



WILDRIDINGS PRIMARY SCHOOL

Behaviour Policy

		Signature	Date
Headteacher	Mr Simon Cope		
On behalf of the Governing Body	Mrs Sarah Hey		

Version	
Reviewed by	Simon Cope
Approved by FGB	24 th May 2018
Next Review	April 2019

Wildridings Behaviour Policy

The Aim of this policy is to support staff and children by promoting and upholding positive, appropriate behaviour and to deal with behaviour that is deemed inappropriate. High standards of behaviour are essential for a successful school and for achieving the school's vision. Meeting high standards of behaviour during the school day will have a positive effect on the life of pupils outside of school, encouraging them to become valuable members of the community.

What is appropriate behaviour?

Wildridings is a friendly, professional, caring and safe community where everyone matters.

We are dedicated to ensuring that everybody is appreciated as an individual and will provide a nurturing, inclusive, creative environment where every child can thrive through their learning.

Within our school we encourage self-discipline and children are taught tolerance and respect for others. Their high standards of behaviour and good manners are essential.

In conjunction with parents and carers we will strive to ensure that every individual has the opportunities to flourish and develop into positive, happy and well-rounded citizens.

Our school ethos is for every member of our school community to 'be the BEST that they can be' and this is related to behaviour too.

GOLDEN VALUES

At Wildridings we have Golden Values which are agreed by staff and pupils and are included in the Home/School Agreement.

The Golden Values are an extension of our school ethos and form the basis of everything within our school.

Golden Values:

- **I will always be the best I can be**
- **I will always show respect**
- **I will keep myself and others safe**
- **I will be honest and responsible**
- **I will be a good listener**

These Golden Values are displayed in every classroom and our school ethos is displayed throughout the school to remind everyone of the expectations for behaviour.

Break and lunch times.

Golden Values are clearly displayed outside on both KS1 and KS2 playgrounds.

Lunchtime carers reward appropriate behaviour by giving verbal praise and using BEST tickets. If there is an incident with behaviour during lunchtime a yellow slip will be completed and handed to the class teacher. These will be filed in the class behaviour folder.

Children may only use playground apparatus if supervised by their carer or a member of staff.

Everybody should look after school and other people's property. Anything that is damaged deliberately, or resulting from inappropriate behaviour, may have to be replaced or paid for.

Encouraging Positive Behaviour: Rewards

The school uses a range of positive strategies for encouraging and recognising appropriate behaviour.

Stickers

Children who follow the Golden Values are rewarded with stickers (usually in Foundation Stage and KS1). Stickers are also awarded for appropriate behaviour around the school and for learning produced in class.

House Points.

Children who try their BEST with their learning are awarded house points. These are recorded on the class chart and totalled every 2 weeks. The winning house receives a reward of a non-uniform day.

Golden time

In KS1 & KS2 each class has the opportunity to take part in Golden Time for following the Golden Values. Golden Time rewards are adult led activities that will run for a half term. Each child is allowed to choose their activity. Minutes of golden time will be lost depending on the sanction a child has been given.

BEST tickets

Tickets are earned when children are 'caught' being the BEST. This may occasionally be related to a particular theme that is being focussed on in school in class or assemblies. Tickets are named and posted in the 'BEST' boxes for each area of the school (KS1, Lower KS2 and Upper KS2). In Celebration Assembly at the end of the week, a ticket from each box is picked out and a small prize is awarded to the winner.

Celebration Assembly.

Every Thursday KS1 and KS2 hold an assembly for the presentation of class medals. Two children are nominated by each class teacher for the class medal, based upon their learning, attitude to learning or behaviour during the week. The medals are worn by the children all week and are passed on at the following Celebration Assembly. Class medals do not have to only celebrate academic achievement. During this assembly, children are also encouraged to bring in awards earned outside of school to have them presented to them and celebrated with the whole school. Star Class is awarded to the class who have shown the BEST learning attitudes and behaviours. This can be nominated by the class teacher and the class are rewarded and recognised during celebration assembly.

Dealing with Inappropriate Behaviour: Sanctions

The aim of using a sanction is to encourage all children to follow the Golden Values and demonstrate that inappropriate behaviour is not acceptable and will not be tolerated. Inappropriate behaviour is deemed to be behaviour that is detrimental or a danger to the child or those around them. This is related to the Golden Values and school ethos.

There are different levels of sanctions to suit the severity or frequency of inappropriate behaviour. Sanctions should be applied fairly, consistently, proportionally and reasonably taking into account Special Educational Needs, disabilities and the individual needs of vulnerable children, offering support as necessary, in accordance with the Equality Act 2010.

Verbal Warning

Pupils who demonstrate inappropriate behaviour are given a verbal warning from the teacher or adult in charge.

Visual Display

All classrooms will have behaviour chart displayed which enables pupils to monitor their behaviour. For inappropriate behaviour the pupil is moved down on the behaviour chart (Appendix 4). If the pupil responds positively the pupil can move up. Each session during the day will start on a positive (or neutral) position on the display. It is the class teacher's responsibility to keep a record of this.

Removal to another class.

If inappropriate behaviour continues a pupil may be removed to another class or area of the school for ten minutes. This is called a TIME OUT and a reflection sheet (**appendix 5 and 6**) will be completed and returned to the class teacher. Class teachers will need to send an additional adult to supervise this time. It is the class teacher's responsibility to inform a child's parents if this happens. If a child receives 3 Time Outs during 1 week then this is referred to team leader.

Loss of privileges

Continued inappropriate behaviour may result in loss of golden time first. If inappropriate behaviour continues then a loss of a lunch or break time will be given. Staff should discuss with the pupil what they think would be an appropriate consequence. Class teachers will need to keep a record of the golden time minutes that are lost. These will be monitored by the Headteacher or Deputy Headteacher.

Reporting to Team Leader

Continued inappropriate behaviour results in the pupil having to report to the Team Leader. Please refer to the flowchart for reporting incidents in appendices.

Parental Meeting

If a pupil is being repeatedly sent out to the Team Leader, parents will be requested to meet the Team Leader and/or Headteacher or Deputy to discuss the pupil's behaviour and ways forward. A behaviour report and then a Pastoral Support Plan (PSP) may be put into place.

Outside Agencies

Children who do not respond to school strategies may be referred to outside agencies. A multi-agency assessment may need to be considered. This is always done in consultation with the parents.

Exclusion

Extreme disruptive behaviour, physical and/or verbal attacks may result in fixed term exclusion. These may take place at home or at school. Any exclusion, particularly those which are permanent, must only be used as the very last resort and LA procedures will be followed. Exclusions can only be issued by the Headteacher or Deputy Headteacher in the Headteacher's absence.

In extreme cases it may be necessary to use reasonable force or other physical contact to control inappropriate behaviour, remove disruptive pupils from the learning environment or prevent pupil from leaving the learning environment or school premises. See Policy on Physical Restraint.

NB: Every day begins with a clean slate. Rewards and sanctions are not to be removed once issued. Staff must have regard to the individual situation and the individual student and the Head teacher is expected to use his discretion in their use.

The Power to Discipline beyond the School Gate

The Head teacher will take appropriate action to respond to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The police or anti-social behaviour co-ordinators in the local area will be informed if the behaviour is criminal or poses a serious threat to a member of the public. This will include the response to any bad behaviour when the child is:

- Taking part on any school-organised or school-related activity; or
- Travelling to and from school; or
- Wearing school uniform; or
- In some other way, identifiable as a pupil at the school.

Even if these conditions do not apply, the Headteacher must consider misbehaviour at any time that:

- Could have repercussions for the orderly running of the school; or
- Poses a threat to another pupil or member of the public; or
- Could adversely affect the reputation of the school.

In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its Safeguarding Policy.

Power to Screen and Search Pupils

Teachers have the power to screen and search pupils for items that are prohibited or banned from school. This includes:

- Fire lighting equipment (matches, lighters, etc.)
- Knives, including pen knives and craft knives, and any other weapons
- Alcohol and solvents
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Offensive material (pornographic, racist images etc.)
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; any other item that is considered harmful or detrimental to school discipline

Teachers have the power to confiscate pupils' property.

Staff accused of misconduct

If a member of staff is accused of misconduct, the Head teacher will draw on the advice in the Safeguarding Policy and other staff guidance from the Local Safeguarding Board when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.

Appendix 1 Incident Record Sheet

It is very important that the full date and time are clearly recorded. Please write your own name so it is clear who to ask about the incident.

Date and time of incident:

Child's name:

Class:

Please include the child's full name.

Others involved:

Incident Form completed by:

Please indicate what type of incident it is.

Racist

Bullying

Other

Information received:

(actual information received, do not make judgements-please attach any letter/notes)

This should be written down in detail. It could be exact words of the child in question or a detailed account of what you saw.

Information shared with/Action taken (please date actions)

If you are unsure what action has been taken, then just write who you discussed the incident with. This will be a member of SLT or class teacher.

(Sign as appropriate)

Note seen by:

All incident forms must be given to the Headteacher. A copy should also be given to the class teacher.

Class teacher.....

Deputy Headteacher.....

Headteacher.....

SENCO.....

Other appropriate staff (eg TA, Lunchtime assistant).....keep in class..

.NOTE TO BE FILED IN CHILD'S INCLUSION FOLDER AND H/T BEHAVIOUR LOG

Appendix 2

Serious Incident Procedures

All members of staff are valued at Wildridings - whatever their status, role or responsibility. If you are involved in a serious incident within school then please use the following guidelines:

1. Follow the RED HAND procedure to ensure that you are well supported by colleagues.
2. Record the full details of an incident on a school incident form. It is helpful to fill this in as soon as possible. This must be given to the Headteacher. If a physical intervention is used then please fill out a green record sheet. This will then be recorded within a bound book.
3. Have a 'time out' and some space within a safe environment.
4. Ensure that a 'debrief' happens before you leave work. This is an opportunity for you to discuss the incident and reflect, it should be with a member of SLT.
5. Seek advice and support if you feel you need to. Supervision of staff can be provided by a member of SLT. All staff can have this opportunity to reflect upon behaviours and their meaning.

Appendix 3

Wildridings Scripted Intervention

1. Delivering a warning

Tell the child what you have seen and how this breaks the golden rules.

'That behaviour is unsafe'

'By not coming into class, you have shown me that you are not ready to learn.'

'You are speaking rudely to an adult and this is not respectful behaviour.'

'At Wildridings, we show we are respectful/responsible

It is important to give the pupil a chance to think and change their behaviour before delivering a sanction. Praise should be given if a child changes their behaviour.

2. Delivering a sanction- if behaviour continues.

Explain what the sanction is and describe the behaviour that you would like to see. You could use an example of when they have behaved appropriately. You can explain what will happen if this behaviour continues.

'You are continuing to distract others; you have now lost 2/3 minutes of your golden time. I know you can sit sensibly and write fantastic stories. You now need to pick up your book and work quietly- thank you.'

'If you continue to not listen to the adults, then you will have to spend your lunchtime inside. This is your choice. I remember when you helped the adults at lunchtime last week.'

'If you choose to leave the classroom then you will miss minutes of your own time. It is your choice.'

It is important to give the pupil a chance to think and change their behaviour before delivering a sanction. Praise should be given if a child changes their behaviour.

3. If behaviour continues....

Explain to the pupil that they have made poor choices and that they will need to improve their behaviour by making better choices. Do not be drawn into a confrontation or discussion in lesson time or in front of other children. Give the pupil some time to think about their choices, you may need to walk away and return later to check. Use some of the following statements to help refocus the pupil if they are protesting.

'I hear what you saying...'

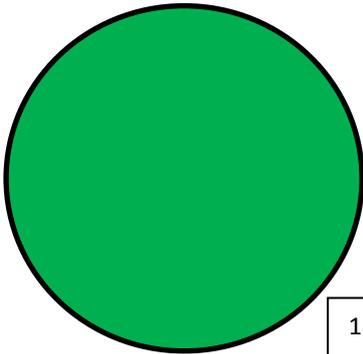
'Be that as it may...'

'I understand....'

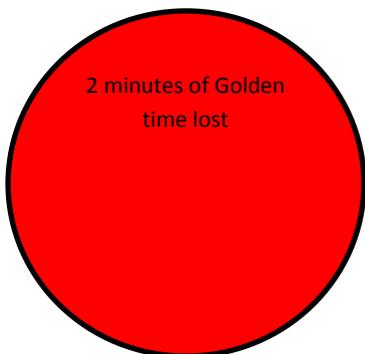
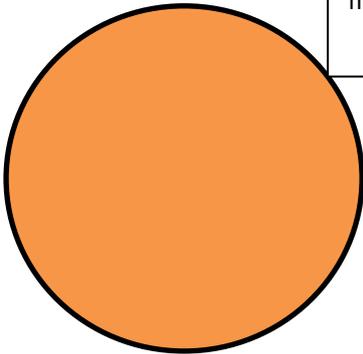
'Yes, sometimes I may appear unfair....'

'I am sorry you are having a difficult day...'

Golden Time



1 verbal warning from an adult before moving to Amber



Golden Values

I will always be the best I can be

I will always show respect

I will keep myself and others safe

I will be honest and responsible

I will be a good listener

House Point Chart



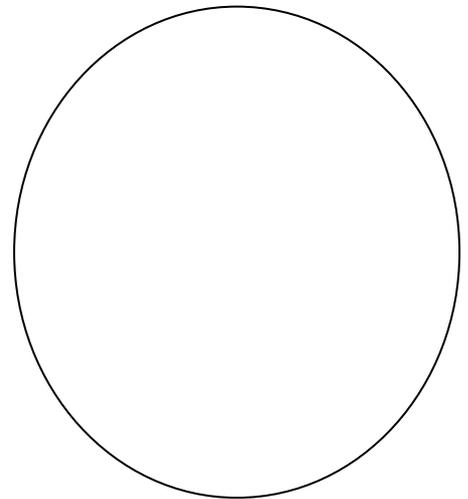
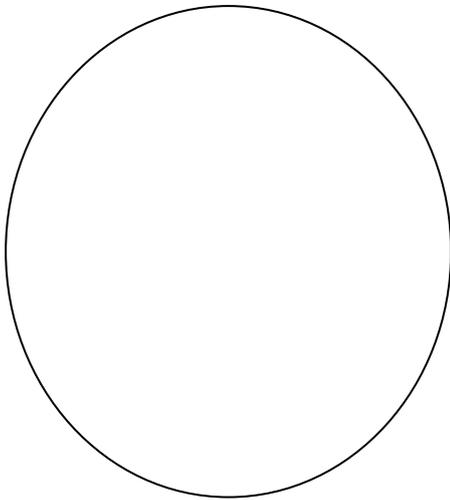
Stop and Think



Name: _____

I feel.....

My teacher feels....



Next time, this would be a better choice:

It's time to think...



Name: _____ Class: _____ Date: _____

- I was not: Following Rules Being Respectful Being Safe Listening
(Circle all Following Directions Being Cooperative Being Responsible
that apply)

Other: _____

And _____
Describe what happened

I should have _____
What should you have done differently?

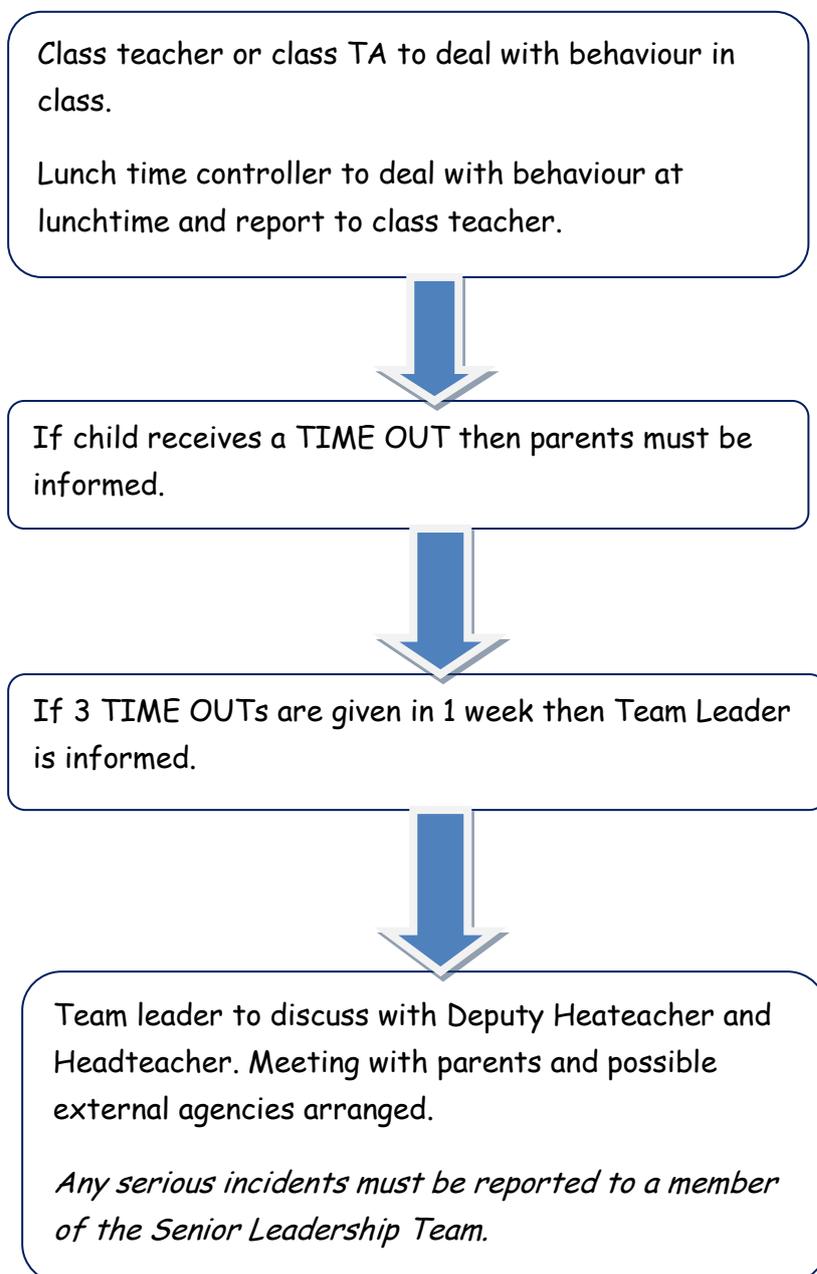
If I had done this _____
What would have been different?

So from now on I _____

My Signature _____

Appendix 7

Flowchart of reporting incidents



Appendix 8

Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.