



# Woolden Hill Primary School

Achieving Success, Creating Futures Together

## Behaviour Policy

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**Next review due by:** June 2020

It is the overall aim of Woolden Hill Primary School that all children develop self-confidence, self-esteem and self-discipline through a positive approach. We endeavour to maintain a happy environment in which hard work, good behaviour and progress will flourish.

## **Aims**

- To achieve consistently good behaviour throughout the school
- To provide pupils with the skills necessary to develop as considerate citizens
- To build home/school partnerships through shared aims
- Create an environment in which good behaviour has a positive impact on learning

## **Equal Opportunities**

Our behaviour system is based on assertive discipline and gives a clear, consistent and structured response to the behaviour of our pupils, both positive and negative. All incidents of unacceptable behaviour are recorded and followed up, including racial, gender and disability discriminations.

Our behaviour policy pays due regard to the General Duty detailed in Section 71 (1) of the Race Relations Act, by ensuring that issues of race equality pervade all areas of our work.

## **The Behaviour System**

- We believe that every pupil can choose to behave well and, in our school, the vast majority do so every day.
- We have high expectations of pupils' behaviour and have a clear framework in place to ensure that our high standards remain high.
- Our behaviour system involves the use of basic school rules, maintenance of a behaviour record, regular positive behaviour weeks, spot rewards such as house points and longer term bronze silver and gold awards

## **School Rules**

We have 7 rules that must be followed at all times and in all places.

- I will have kind hands and feet at all times
- I will use kind words and show good manners
- I will follow instructions the 1st time I am asked
- I will show respect and care for my school
- I will listen to the person who is talking without interrupting
- I will walk around school quietly and sensibly
- I will be where I should be at all times

The school rules apply at all times and in all places during the school day:

- In lessons, at playtimes and at going home time
- With teachers, pupils, support staff and midday staff and visitors

## Our Expectations

In addition to our rules we would like to make it very clear that at Woolden Hill we will not tolerate:

- Bullying, whether verbal, physical or emotional
- Racism, whether by word, action or attitude
- Fighting or deliberately hurting others
- Swearing or bad language
- Refusal to co-operate

These behaviours will usually be recorded as a serious incident and will be dealt with by senior staff

## Visual system

In order for our children to know regulate their behaviour, a visual system is in place in all classrooms and all working areas of the school (hall, playground, intervention rooms).

This system is a 7 tiered system which recognises both positive behaviour and behaviour that is not acceptable:

Gold Star		A child is on the gold star continues to be a role model for the class or another adult spots the child's exceptional behaviour. 5 house points are earned for their house.
Silver star		A child who is on the bronze star continues to be a role model for the class or another adult spots the child's exceptional behaviour
Bronze star		A child displays behaviour that is over and above expected behaviour
White star		All children start the day on the white star: expected behaviour
Yellow Card		After a verbal warning, behaviour continues to be disruptive or a rule is broken
Orange Card		After a yellow card is issued, behaviour continues to be disruptive or another rule is broken
Red Card		After an orange card is issued, behaviour continues to be disruptive or another rule is broken. CHILD IS SENT TO HEADTEACHER  If a displays dangerous behaviour or has been physically aggressive to another child or adult, they will be issued with a straight 'red' card and be sent to the Headteacher.

If any coloured card is issued, to ensure that there is minimal disruption to learning, the child will be told that they are moving to the colour without discussion or reasoning until there is a break in learning time (for example moving from the carpet to table). For example, "Daniel, that is a yellow card." Reason for issuing the yellow card will be explained at the first opportunity.

## **Orange Cards**

Teachers will consistently monitor behaviour within their classrooms. Woolden Hill Primary will not allow consistent low level disruptive behaviour to take place and potentially affect the learning of others in the classroom. For this reason, pupils who regularly achieve Orange level (5 cards over a half term period), a letter will be sent home with the expectation for improved behaviour.

## **Red Cards**

If a pupil is issued a red card, a behaviour report form will be completed and logged by the Headteacher on our electronic monitoring system - CPOMs. Red cards are sent home for parents to sign and return the following day. If the card is not returned, a phone call home from a member of SLT will be made to ensure that parents can support us in the plan for improved behaviour.

Intervention to support a pupil who is receiving red cards may be deemed necessary. This may involve introducing a daily report sheet or, in extreme cases of misbehaviour, exclusion from school. If a child has hurt or upset someone they will also need to apologise and make a reassurance that it will not happen again.

To ensure careful monitoring of pupils with low level disruptive behaviour, class teachers are responsible for logging children who are issued cards of any colour in a simple weekly chart. This will help to identify children who may require further support for their behaviour. For children who are regularly receiving coloured cards, a behaviour diary chart, diary or log may be used to share with parents and to help spot trends and patterns that may be triggering behaviour. For those with positive behaviour, it will also help teachers to spot children who may be sent to the head for praise or a special commendation in assembly.

If behaviour is deemed to need urgent assistance, an orange square (medium risk) or red triangle (high risk) with the location of the issue will be sent with a pupil to get the Headteacher or Deputy Headteacher in their absence to support the member of staff in need.

Children who have been issued a coloured card have the opportunity to move back to the white star or even better if they show exceptional behaviour for the rest of the day. We strongly believe that each day should be seen as a fresh start for our pupils. Therefore, all children will start each day on the white cloud and therefore have the opportunity to show excellent behaviour.

## **Play & Lunch times**

We recognise that lunchtimes can prove a difficult time for some pupils to manage their behaviour effectively. To support this, Woolden Hill has a zoned playground with active play activities to help ensure that there is a variety of activities on offer for our pupils and to provide some structure. We also have an indoor club which may be used to support pupils who are showing that they cannot display safe behaviour outside.

If a pupil is not following a school rule outside, the following procedures will take place:

- A warning will be given to show that a pupil needs to change their behaviour choices
- If a pupil continues to misbehave and not follow the rules, they will be sent inside to the hall bench for time out (10 mins)
- A pupil will then be given the opportunity to show that they are sorry by returning outside to play
- If there is a continuation of poor behaviour, the pupil will return inside again and will miss the rest of lunch and the following playtime

If a pupil is showing unsafe behaviour outside:

- Lunch staff will remove the rest of the pupils from the scene until a member of SLT is able to attend to the scene
- The SLT member will escort the pupil inside and provide a calm space for the pupil to de-escalate to
- The Headteacher, or deputy in her absence, will decide on appropriate action, which may result in the pupil missing consecutive days outside, a behaviour plan being created and considerations for return to classroom
- Parents will receive a phone call in all incidents of unsafe behaviour.

If a pupil is being particularly helpful or is seen playing nicely at play or lunchtime, then they are given stickers so that the information can be shared with the class teacher quickly and easily. The school visual system is used in the dining hall to ensure that children understand that their behaviour must be consistent at all times of the day and with all adults in the school.

## **Recognition**

Most of our children follow the rules incredibly well, all day, every day.

At Woolden Hill Primary we are a Route to Resilience School. As part of this, through our Character Education programme, we strive to ensure that our pupils self-regulate their own and others behaviour and are intrinsically motivated to follow our school rules. This will ensure that pupils are not choosing to behave solely for the purpose of external rewards, but because of the internal satisfaction behaving well creates.

Our Characters are:

Intrinsic Factors	Extrinsic Factors
Hope	Gratitude
Zest	Empathy
Kindness	Respect
Curiosity	Honesty
Perseverance	Teamwork
Self Control	Independence

Therefore, staff in school are trained to ensure that they use vocabulary that recognises the effort of a pupil rather than the outcome produced. For example, if a child has produced a great piece of work, staff may praise the pupil for their creativity, pride or independence rather than praising them for writing lots or being neat.

However, at Woolden Hill, we do believe that celebrating success is important. In recognition of this we offer the following:

- Golden Book Assembly is used to give special awards and recognition to pupils who have made particular progress, either socially or academically. Weekly certificates are given and a text home to ensure that achievements are shared and celebrated.
- Work can also be sent to the Head Teacher for a HT sticker
- House points are used by all staff – contributing to their house total each week – the team winning at the end of each term will receive an “exceptional” experience
- Character Commendations (in a special assembly) and the opportunity to earn a character badge to showcasing our characters regularly.

Staff members also reward good behaviour and acknowledge significant progress made by individuals using additional strategies. (i.e. verbal praise for individuals and groups, stickers, stamps and written comments on work, sharing achievements and work with the class, other classes or other members of staff).

Golden time may be used a reward for the class, however this should not be timetabled in as a regular event. Golden time must be used for exceptional circumstances when the class has worked hard to show exceptional behaviour.

### **Additional support for pupils**

There are a very small number of pupils who find may find it difficult to conform to the school rules. For some of these pupils, the school behaviour policy is insufficient. Therefore, we have identified additional strategies that may be used with particular pupils. These strategies are detailed within a Personalise Pupil Plan. These children will be identified through one of the following; behaviour data, CPOMs logs and teacher referral.

If a child has a tendency to use physical force when angry or upset, they may be handled by trained MAPA (Managing Actual and Potential Aggression) members of staff to ensure that they are causing the least harm to themselves and others. In these cases, Positive Handling Plans will be used and adapted to support the child’s needs. All incidents where a child has needed to be handled will be shared with parents immediately.

The Head, Deputy and SENco are able to support/advise class teachers about behaviour modification strategies specific to particular pupils.

### **Recording and Monitoring**

It is the responsibility of the class teacher to arrange for the recording of their pupils’ behaviour. The Headteacher will monitor the CPOMs logs and parental complaints which will be reported to the advisory board.

Sanctions may be imposed on the children by teachers and Senior Management Team – this may include loss of privileges or lunch/break time, depending on the severity and reasons for the sanctions. In some

cases letters may be sent home asking parents/carers to come to school for a meeting with the Head Teacher/teacher to discuss possible options. This may include:

- use of a daily Behaviour Sheet
- asking for parental support at home and/or school
- reducing the time that the pupil spends at school through a fixed term exclusion (e.g. morning or afternoon sessions only)
- Daily contact (in person or by telephone) with home
- Lunchtime restrictions (restricted movement on playground or field)
- Exclusion – (in extreme circumstances)

Behaviour information is collected, monitored and analysed by the Head Teacher. Data is shared with class teachers and given to the Head Teacher for further analysis.

### **Keeping Parents Informed**

Regular communication between home and school is a vital part of all of our children's development. We aim to share good news and achievements as well as any concerns we may have regarding behaviour. Red cards and Gold cards are sent home to help parents understand how their child is doing.

Parents/carers are informed of pupil's good behaviour through certificates, texts, letters home and informally through discussions with parents/carers before or after school and via stickers worn by pupils. Comments may also be shared in partnership books.

# **APPENDIX 1**

## **Guidance for behaviour management for Lunchtime Play Leaders**

Your role is very important in many different ways, it contributes to improved learning, calmer atmosphere, better working atmosphere (children and adults) and if we engage with people in a positive and supportive manner it will become a better place than it is now.

1. Even if children are not in the playground **we must be at our starting places on time.**
2. All Play Leaders are assigned to a zone each day. It is your responsibility to follow the activity card for this zone to provide a fun, active lunchtime activity.
3. **There should be no time whereby play leaders are clustering together** – only if urgent message need to be passed on, hand over a child or to receive instructions if unsure of something.
4. While in your zone, **constantly talk and engage with the children** – ask them how they are? Has anything good happened in school today? Your relationship with pupils is crucial and they need to feel a connection with you.
5. **ANY HARMFUL CONTACT BETWEEN PUPILS** should be dealt with by:
  - a) Removing any pupils at risk of harm by asking them to join a different zone to ensure that they are being supervised
  - b) If the situation cannot be resolved independently, calling for a member of SLT to support you
  - c) Sending the pupil causing harm inside for discussion with SLT members and consequences
  - d) **Slide tackles = no football** for the **remainder of the day** – clear rule and easy to apply, BUT you must see it happen. Children must stay on their feet at all times during football.
6. Where children have fallen out with one and other or are arguing:
  - a) get the children together and **calm the situation** – listen to both points of view
  - b) can the situation be resolved between the pupils? Can they compromise? If so, allow them to continue to play together. If not, find an alternative solution but ensure that both parties have people to play with.
  - c) Do not assume that pupils can sort out problems by themselves – they need you to support them so do not ask them to try to sort it independently. This will help them trust and value your opinions.
7. The **visual system of stars and cards** must be followed in the hall. Look for pupils who may be able to sit on the golden table for the following week. Consider which character traits they have shown. Also, remember to add pupils to the golden book for showing good character traits outside.
8. For pupils who are not following the rules, they must be given a warning. If behaviour continues, they must be sent inside for 10 minutes time out on a bench. Please send a pupil with the child to ensure that they reach their destination.
9. We have identified several pupils who have challenging behaviour and need greater support, there will be **VERY SPECIFIC** instructions on what to do regarding the management of their behaviour. (details of these pupils will be discussed and on the whiteboard outside the HT office)
10. How do we send for help – Use the **RED TRIANGLES** and **ORANGE SQUARES** – **you will need to carry these at all times in line with our behaviour policy.**

## **11. SAFEGUARDING & CONFIDENTIALITY IS ESSENTIAL AT ALL TIMES**

## Examples of when to use the behaviour ladder:

	Behaviour observed:	Recognition/ Consequences
White	Children are displaying appropriate behaviour	<ul style="list-style-type: none"> <li>• Moving up the behaviour ladder to a coloured star</li> <li>• Praise (verbal &amp; non-verbal)</li> <li>• Stickers</li> <li>• Certificates</li> <li>• House points</li> <li>• Showing work to SLT &amp; HT for sticker</li> </ul>
Yellow Card	<ul style="list-style-type: none"> <li>• Chatting inappropriately</li> <li>• Calling out repeatedly</li> <li>• Bringing inappropriate equipment into school</li> <li>• Lack of respect/ attention to others and school property</li> <li>• Wondering around unnecessarily during lesson</li> <li>• Interfering with others and /or work</li> <li>• Telling tales about others</li> <li>• Delaying being on task</li> <li>• Coming into class inappropriately</li> <li>• Taking things without permission</li> <li>• Throwing/ flicking items</li> <li>• Shouting/ singing inappropriately</li> <li>• Deliberately annoying others</li> <li>• Not finishing work, despite support and encouragement</li> <li>• Disrespecting adults</li> <li>• Answering back</li> <li>• Leaving the classroom without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Children then moved to Yellow</li> <li>• Confiscation of offending items</li> <li>• Reminded of expectations</li> <li>• Reinforce appreciate behaviour – “Well done for making the right choice, let’s get back to white!”</li> <li>• Catch them being good – however small the step in the right direction might be</li> </ul>
Orange Card	Repeated yellow behaviour	<ul style="list-style-type: none"> <li>• Moved to orange on the behaviour ladder</li> <li>• Change of Seat</li> <li>• Reminded of expectations</li> <li>• Complete behaviour log (5 times on orange in a half term will involve contacting parents)</li> <li>• 5 mins missed play</li> <li>• Reinforce appreciate behaviour – “Well done for making the right choice, let’s get back to white!”</li> <li>• Catch them being good – however small the step in the right direction might be</li> </ul>
Red Card	<ul style="list-style-type: none"> <li>• Reported swearing</li> <li>• Physical Attack on another pupil or adult</li> <li>• Damage to property</li> </ul>	<ul style="list-style-type: none"> <li>• Moved to red on the behaviour ladder</li> <li>• Miss 15 minutes of lunchtime (if AM red) or 15 mins of break the following day (if PM red)</li> <li>• Red card sent home</li> <li>• Call for SLT if required</li> </ul> <p>If a child moves straight to red, all of the above applies and:</p> <ul style="list-style-type: none"> <li>• Call for SLT</li> <li>• Parents Contacted</li> <li>• Possible fixed term exclusion</li> <li>• If three red cards in half a term, behaviour card between home and school will be used</li> </ul>

*NB: this is not a complete list and there may be other incidents that are not covered here. However, we must ensure that we are consistent between staff and classes **at all times**.*