidents

Such examples of unacceptable behaviour will generally be managed by the member of staff concerned. After discussion these are the sanctions that the staff have agreed to use when addressing unacceptable behaviour:

- Reminder of the 'Whitefield Promise'
- Change of seating within the classroom
- Completion of work during the breaktime
- Removal to another classroom or area for a short period of time.
- Time out on the playground for five minutes
- Loss of breaktime
- Reasoning with pupils or a pupil in the classroom
- Reasoning with pupils or a pupil outside the classroom
- Deliberately ignore minor interruptions
- Discuss with the class, why incidents happen eg. Circle Time
- Refer pupil to another teacher (year group partner; more senior teacher)
- Remove privileges i.e. monitor jobs
- Put child in playtime detention – organisation agreed in each Key Stage
- Place in lunchtime detention – Key Stage 2
- Send home amber / red behaviour slips (new 2016)
- Discuss concerns with parents/carers with parental responsibility
- Send to Assistant Headteacher (with escorts)
- Request supervision/exclusion (see Appendix 1)
- Look to see if there is a way that any damage can be repaired
- Complete behaviour monitoring sheets following consultation with SENCO

In the event of continued incidents by a pupil the member of staff may find it helpful to seek the advice of a senior member of staff or the Headteacher. Parents will be informed of inappropriate behaviour through an amber and red slip system. Where appropriate, incidents of inappropriate behaviour will be recorded on the schools behaviour log.

Where a child has been hurt due to the actions of another child then the class teacher (or person teaching the class) is responsible for informing both sets of parents. This must be done as soon as possible, either immediately or at the end of the day depending on the severity of the incident. The teacher must make a note on the computerised incident log that the parents' of both children have been informed. The injury must also be recorded in the accident book.

Occasionally, there may be behaviour that warrants further action. Examples of this would be:

- Fighting
- Refusal to follow instructions

- Repeatedly swearing
- Physical abuse of children
- Lying
- Vandalism
- Vicious kicking
- Racial abuse
- Biting
- Spitting
- Stealing
- Physical abuse of staff
- Extortion
- Running out of school
- Bullying

At this level the nature of the incident warrants the intervention of the Assistant Headteachers and/or Headteacher. Usually the following actions will be taken:

1. The Assistant Headteacher or Headteacher contacts the parents to inform them of the incident.
2. The Assistant Headteacher or Headteacher arranges a formal meeting with the parents, the child and the teacher to discuss the incident and decide on appropriate behaviour management strategies. Other agencies may become involved at this stage.
3. The Headteacher may consider a fixed term exclusion.

If it is felt that any isolated incident is sufficiently serious the Headteacher is entitled to make a fixed term exclusion for the first offence. The Governors will be informed of any fixed term exclusions and if appropriate a permanent exclusion may result.

Behaviour Log

If any incident is deemed to be sufficiently serious or it is a re-occurring problem it will be recorded electronically on the behaviour log by a member of staff. Each incident recorded in the log should contain the following information:

- Details of when and where the incident took place
- The circumstances and the significant factors which led to the incident
- Details of any intervention by a member of staff
- The names of pupils and staff involved
- The names of witnesses
- A description of any injuries sustained by pupils or staff
- A description of action taken after the incident
- Date and signature of the person completing the log book – date must include the day ie Monday 7th June 2019

A record of any incidents involving serious injury to another child or member of staff is always recorded on the Local Authority forms. One copy of the incident/ accident book is always retained in the school. If appropriate, reports are also made to RIDDOR.

Severe Behaviour Clause

Certain behaviours require pupils to be automatically removed from the classroom or playground. **The school also reserves the right to withdraw or exclude pupils from school trips and excursions.**

These include:

- Severe physical or verbal abuse to a child or adult
- Serious non-accidental damage to property/equipment
- Disruption which is impacting upon the education of the other children within the class.

- Self-abuse

When any of these behaviours occur the Head teacher, Assistant Headteacher or Senior Teacher will be involved in managing the incident. Each incident will be dealt with according to circumstances and sanctions/solutions may vary.

School staff can use reasonable force to control or restrain a pupil in specific circumstances. Please refer to the Physical Intervention Policy for further details.

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concern should be communicated to the Inclusion Manager so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage and given opportunity to discuss the situation. Parents will be involved in devising individual behaviour plans for children when necessary. The concerns/discussion with parents will be logged.

A fresh start will be given to each child every day (except when an incident from the previous day needs to be dealt with). There will be occasions when, for the safety of other children, changes in procedures will have been implemented to assist the child to develop improved behaviour and also to protect the health and safety of other children.

Curriculum implications

Behaviour is learned; therefore our first response to changed unwanted behaviour is to teach positive behaviour. The teaching of such is enhanced by our clear and progressive Personal, Social and Health Education (PSHE) scheme of work, taught throughout the school.

Children with specific behavioural issues

Whilst our procedures for managing behaviour are successful in most cases, occasionally a child with specific behavioural issues may need an alternative approach if they do not respond to the regular course of action. Staff and parents will be made aware of sanctions used in these cases. These children may be given additional support and strategies to manage their behaviour which may be targeted on an Individual Behaviour Plan (IBP) in line with the Special Educational Needs Policy. Other agencies may be involved.

An Individual Behaviour Plan will include:

- A description of the inappropriate behaviour
- The target behaviour (preferred behaviour)
- Strategies in place to teach target behaviour
- Known triggers
- Strategies to avoid incidents
- Adult response
- Closure
- Follow Up/Further Action
- Date for Review

The Individual Behaviour Plan should be signed by the Inclusion Manager, parent/carer and class teacher **before** it is implemented.

Bullying

Bullying is not tolerated at Whitefield Primary School. **We define bullying as a repeated and habitual use of force, threat, intimidation or aggression by someone in or assuming a position of power, with the intention of causing distress for the bully's gain or gratification.**

It is important for all involved to be able to distinguish the difference between bullying and 'conflict' which can sometimes be described as bullying.

The following behaviours may constitute bullying:

- **Physical** e.g. pushing, kicking, hitting, punching, violent threats
- **Verbal** e.g. name-calling, sarcasm, spreading rumours, persistent teasing
- **Emotional** e.g. tormenting, threatening, ridicule, humiliation, exclusion from groups
- **Racist** e.g. racial taunts, graffiti, gestures
- **Sexual** e.g. abusive comments, unwanted physical contact

The Headteacher must be informed of all reported or alleged incidents of bullying and a record of such incidents or allegations must be recorded and given to the member of staff responsible for maintaining records (Inclusion Manager).

All incidents or allegations of bullying should be dealt with as quickly as possible and when appropriate parents will be informed. Incidents of bullying will be monitored termly in order to identify patterns and take appropriate action.

As a school we recognise that creating and maintaining an ethos of good behaviour where pupils treat one another and the school staff with respect will minimise the likelihood of bullying occurring. Therefore we aim to address and reinforce issues throughout the school day, during assemblies, Circle Time and PSHE.

STAFF TRAINING AND DEVELOPMENT

All staff receive some basic training in behaviour management as part of their induction. The Inclusion Manager keeps abreast of new developments in behaviour management strategies. Specific CPD is given to staff when required e.g. a child in their class presents with new and challenging behaviours. Advice is sought from the Educational Psychologist and other agencies in relation to supporting children with challenging behaviours.

LINKS TO OTHER DOCUMENTATION & POLICIES

Behaviour and Discipline in Schools – LCC ~ Behaviour Policy Guidance for Schools

Physical Intervention Policy

Anti-Bullying Policy

Safeguarding/Child Protection Policy

MONITORING, EVALUATION AND REVIEW

The Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Sarah Foster
Headteacher
May 2019

Simon Blake
Chair of Governors
May 2019