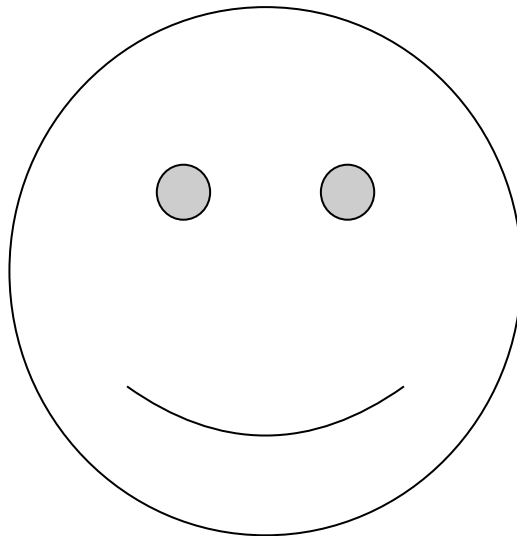


WHINNEY BANKS PRIMARY SCHOOL BEHAVIOUR POLICY



Updated: March 2019
(to be reviewed March 2020)

General principles

The following statement of general principles has been agreed by the school's governing body.

General Aims

In school we seek:

1. To develop pupils' self discipline, self respect and self esteem and sense of responsibility for their own actions.
2. To develop mutual respect and tolerance between pupils and a sense of caring.
3. To develop pupils' respect for the adults with whom they come into contact.
4. To create the conditions for a productive community in which effective learning can take place.
5. To develop pupils' respect for the environment in which they live and work.

We seek to achieve such aims within the framework of a pleasant and purposeful atmosphere in which pupils are encouraged to strive to improve and to give of their best.

In particular we:

- a) Encourage children to take **RESPONSIBILITY** for their actions. We use the language of **CHOICE** and stress that children must choose either to behave in an acceptable manner or to accept the consequences. The school's understanding of acceptable behaviour is outlined in our school rules below.
- b) **PRAISE** and **REWARD** acceptable behaviour, rather than repeatedly focusing on negative behaviour. We have a 'Care Card' system in which children can earn care stickers for helpful and caring behaviour. Children are rewarded when they fill their card.
- c) Emphasise and promote **FAIRNESS**.
- d) Seek to find the **TRUTH** about what has happened and to state this clearly before trying to fix situations.
- e) Make it clear that making poor choices does not make someone a bad person.
- f) Allow children a **FRESH START** after they have done something unacceptable.

School Rules

Our School Rules **(N to Y1)**

I do as I am asked first time.

I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.

I have kind hands and feet.

I listen carefully when other people are speaking.

I put my hand up when I want to speak.

I work and talk quietly and let others concentrate on their work.

I always do my best and try to finish my work on time.

I help look after our school and other people's work and belongings.

I walk in the corridors and the classroom.

Our Playground Rules **(N to Y1)**

I do as I am asked first time.

I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.

I have kind hands and feet.

I stay inside the boundary line on the playground.

I let others play their games without spoiling them.

I help to keep the playground free from litter.

I ask a teacher to help if I am having an argument.

Our School Rules
(Y2 — Y6)

I do as I am asked first time.

I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.

I keep my hands and feet to myself.

I listen carefully when other people are speaking.

I put my hand up when I want to speak.

I work and talk quietly and let others concentrate on their work.

I always do my best and try to finish my work on time.

I help look after our school and other people's work and belongings.

I walk in the corridors and the classroom.

Our Playground Rules
(Y2 — Y6)

I do as I am asked first time.

I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.

I keep my hands and feet to myself.

I stay inside the boundary line on the playground.

I ask if I need to go to the toilet.

I let others play their games without spoiling them.

I help to keep the playground free from litter.

I only bring pocket size games and toys.

I ask a teacher to help if I am having an argument.

Dining Hall Rules

I walk in the corridors and dining hall

Once I have chosen my seat I do not get out of it until I have finished my meal

I do not reserve empty seats for myself or my friends

If I need help I put my hand up and wait until a dinner lady can help me

I use an indoor voice

I only eat my own food

When I have finished my meal I take my tray to the trolley and empty it carefully

Response to negative behaviour / Consequences

When behavioural incidents occur they should always be discussed. The discussion should be:

- Descriptive – What happened?
- Reflective – Why did it happen?
- Speculative – What can we do to resolve the situation?

Always try to ask – “Which rule did you break?”

Talking to the child:

- Alone, either straight away or later when the heat has gone out of the situation, or
- With the class – to help develop peer pressure and peer support (not to humiliate the child).

The children will be told what will happen next or discussion will be used to resolve the situation.

Make the child aware of the consequences of their behaviour, e.g.

- discussion with injured party;
- letters of apology;
- putting things right;
- writing about the incident and better choices that could have been made.

Removing privileges, e.g.

- playtime removed - these must be supervised by the teacher.
Various systems can be used – e.g. collecting marks on the board - 3 in a week = lose playtime, but clean sheet next week if you don't get to 3

‘Thinking time’/‘Time out’/Cooling-Off periods – e.g. sitting on a special chair etc.

- chosen by the children when they are aware that they are in danger of losing control or when an incident has occurred and the child needs thinking or cooling off time.
- directed by the teacher when they are aware that the child needs time to calm down.

Sending to a colleague

- Either for praise/reinforcement or for good behaviour
- For added reprimand for repeated or serious misbehaviour

A child's behaviour should be recorded on CPOMS if:

- It is considered significant by the teacher;
- It is repeated behaviour;
- It becomes part of a pattern of poor choices.

Where a child's behaviour is being recorded on CPOMS the teacher should be in regular contact with the child's parents. This could be by:

- Discussion on the playground before and/or after school;
- Phone call;
- Notes written in Home School Diary;
- Arrange a meeting in school.

N.B. Where a child's behaviour becomes a concern, face to face discussion with parents is more effective in tackling poor choices.

Review behavioural progress regularly which would include any of the following:

- praise/reinforcement for good behaviour;
- added reprimand for repeated or serious misbehaviour;
- set up Smiley Chart system – between teacher and child. Initially a 2 week trial period in school (not sending the sheet home). Parents should **ALWAYS** be aware of issues prior to a child starting any chart; (see Use of Smiley Face Charts)
- agree a behaviour protocol in liaison with behaviour lead / SLT;
- initiate involvement of Parent Support Advisor and/or Family Liaison Officer;
- Meet parents with behaviour lead / SLT;
- Multi-agency meetings;
- Short-term exclusion;
- Permanent exclusion.

Specific behaviour issues and consequences

Problems with Football

If a child is involved in violent behaviour on the football pitch (including retaliation) or as a result of arguments initiated by events on the football pitch they should be given a warning. They should be given only one warning. If there is another incident they should lose the right to play football for one week. On the next occasion, they should be banned for two weeks and so on. The system is cumulative across the whole year. The class teacher, Mr Grimes, Mrs Thorpe and the child's year group should all be made aware of action taken so that decisions can be policed properly. If a child breaks the ban they should stay in for the remainder of the week supervised by Mr Grimes or class teacher. A day should be added to the ban. It is essential that **all** warnings and bans are reported to Mr. Grimes so that accurate records can be kept and patterns of behaviour tracked.

If a child swears on the football pitch they will automatically receive a one week ban from playing. The child responsible should be reported to Mr Grimes.

Name calling

All instances of name calling should be reported to the Mr. Grimes once the facts have been established.

At KS2, once the facts are established, the child should be sent to the Mr Grimes.

At KS1 the class teacher should inform the AHT so that accurate records can be kept and patterns of behaviour tracked. Staff should deal with the incident using their knowledge of the child to inform action. If a child persistently name calls at Foundation Stage or KS1 the situation should be discussed with the AHT.

Explicit defiance

If a child gives signals that they may be about to be explicitly defiant, i.e. refuse to follow reasonable and fair instructions, the teacher should give them the option of having 'time out' to calm down or the chance discuss the situation privately. If they are very agitated and will probably refuse to move, the teacher can judge whether they could be left sitting in their place to calm down. The teacher should overtly give them permission to do this and children around them can be moved to give 'breathing' space.

If the child is abusive and/or unresponsive and not amenable to encouragement or support, the teacher should ask formally, "Are you refusing my instruction?" This should be followed by a clear outline of the consequences i.e. sending for Mrs. Thorpe/Mr. Grimes so that they can be removed. The question should then be repeated. If the child complies, praise should be given before arrangements are made for immediate or deferred action to resolve the initial problem. If the child is still unresponsive or defiant the teacher should send for Mrs. Thorpe/Mr. Grimes.

Incidents of racial or homophobic language

All incidents of racial abuse will be immediately reported to the Head Teacher.

Initially, it is important to gauge whether the child using racist or homophobic language understands what they have said. This will be done by simple questioning and a decision will be made as to the level of abuse the child has been deemed to have used.

If it is decided that the child is copying language they have heard elsewhere and doesn't understand what has been said then the incident will be treated as name calling and dealt with as such.

All children recording incidents under this category will have their behaviour reported to parents at the earliest opportunity.

Procedure regarding children who leave the classroom/school premises without permission

1. Try to check whether the child has actually left the school premises or is just 'hiding' or roaming around school. This may require the assistance of the Head Teacher or another senior member of staff if it is during lesson time.
2. School staff should not give chase if children attempt to run away as this may cause children to run into roads putting themselves at greater danger.
3. Inform the HT or SLT, giving any explanation of why the child is thought to have left.
4. The HT, AHT or member of the SLT will:
 - If necessary, hunt for the child and if they are found attempt to resolve the difficulty.
 - Check that the child is not still on the school premises or in the close vicinity of the school.
 - Attempt to contact parents or other given contacts to alert them if a child has left the school.

Foundation Stage and Key Stage 1

Guidelines

General

All instances of name calling/swearing should be reported to the AHT so that patterns of behaviour can be tracked.

Playtime

If children are misbehaving on the yard staff should ask the offending child to have 5 minutes thinking time on the wall. Incidents should be investigated unless witnessed by a member of staff. Staff will also bring to bear the events surrounding the incident and their own knowledge of the child when deciding on the action taken.

Incidents that are considered significant, ongoing or involves a pattern of poor choices should be recorded on CPOMS.

If teachers repeatedly record incidents on CPOMS for individual children then this should be discussed behaviour lead / SLT / SENDCO.

In Class

If children are misbehaving they should be given a warning then 5 minutes thinking time.

If the poor behaviour continues this process should be repeated. If the child has had two thinking times within one day, the child should then be sent to a designated teacher in another year group. The children must sit quietly on their own. Reception children should be asked to sit for 5 minutes, Y1 for 10 minutes with their reading book and Y2 for 15 minutes with their reading book.

If a child has been sent out of class parents should be informed of the reasons for this.

If thinking times are recurring in a short period of time, the child's behaviour should be discussed with the behaviour lead / SLT / SENDCO in order to find a way forward. It may be decided that an internal log or smiley face chart should be kept for a period of up to, but no more than, 2 weeks. The log or chart should seek to record instances of poor behaviour and the action taken by staff. It should make clear what patterns and types of behaviour occur in what part of the school day and the effect of action taken.

Parents should be informed prior to a child starting a chart and the reasons for this explained.

At the end of the monitoring period, the teacher and behaviour lead / SLT / SENDCO should decide whether the child can be 'discharged' or, if there is no significant improvement, a meeting should be arranged with parents to discuss the situation and find a way forward. Alternatives might include close contact with home, regular meetings, home school diary, etc. However, if this does not improve matters another meeting must be sought and the child placed on a behaviour improvement system/SEND register.