



# Woolden Hill Primary School

Achieving Success, Creating Futures Together

## Behaviour Policy

<b>Approved by:</b>	Headteacher: Sarah Sadler	Date: 08/05/2019 (V3)
<b>Last reviewed on:</b>	June 2018	Chair of AB: Sujay Lavingia
<b>Next review due by:</b>	June 2021	

## Rational

At Woolden Hill Primary School we want every pupil to reach their full potential. We want them to grow socially, personally and academically and we want them to become responsible, caring and successful members of society. This behaviour policy enables children to do that as well as enabling teachers to teach in an orderly and disruptive free environment.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, have an ethos of respect and responsibilities. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way and in encouraging positive behaviour in and around school.

## Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Promote and Maintain** clear expectations of behaviour
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[special educational needs and disability \(SEND\) code of practice](#)

## Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a calm and caring ethos:** To support children effectively we consider each individual's needs, showing that we care enough to be firm and/or compassionate and remain calm and focussed when supporting positive behaviour changes.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.

- **Implementing a positive approach:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour we will endeavour to use positive approaches that take account of individual's needs.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention

## **School Rules**

At Woolden Hill Primary School, our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management.

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

## **Roles and responsibilities**

### **The Advisory Board**

The Advisory Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **The Headteacher**

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Develop a positive relationship with all pupils
- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on internal systems
- The senior leadership team will support staff in responding to behaviour incidents.

## **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **Pupils**

Pupils are expected to:

- To work to the best of their abilities
- To treat other pupils and staff members with respect
- In class, make it possible for all pupils to learn
- Treat the school building and school property with respect
- Accept sanctions when given

## **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.

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.

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.

## **Sanctions**

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)

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the Headteacher's office or SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from out site visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and exclusion from the trip the last resort.

## **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.

## **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school’s special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Exclusions**

On rare occasions there may be a need to directly exclude a pupil. This means that the staged behaviour systems would have bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in an exclusion.

There are three types of exclusions used:

**Lunchtime exclusion** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime exclusion will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in

time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.

**Fixed term exclusion** – This is a temporary exclusion which can be between 0.5 and 5 school days. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.

**Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in exclusions over time could result in a permanent exclusion. This decision would not be taken lightly and would not be taken lightly and would ultimately be sanctioned by the headteacher. Further information regarding exclusions is stated in the school's exclusion policy.

### **Off-site behaviour**

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school
- Or, misbehaviour at any time, whether or not the above conditions apply, that:
  - Could have repercussions for the orderly running of the school
  - Poses a threat to another pupil or member of the public
  - Could adversely affect the reputation of the school
- In any of the above circumstances the Head Teacher will consider if the behaviour is criminal or poses a threat a member of the public, in which case the police will be informed.

### **Malicious allegations against school**

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made. In such cases parents will always informed of their child's behaviour and sanctions applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

## Physical Restraint

A number of staff members have MAPA training (Management of Actual or Potential aggression). This programme is designed to consider the Care, Welfare, Safety and Security of pupils as well as defuse challenging situations. MAPA also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Our Physical Intervention Policy contains further details.

## Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils. Possession of any prohibited items include: Knives or weapons, Stolen items, Tobacco and cigarette papers, Fireworks or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## Pupil transition

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Staff development and support

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are MAPA trained. However, behaviour management forms part of whole staff continuing professional development.

## **Monitoring Arrangements**

This behaviour policy will be reviewed by the headteacher and the advisory board every two years. At each review, the policy will be approved by the headteacher.

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.

The Headteacher will monitor the CPOMs logs and parental complaints which will be reported to the advisory board. 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**.*