



WHITTINGTON C.E. PRIMARY SCHOOL

BEHAVIOUR POLICY

Reviewed: October 2019

November 2014 (revision of Appendix B – School Complaints Process)

Review Due: Autumn Term 2021

Approved by the Governing Body: 14th November 2019

What would we like our policy to promote?

Our aim is to create an environment where all the members of the school community, children, staff, assistants and helpers, interact in a caring and considerate way to promote a thriving learning environment which values the well being of all regardless of, gender, race religion, nationality or disability. Our rules, our curriculum and our Vision Statement encourage children to make the right behaviour decisions and learn how to deal effectively with conflict.

AIMS

- (a) Children should be able to take responsibility for their own actions and behave in a respectful way towards other members of the school community.
- (b) Children and staff should be aware of consistent behaviour expectations throughout the school.
- (c) Children who misbehave are aware of the sanctions that will be incurred due to this inappropriate behaviour.

OBJECTIVES

- Children behave well, engendering a rich learning environment for all.
- Staff are both consistent and fair in their approach to behaviour, correcting poor behaviour wherever they see it and modelling good behaviour.
- Visitors are made aware of behaviour expectations and follow the school's approach.
- Children should be taught to resolve difficult situations using a range of strategies.
- Children should be given responsibilities within their class and school in order to encourage a sense of responsibility within themselves, as well as having a clear understanding of expectations.
- Children will be aware of and involved in the rewards and sanctions regime and they will view it as both fair and positive.
- Teachers/ children and parents work together to encourage good behaviour at school.

In the Classroom

Children are expected to:

- work hard and cooperate these skills are promoted through our Learning Powers: Perseverance, Managing Distractions, Collaboration, Planning and Revising
- pay attention when required by:
 - Looking at the person who is talking
 - Sitting Still
 - Staying quiet
 - Listening to all the words ('Teaching Children to Listen')
- treat all adults and children with respect and encourage each other in all aspects of their school work.
- treat property with respect and take responsibility for looking after equipment and maintaining the tidiness of the whole school.
- Children follow our 'Golden Rule': treat others how you wish to be treated.

REWARDS

Children will be encouraged to show good behaviour and have that good behaviour recognised in a variety of ways. The majority of positive behaviour is rewarded with a comment from an adult or peer or simply a smile of recognition. However, there are other rewards for good behaviour and these include:

- Zone boards in each classroom (see below)
- All class teachers nominate a pupil each week to receive the 'Well Done Teddy'. These children are celebrated at the whole school assembly on Monday and their picture is put on the school website.
- Dojo points which are shared with parents.
- Cloakroom stickers – house captains check the cloakrooms each day and award stickers to the tidiest cloakrooms. When the chart is full the class will be rewarded by the class teacher.
- Individual class teachers have a range of rewards which are understood by the children and are used to encourage good work, good behaviour and positive relationships.
- Visiting the head teacher for praise
- Congratulated by their classmates.

The reward system used in each class should be clearly explained at the beginning of each year/term.

Use of the Zone Board

Zone boards should be used to support behaviour expectations in all classes. The basic system reflects traffic light colours, red, orange and green. All children begin in the green zone. If a child misbehaves in any way, then their name is moved down into the orange zone as a warning. If poor behaviour persists then the child's name is moved into red. If a child's name is still in red at the end of the day they will receive a detention

Class teachers use the zone board in a variety of ways which is appropriate for the age group that is being taught; and agreed with the class. The rewards and sanctions used in each class are based around the class rules which are devised and agreed by the children in the class at the beginning of the autumn term.

The vast majority of behaviour is controlled through the zone board. If the zone board is not improving a child's behaviour in class then the 'sanctions' described below are used.

School Sanctions

The school's approach to maintaining good behaviour can be summarised in the three levels of sanction described below.

Level 1 Sanctions happen within the normal running of the classroom.

A positive relationship needs to be established between the teacher and the class so that a key sanction is the removal of the teacher's approval.

The key formal sanction within the classroom is the zone board this can result in detention

Time out within classroom – Child is moved to a specified area within the classroom.

If a child is continually in the red zone then the teacher will liaise with the phase leader and the parent will be contacted.

If there is a problem between children at playtimes the playground can be sectioned off and individuals restricted to particular zones on the playground in order to avoid conflict.

Level 2 Sanctions involve the teacher, senior leadership team and will involve the parents if the poor behaviour is persistent.

If a child's behaviour regularly disrupts the learning/ enjoyment of others then their behaviour needs to be improved through level 2 sanctions. All level 2 sanctions are recorded on CPOMS by the class teacher/ teaching assistant and the child involved is spoken to by the head teacher or a senior teacher. If the school has to regularly use level 2 sanctions then the parents of the child involved will be informed.

Classroom sanctions:

- **Time out outside classroom** – Child sent out of room and is supervised outside the classroom. Once the child is ready to return to the classroom they are invited back in, but they must apologise for their poor behaviour.
- **Internal lesson time exclusion** - A child is taken to a nominated teacher (with work) for a specified time. If the child returns to their class they must apologise for their poor behaviour.
- **Written apology** – When appropriate children write an apology in their own time which is then given to the person who has been affected by the poor behaviour.
- **Lunchtime exclusion** – persistent poor behaviour at lunchtimes or a single incident of extreme behaviour such as physical violence will result in an external lunchtime exclusion where the pupil will need to be collected and supervised offsite for the duration of the lunchtime session. This exclusion will be coded on the school register as half a day of absence.

- **Made to measure behavioural strategies** – Discuss with other staff, strategies to overcome specific behaviour. Write an individual **Behaviour plan** or **IPP** if appropriate.
(For playground sanction see playground behaviour)

Level 3 Sanctions involve the class teacher, senior leadership team, parents and may involve outside agencies such as Behaviour Support or SEN Support.

Level 3 sanctions are either:

- Lunchtime external exclusion – Persistent poor behaviour at playtimes/ lunchtimes that has a detrimental impact on playtimes/ lunchtimes. Or aggressive/ violent behaviour at lunchtimes/ playtimes.
- Fixed term exclusion (see exclusion policy)
- Permanent exclusion (see exclusion policy)

Playtime behaviour

Good behaviour at playtimes/lunch time is rewarded by dojo points and staff praise. Good behaviour at playtimes is the expected norm. A range of activities are organised for pupils at playtime which cater for both physical and quiet play. Staff are available at playtimes to support pupils and resolve minor disagreements.

Level 1 playtime sanctions

If a child behaves inappropriately on the playground, but the infraction is minor (rough play, refusing to be out in a game, being unkind to peers etc) then the person on duty can give the child a ‘time out’, by asking them to stand by the fence. A time out will be for between 5 and 15 minutes. Any persistent ‘time outs’ will be reported to the class teacher.

Level 2 playtime sanctions

Any playground behaviour that is deemed to be more serious (refusing to cooperate with the person on duty, rough play that causes injury or an individual who is developing a pattern of misbehaviour at playtime) may result in a detention or an internal playtime/lunchtime exclusion within school. If a child is given an internal exclusion for more than one day their parents are informed.

Level 3 playtime sanctions

Pupils can be externally excluded at lunchtimes if their behaviour is seen as a danger to other pupils, their behaviour is persistently inappropriate or they consistently refuse to cooperate with staff to resolve conflict. Parents will be asked to collect their child at lunch time.

If a child receives an internal/external exclusion the incident will be recorded on CPOMS by the staff member involved.

BULLYING

Our definition of bullying is:

- It is deliberately hurtful behaviour
- It is systematic, and is repeated over a period of time
- It is difficult for those being bullied to defend themselves

Bullying can take many forms but the four main types are:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, racist remarks
- Indirect – spreading nasty stories, excluding someone from social groups
- Cyber bullying – Using the internet and mobile phones to bully

Bullying is unacceptable behaviour and will not be tolerated in our school. Staff will use every opportunity to re-enforce this message e.g. collective worship, circle time P.S.H.E etc.

All incidents of alleged bullying should be reported to the class teacher and then to the head-teacher or deputy head-teacher. The incident will be recorded on the child's behaviour log. An accurate record of the incident is essential as a basis for further or future action. The school can only identify a systematic pattern if incidents are reported and recorded.

Why Bullying Should Be Dealt With

- Children have the right to feel safe at school
- Children who are bullied don't enjoy school and can find it difficult to concentrate on work. They may be poor attenders.
- Other pupils who witness bullying can feel threatened and unprotected in the school environment where they should feel safe.
- Children who bully need to understand that it is unacceptable and will not be tolerated by the school. The school needs the full support and involvement of all parents involved (both bullied and bully) to deal with the problem.

How Bullying Is Dealt With

- The school will always listen to concerns raised about bullying and will always act in a manner which is proportionate.
- Teachers talk to pupils about bullying in assemblies, circle time, P.S.H.E. and health education in order to make children aware of the impact of bullying.
- Teachers talk to parents to illustrate that we have procedures in place to cope with bullying incidents and will act if bullying is happening.
- School rules are displayed in classrooms and discussed with the class.
- Children are encouraged to report incidents to any member of staff. Teachers should follow up reports and check on potential victims over a period of time.
- Parents are involved at the earliest possible stage. We will always try to do this by speaking to the parent or sending a letter home.
- Teachers record incidents on CPOMS.
- Information about bullying is always shared between appropriate staff.
- Any action taken by staff and parents should be appropriate but must always have as priority the victim's need to be protected and to feel safe. These will include:
 - Discussing the issues involved with the children either individually or together.
 - Separating the children at known flash points such as playtimes.
 - Excluding the bully from playtimes either through an internal or external exclusion.
 - Permanent exclusion.

In Summary

Parents – be aware that teachers are there to listen and help. Problems are more likely to be sorted out quickly if they are reported in good time everyone is calm, rational and working together.

Teachers – listen, record, warn, sanction and communicate with pupils and parents and other relevant staff members, establish made to measure strategies that protect the victim.

Victim – tell, speak out.

Bully – beware, listen and alter their behaviour

Governors – support as required.

If parents feel that the school has not dealt fully with any incident despite discussion of the issue with the teacher and head teacher there is a formal complaints procedure which is contained in appendix B.

The key principles of the behaviour policy are to establish clearly understood and mutually acceptable rules of behaviour. These are enforced through a system of rewards and sanctions that the children understand and accept. The overarching aim of this system is to maintain good behaviour so children feel safe and happy to learn.

However, we also want to develop robust learners who have strategies for dealing with inappropriate behaviour when it is directed at them. This is at the heart of the Jigsaw program which we are implementing at Whittington and it is an important element of the behavioural strategy in the school.

Use of reasonable force within the school Appendix A

1. WHAT IS REASONABLE FORCE?

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

WHO CAN USE REASONABLE FORCE?

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

WHEN CAN REASONABLE FORCE BE USED?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

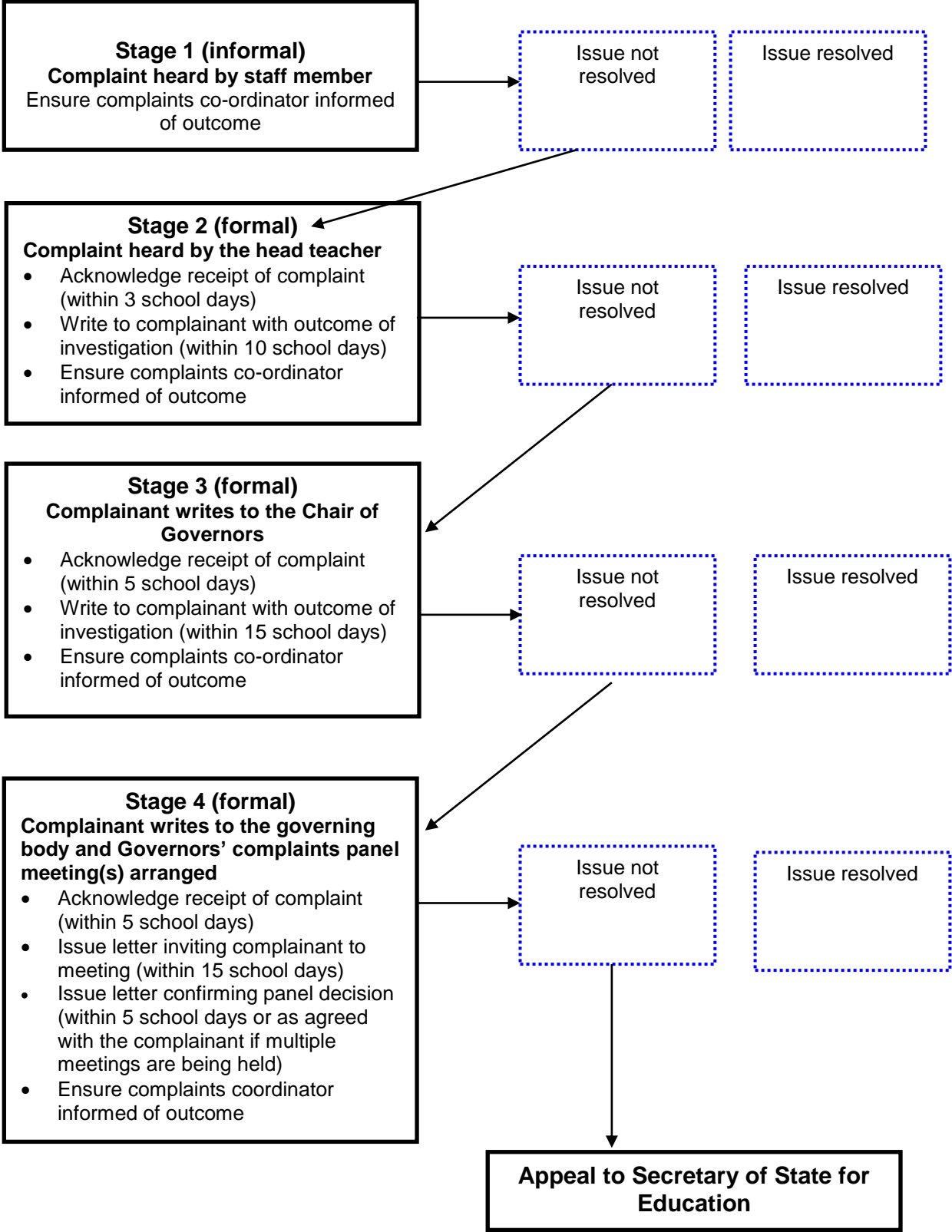
- use force as a punishment – it is always unlawful to use force as a punishment.

A more detailed summary of the use of reasonable force can be found in the school's 'Policy on the use of Positive Physical Intervention'.

Appendix B

School Complaints Procedure

A complaint may begin as a conversation between a member of staff and a parent. However, once a complaint is moved to the formal stage it must be received in writing.



Further details are included within the School Complaints Policy