



## **BEHAVIOUR POLICY**

### **Document Purpose**

The purpose of this document is to set out the ways in which the school community should co-operate in their efforts to promote progress and attainment in learning, and promote good behaviour in the school by rewarding those children who consistently uphold the standards and values and of the school.

### **Aims**

- to encourage a calm purposeful atmosphere within the school;
- to foster positive, caring attitudes towards everyone where achievements at all levels are acknowledge and valued;
- to encourage increasing independence and self discipline so that each child learns to accept responsibility for his/her own behaviour;
- to have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- to make boundaries of acceptable behaviour clear and to ensure safety;
- to raise awareness about appropriate behaviour;
- to help pupils, staff, parents and visitors have a sense of direction and feeling of common purpose.

### **We believe:**

- the use of positive strategies to increase desirable behaviours is essential. Systems for rewarding good behaviour and work are celebrated in all areas of the school community;
- children's behaviour is underpinned by the stage they have reached in their social and emotional development. Most childhood inappropriate behaviours reflect the developmental stage that the child is at, e.g. a Year 6 child could still be working within the developmental stage of a Reception child and need relevant teaching;
- instances of inappropriate behaviour should be viewed as 'teachable moments' and techniques to rebuild trust should be used;
- it is important to learn to recognise and manage emotions as this can assist learning and help to improve standards. Our curriculum is appropriately differentiated to meet the needs of our children. Effective teaching and engaging lessons promote desired behaviours;
- all staff need to model appropriate behaviour and manage their own emotional responses appropriately;
- working positively in partnership with parents and carers can impact significantly on the child's behaviour.

### **School Rules**

Our School Rules are presented as the 'Worsthorne Primary School Charter'. The Charter is displayed around school and in all classrooms. It forms the basis for our expectations of behaviour. The Charter was developed through discussion with pupils and staff members.

We promise to:

1. Welcome everyone.
2. Try our best in everything we do and allow other people to do the same.
3. Be kind to everyone and treat other people as we would like to be treated.
4. Look after our school, our belongings and those of other people.
5. Have fun learning together!

Each class also produces their own set of 'rules' at the beginning of the year. This enables the pupils discuss how the Charter will manifest itself in their classroom and allows them to state expectations in their own words.

## **Responsibilities**

### **a) Governing Body**

- set the general principles to inform the Behaviour Policy for our school through consultation with other stakeholders;
- fulfil its responsibilities under the Equality Act 2010, to promote equality of opportunity and reduce discrimination.

### **b) Headteacher**

- develop the Behaviour Policy;
- decide the standard of behaviour expected and how that standard will be achieved, including rewards and sanctions;
- ensure that there are measures in school to prevent all forms of bullying;
- publicise the Behaviour Policy to staff, parents and pupils at least once a year.

### **c) School Staff**

- to treat all children fairly and with respect;
- to raise children's self esteem to develop their full potential;
- to create a safe and pleasant environment, physically and emotionally;
- to use the rules and sanctions outlined in this policy clearly and consistently;
- to be a good role model;
- to form good relationships with parents so that children can see that the key adults in their lives share a common aim;
- to recognise that each is an individual and to be aware of their needs;
- to offer a framework for good manners and life skills within their social education.

### **d) Parents**

- Fulfil their legal duty to ensure that their child attends full-time education, regularly and punctually;
- support their child to behave well in school;
- take responsibility for their child if they are excluded;
- sign the Home-School Agreement.

## Rewards

To encourage positive behaviour and attitude by reward, we operate an individual and also a team based system. The school is divided into four teams. They are named after the four roads that lead into the village.

Brownside	-	blue	Gorple	-	green
Ormerod	-	red	Extwistle	-	yellow

Whenever possible, teams will be equal in their composition, (boys and girls, also in their overall numbers). Each year, class teachers will give team points to those children considered to be doing their best to uphold the values and standards of the school in their work, be it written, oral or other finished product. Team points will be awarded for effort as well as attainment. They will be given to children who support the school through positive attitude and commitment. Behaviour within the classroom, politeness, kindness and helpfulness will also be rewarded. Classroom charts to record weekly tallies will be on display in all classes.

House Captains are elected from Year Six by other members of their teams. They will be sent around the school on Thursday lunchtimes to collect the points awarded the previous week. The Celebration Assembly on Friday morning will inform the children of their team's progress. Children will work towards their personal targets - 250 points will gain them a bronze star, 500 points a silver star and 750 points a gold star. The number of points required to gain these awards is adjusted down for children in Reception Class. Stars and certificates will be presented by House Captains during Friday assemblies.

At the end of each half term there will be a whole school assembly to reward the team with most points. They will be awarded the House Cup and given an extra playtime.

Each week, class teachers will nominate a Student of the Week, a child that the teacher wishes to reward for a particular positive quality or talent. Names will be announced at the Friday morning Celebration Assembly and the badge presented. Teachers will also nominate a Good Manners Student and who will also receive a badge. Badges are worn for one week then returned to the class teacher.

Parents will have an open invitation to attend Friday's Celebration Assembly if they so wish.

Good behaviour will be rewarded each week by having a Golden Time during the last sessions of each Friday afternoon. All children who have behaved appropriately throughout the week will be allowed to take part in a reward activity of their choice.

At the end of each half term the house with the least sanction points will be awarded the Behaviour Shield.

## **Sanctions**

Adults manage children's behaviour primarily through positive reinforcement. However, if children do not respond in a positive way to encouragement and reward, sanctions are introduced.

High standards of behaviour are expected of pupils at all times in our school. If children do not fulfil their responsibilities, as described on page 1 of this policy, the following system of sanctions are followed:

### **Level 1 Sanctions**

#### **Stage 1**

Each classroom will have a behaviour board in which the teacher will display the name of any child who behaves inappropriately. Once a child's name has been displayed on the behaviour board it will be ticked. This means they have received their first warning. The child will then miss 5 minutes off the next playtime.

#### **Stage 2**

If the child continues to behave inappropriately, their name will receive a second tick and they will miss 10 minutes off their next playtime.

#### **Stage 3**

Further inappropriate behaviour will result in the child receiving a third tick and missing a full lunchtime. Thirty team points will also be deducted from the House overall team point total at the end of the week.

#### **Stage 4**

Children with four ticks will miss Golden Time and a letter will be sent home informing parents of their child's behaviour during the week. Those children who are missing Golden Time will work with the Headteacher in the group room.

### **Level 2 Sanction**

If two Golden Times are missed by the same child during one half-term, parents will be asked to come into school to discuss the matter. Following this discussion, the child's behaviour and attitude will be observed for a period of two weeks. Adults will use an ABC Chart (Activity, Behaviour, Consequences) to record behaviour patterns. Feedback will be provided to parents and child, and appropriate action taken in response to any patterns observed.

### **Level 3 Sanction**

Failure to comply or respond to the above measures will mean that parents will be requested to come into school to discuss their child's behaviour further and have the next stages explained to them. A Behaviour Plan will be formulated in consultation with parents, the class teacher, Special Educational Needs Co-ordinator and the child. When appropriate, the advice of outside agencies or consultants will also be sought.

#### **Level 4 Sanction**

A fixed-term exclusion of up to 5 days will be issued after consultation with the Governing Body and the Local Authority's Pupil Access Team. Parents have the right of appeal to the Governing Body against any decision to exclude.

#### **Level 5 Sanction**

Should it be necessary, this will be followed by further **fixed-term exclusion** of up to 5 days. Fixed-term exclusions may be issued for any of the following:-

- none of the above measures being successful
- an incident of extreme danger or violence
- a child who is defiant towards a teacher, deliberately undermining their authority.

If an incident occurs that is deemed serious enough, a fixed-term exclusion may be issued immediately, without proceeding through the other stages outlined above.

If exclusions total 45 days within any academic year, a child can be permanently excluded from the school.

If there is no noticeable improvement in a child's behaviour following the return from any fixed-term exclusion, advice can be sought from the PRU (Pupil Referral Unit). Information on a pupil's behaviour will be collected by staff, with a view to the pupil being withdrawn for two terms to a tutorial centre. Information will include records in our Behaviour Record Book, a daily diary and playtime or lunchtime records.

#### **Isolation**

On occasion, it is necessary to place a pupil in a room away from other pupils for a limited period. Isolation will only be used when it is in the best interests of the child, and/or other pupils. Any use of isolation that prevents a child from leaving a room of their own free will must only be used in exceptional circumstances and if it reduces the risk presented by the child to themselves or others. If isolation is used an adult must be present at all times in order to ensure the health and safety of the pupil. The pupil must be allowed time to eat and use the toilet. Any time spent in isolation should be used as constructively as possible.

#### **Use of reasonable force**

Members of staff at our school have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in school. Headteachers and Assistant Headteachers may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

## **Confiscation of inappropriate items**

Members of staff may confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. Prohibited items (as listed above) can be searched for without the consent of the pupil. Weapons and knives, and extreme or child pornography must always be handed over to the police. Otherwise, it is for the teacher to decide if and when to return a confiscated item.

## **Conduct Outside School**

To such an extent that is reasonable, any non-criminal, inappropriate behaviour or bullying which occurs away from school but is reported to us will be dealt with using the Sanctions described above. This includes misbehaviour when the pupil is:

- taking part in a school-organised or related activity;
- travelling to or from school;
- wearing our school uniform;
- identifiable as a pupil at our school in some other way;
- behaving in a manner that could have repercussions for the orderly running of our school; or
- posing a threat to another pupil or member of the public that could adversely affect the reputation of the school.

## **Preventing Bullying**

Bullying in our school is very rare. Members of staff and pupils react quickly if it occurs. Our school's inclusive ethos and a number of specific measures support us to prevent bullying:

- pupils are regularly reminded about what constitutes bullying in its variety of forms. (A definition of bullying can be found in our Anti-Bullying Policy.)
- assemblies and class lessons take place to discuss the themes and issues around bullying;
- regular use is made of the SEAL materials;
- an Anti-Bullying Week is held annually with guest speakers and activities;
- pupils are regularly reminded about what to do if they are being bullied or believe that it is happening to someone else;
- staff model respect for each other and for our pupils;
- systems exist to enable our older pupils to build relationships with and take responsibility for setting a good example to our younger pupils, e.g. Reception buddy system, lunchtime monitors, House Captains, reading partners.

## **School Support Systems**

Support is offered to pupils who regularly fall below our expectations of behaviour, and do not respond to our system of rewards and sanctions. This includes support for both the parent and the family:

- targeted intervention in school, e.g. Circle of Friends;
- signposting to other agencies, e.g. referrals to the school nurse, family support workers, etc.
- counselling or play therapy sessions;
- outreach support from with Hendon Brook;
- Multi-agency assessment through the TAF process.

## **Recording**

Class teachers will record all incidents at the first three stages of the sanctions system in a class or individual behaviour log. Teachers will pass on the necessary information regarding house points to Mrs Robinson. The Headteacher will record all incidents from Stage Four and beyond.

## **Monitoring and Evaluating**

The Behaviour Policy will be monitored by the Governors, through the Curriculum Committee, on an annual basis.

The Senior Leadership Team will monitor the day to day implementation of the policy and assess its effectiveness. Policy reviews will be at least annual.

## **Complaints Procedure**

Our school's Complaints Policy can be found on the school website. In the event of a complaint against a member of staff, thorough, speedy and appropriate investigations will be carried out. School will follow the guidance set out in the *Dealing with Allegations of Abuse against Teachers and Other Staff* document when deciding what immediate action should be taken. If the decision is taken to suspend a member of staff, the school must ensure that the member of staff has access to a named contact who can provide support and appropriate pastoral care.

## **Resources and Storage**

A board in the hall will be set aside for the display of Team Shields. Another board will display bronze, silver and gold stars.

Mrs Robinson will oversee the gathering of points and will organise the certificates and badges.

Reviewed: May 2014