



## Behaviour Policy – October 2019

### **Introduction**

This policy should be read in conjunction with The Warriner Multi Academy Trust behaviour Principles Statement.

This document is only a general statement of policy, and as such does not include detailed descriptions of every element of our practice. It does, however, describe the atmosphere and ethos that we strive to promote and maintain, sets expectations of behaviour of the children, the responsibilities of staff and the procedures that staff should follow to maintain the expected high level of good behaviour.

### **Aims and Expectations**

Our principle aim is to provide a caring and stimulating environment in which all members of our school community can develop their full potential. This includes children, staff, parents and governors as well as everyone in the local community.

We aim to be consistent with our approach so that our pupils and staff know what we expect from them and what they can expect from us.

We believe that everyone in our school community has the right to be:

- Safe;
- Listened to;
- Supported;
- Happy;
- Able to work without interruptions;
- Allowed to succeed;
- Treated with respect;
- Treated fairly;
- Nurtured;
- Inspired;
- An individual

### **Responsibilities of Children**

To treat others with consideration and respect; to listen to others; to follow instructions from others; to ask for help; to work diligently; to try their best; to be polite to everyone in school and to be kind and helpful to everyone in school. Every person in school has a duty to encourage positive behaviours at all times during the school day; we are all role models of our school values.

### **Responsibilities of Parents / Carers**

To ensure their children arrive at school on time, ready to learn; to treat everyone in the school with respect; to communicate with teachers at a mutually convenient time; to recognise the importance of our school values; to communicate with their child's class teacher in the first instance and then to a member of SLT if they are not happy with a response or need further clarification (the start of the school day is often not a good time for this), and to reinforce and support our Behaviour Policy.

## **Responsibilities of Trustees and Governors**

To support the staff in reinforcing the school's behaviour policy; to understand the regularity of behaviour concerns and how these are dealt with; to recognise behaviour for learning in the school through reports, drop-in visits and learning walks; to regularly report on behaviour in the school at termly Full Governing Body meetings.

## **Responsibilities of Staff**

To create a safe environment to promote a structured and stimulating learning atmosphere where children can develop to the best of their ability; to treat everyone with positivity, consistency and respect; to communicate regularly with parents and carers at a mutually convenient time; to ensure that all children know what is expected of them and to be approachable

All members of staff will:

- Promote an ethos of good behaviour by applying the behaviour policy both fairly and consistently;
- Make children aware of why our expectations are important by regularly referring to our school values;
- Acknowledge good behaviour when it is seen and give praise and rewards;
- Make our high expectations clear to the children through our daily interactions with, and also through assemblies, circle time, individual discussions, support plans etc;
- Lead by example demonstrating good manners, positive relationships and use 'do' statements rather 'do not' statements;
- Involve the children in developing codes of conducts and class rules which should be underpinned by our school values;
- Provide good levels of supervision at all time;
- Reflect on the organisation of children to ensure that they are not put into a situation where they are likely to demonstrate inappropriate behaviour;
- Be approachable and supportive of both children and colleagues always avoiding humiliation;
- Keep parents and carers informed about their children's behaviour through our regular parents evening's or additional meetings if necessary;
- Acknowledge children's different needs and amend the support they receive accordingly;
- Use My Concern to record all behaviour incidents when parents have needed to be informed so that we can accurately track, monitor and support pupils;
- Reflect on their own behaviour and always strive to improve;
- Fully support the Behaviour Policy and be consistent when implementing it

## **Staff Procedures for Managing Behaviour**

During lesson time class teachers have overall responsibility for the management of their class including behaviour and should outline expectations with Teaching Assistants and any other adult in the room. Where the adult is working with a single child or small group of children, it is the responsibility of that adult to manage the child(ren) according to the teacher's guidelines. Any concerns that the assistant has must be brought to the class teacher's attention immediately.

Class teachers are responsible for their children at all times. Even if the children or small group is left working outside of the main teaching area for any period of time they remain under the teacher's supervision and the teacher's responsibility at all times.

At break and lunch times, behaviour management is the duty of the adults on the playground and in the hall where lunch is served in conjunction with the class teacher. Any incident of behaviour either positive or negative, should be

shared with the class teacher in order to follow up as necessary and ensure that there is a consistency of expectations.

A child's behaviour is never taken out of the hands of the class teacher regardless of the time of the day and it is the role of the class teacher to follow up on any misbehaviours. Any serious incidents on the playground should be brought to the attention of the SLT as soon as practicable possible.

The class teacher is responsible for recording all incidents in My Concern even if the information was passed on by another adult; this must be done as soon as practicable possible and by the end of that day at the latest.

### **Outside the classroom**

All staff should consistently support high behaviour expectations in all areas of the school for example, as the children are collecting their items from their cloakrooms, moving to another classroom, eating lunch and travelling to and from other locations that the school uses. In assembly, all children are expected to listen attentively and respectfully whilst playing an active part as appropriate. These expectations should be upheld by all members of staff who are present in assembly. The class teacher or teaching assistant must ensure that the class are settled before leaving them and be ready for collection at the correct time to ensure that the children are walking calmly and sensibly back to their class ready for the learning ahead.

### **The School Environment**

Staff should be aware that the environment in which we work influences the way in which we behave. We want all children at Southfield Primary School to be proud of their school, themselves, their appearance and their environment. Staff should take every opportunity to encourage this pride; for example by praising and or rewarding children's actions which demonstrate this. Everyone has a responsibility to encourage care of equipment, to keep the school tidy and free of litter, return any items used in the playground and to ensure that displays are bright, interesting and reflect current learning. It should be noted that classrooms that are too heavily displayed have a detrimental effect on children's concentration span and attention. It is up to classrooms teachers how and when to decorate their displays.

### **Rewarding Good Behaviours**

In many institutions the adult's acknowledgment of appropriate behaviour will be the best form of reward. This may take the form of verbal praise for specific things; use as a good role model and smiles, nods etc to individuals who are looking for approval. For more specific rewards for positive behaviours see below:

- Children can visit other teachers and the Head Teacher to share good work and good behaviour;
- Stickers, awards and notes home or telephone calls from the Head Teacher can be earned;
- Good work and behaviour is shared during our weekly 'celebration' assemblies;
- Good work and behaviour can be noted on the 'Work of the Week' section of the weekly bulletin sent to parents on a Friday afternoon;
- Classes may adopt their own system as appropriate such as marbles in a jar, zone boards, raffle tickets, rockets, Star of the Week etc to encourage a higher standard of behaviour and attitude;
- Children from our Nursery to Year 6 can earn Class Dojos (an online reward system) to link to positive behaviour and to our school values. Dojo points can be added by the teacher to encourage positive behaviour appropriate to the specific needs of the class. There are a number of other categories that children can earn dojo points for, these categories are consistent across all classes in our school. Dojos cannot be removed once they have been earned;
- When children have collected 400 class dojo points they will collect their Bronze Star, which they can proudly wear on their uniform. They can also collect a Silver Star when 600 dojos have been collected and a Gold Star when 800 dojos have been collected. If a student reaches 1000 class dojos in a school year they will receive a letter and certificate from the Head Teacher and Chair of Governors, along with their platinum badge.

- The class dojo system is our primary and consistent reward system used across our school from Nursery to Year 6.

**Rewards** – these are not necessarily graduated

Verbal praise in class, assembly or in the setting of the positive behaviour and written comments in recorded learning
Sharing of learning or behaviour with another class teacher or a member of the leadership team including the Head Teacher
Demonstrating behaviour and learning that can be reward by a class dojo
Collecting 400 class dojos resulting in a Bronze Star award
Collecting 600 class dojos resulting in a Silver Star award
Collecting 800 class dojos resulting in a Gold Star award
Collecting 1000 class dojos resulting in a letter and certificate from the Head Teacher and Chair of Governors and the Platinum Star award

It is important to note that each class will also have their own class based system for rewarding good behaviour and the above constitutes what we do as a whole school approach.

Despite this, there will still be children, who for various reasons will still have difficulty following the school’s values and its agreed rules. Where pupils make inappropriate choices about their behaviour and formal sanctions are necessary the responsible adult who observes the behaviour should initially deal with the matter but immediately involve the class teacher to follow up (and record in My Concern). In the case of serious misbehaviour, the pupil may be referred directly to an available member of the SLT.

### **Managing Unacceptable Behaviours**

We will follow some basic principles when dealing with unacceptable behaviour:

- We will criticise the behaviour, not the person (eg ‘you did a bad thing’; not ‘you are a bad boy’);
- We will avoid losing our temper and raising the volume of our voices. Managing behaviour is about what we say and not how we say it. At all times, we are role models to the children;
- We will not ridicule children or use sarcasm
- We will try to ensure that the behaviour is dealt with outside the classroom and not in front of peers (although we recognise that this is not always possible);
- We will use a ‘graduated response’ model when dealing with unacceptable behaviour (see below)

### **Verbal Warnings**

- For minor incidents we will make a child aware of the consequences of their behaviour, reminding them of what is acceptable under the circumstances and instruct them to act accordingly. We will then provide them with support and encouragement to act appropriately; this might even be by older children in some situations;
- If the unacceptable behaviour has affected other children, we will interview those concerned (as a group and or individually) and negotiate an acceptable code of conduct for the future. If appropriate we will set two or three review dates to check up on all those involved;
- Sometimes at this stage, a ‘no blame’ approach works best, but if appropriate we will apply sanctions to the perpetrators (see below);
- If a child is involved in a number of minor incidents these will start to be recorded and parents will be contacted.

### **Support to Develop Positive Behaviour**

It should be recognised that some children find it challenging to behave appropriately and may need additional support with this, in the same way a child with learning difficulties can sometimes require help and support. We may therefore introduce a behaviour logging system with individual targets, rewards and sanctions. It is expected at this stage that parents and carers will be involved more fully to ensure that they are aware of the strategies we will use. It is also possible that an Individual Behaviour Plan will be drawn up with additional support from our school SENCo and the child placed on the SEN register, in order to monitor progress with regard to improving behaviour. Mentoring and coaching sessions with members of staff may also be appropriate at this stage.

### Stepped Approach for Dealing with Behaviour Issues

Stage	Pupil Behaviour	Sanction
1	Low level disruptive behaviour which may include not listening to instructions, calling out, not following group work expectations, interrupting and making noise etc	Teacher reminds child of school and class rules and values  First Warning
2	Continued disruptive behaviour	Pupil will receive a second verbal warning about which classroom rule they have chosen not to follow and may be moved within the classroom  Second Warning
3	Disrespectful behaviour which may include speaking in a disrespectful way to another child or adult, answering back, walking away when they are speaking to an adult or continuing stage 2 behaviour	Pupils may have time out within the classroom and they may miss playtime to catch up on work (this is always supervised). The 'incident' is recorded in My Concern by the class teacher (even if it was reported by another member of staff) and the AHT and HT will be informed. The Head Teacher will inform parents and a behaviour plan or weekly report system may be set up.  There may be situations where internal exclusion is considered appropriate
4	Hurtful or dangerous behaviour which include hitting or kicking another child, racist or homophobic and transphobic name calling, swearing, spitting, fighting, stealing, threatening behaviour or continuing stage 2 or 3 behaviour	The pupil has time out of the classroom with an appropriate colleague and they may be excluded from break and lunch time, school trips or sport's fixture etc A meeting will be planned with parents and carers by the Head Teacher at a time that works for the class teacher. The information will be recorded in My Concern by the class teacher Fixed term and permanent exclusions are an option for extreme behaviour and for persistent low level disruptive behaviour as this can severely impact on the learning of others

If a child is known to have disruptive behaviour and this is already recorded on his / her support plan, other teachers will be informed about the strategies in which to deal with the situations involving this child. On most occasions, that child's class teacher or a member of the SLT will be called upon to deal with the incident.

It is important to remember that 'one size does not fit all'; some children will need a very different approach to developing positive behaviours. This may include some children with SEND needs however, behaviour expectations remain the same for all children.

Positive Handling Plans will be put in place for those children who have shown signs of being overly physical and aggressive towards themselves and others members of the school.

In line with The WMAT exclusion policy, only the Head Teacher can exclude a pupil. The next most senior member of staff and CEO of The WMAT should be consulted in the absence of the Head Teacher.

Any decision at Southfield Primary School including exclusion, must be made in line with the principles of administrative law, i.e. that it is lawful (with respect to legislation relating directly to exclusions and a school's wider legal duties including the European Convention on Human Rights and the Equality Act 2010), rational, reasonable, fair and proportionate.

### **Physical Restraint**

If a child is restrained, the precise details of the incident MUST be recorded in to My Concern as soon as is realistically possible.

Positive Handling Plans will be put in place for those children who have shown signs of being overly physical and aggressive towards themselves and other members of the school (see Positive Handling Policy).

### **Bullying**

Bullying is not tolerated in our school. We strongly encourage children who feel that are being bullied to report the matter to their class teacher or any other member of staff. We will always investigate such allegations and take appropriate action. Further information regarding our approach to dealing with bullying can be found in our Anti-Bullying Policy.

### **Racist, Homophobic and Transphobic Incidents**

Any form of racism, homophobic or transphobic incidents must be dealt with promptly by a senior member of staff. This must be recorded in My Concern by the senior member of staff. Please see the separate Anti-Bullying policy for further details. Any incident of this nature must be shared with the governors.