

# White Bridge Primary School

## Behaviour Policy

*We aim to provide a caring environment where everyone can feel happy, safe, valued, respected and achieve to the very best of their ability. We value each individual regardless of their gender, culture, race, religion, disability or ability. We respect everyone, children and adults alike.*

### **Our approach to behaviour:**

We want school to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. We want to produce citizens of the future that do the right thing because it is the right thing to do.

We aim to do this through:

- Positive teaching of behaviour expectations
- Rewarding positive behaviour
- Appropriately challenging unacceptable behaviour through the school's rewards and sanctions systems.

### **Key objectives of our behaviour policy:**

- To ensure pupils enjoy school and are able to make the very best progress possible in their learning
- To keep all children safe
- To help develop self-esteem, enabling the children to work and play effectively with others and take responsibility for their learning and actions
- To promote/develop empathy and respect for self and others
- To ensure that positive behaviour is recognised
- To develop good behaviour in all pupils
- To accept that there are consequences to their actions when these are inappropriate
- To encourage pupils to respect and value the school environment and its routines
- To ensure that pupils are confident of their right to be treated fairly
- To empower staff to expect appropriate behaviour from everyone
- To acknowledge that the maintaining of good behaviour within the school community is a shared responsibility: pupils, staff and parents all have a role in achieving this
- To ensure the rights and responsibilities of all members of the school community.

### **Behaviour expectations:**

#### **All pupils should:**

- Be courteous and considerate to one another and to all adults in the community
- Know that they are important contributors to the smooth running of the school
- Take responsibility for their actions and tell the truth
- Be aware of how the support and praise, and sanction systems, operate as a result of positive and negative behaviour
- Know that they will have access to fair and reasonable treatment, which will include sanctions where necessary
- Know that in the event of a problem they will be given the opportunity to talk it through with an adult in school.

**All staff should:**

- Be aware of the agreed behaviour policy and procedures
- Co-operate with colleagues and parents in implementing the policy and procedures
- Be a good role model in their interactions with pupils, colleagues and parents
- Reinforce school aims and objectives in their class and throughout the school
- Know that the Headteacher, Deputy Head, Assistant Head, Inclusion Manager, and Senior Middays (for Midday staff) are available should professional consultation be necessary.

**The Inclusion Manager is responsible for:**

- Working with appropriate staff where children have significant long term behaviour issues that may be part of an IEP (Individual Education Plan)
- Supporting staff in the implementation of specific plans
- Leading and monitoring reviews of individual plans
- Liaising with parents and outside agencies where appropriate.

**The Headteacher is responsible for:**

- Ensuring that the behaviour policy meets applicable statutory requirements (including safeguarding)
- Ensuring that the behaviour policy is applied consistently throughout the school
- Reporting to Governors, when requested, on the effectiveness of the policy
- Ensuring that the policy meets the needs of the school community
- Ensuring that sufficient funds are made available to implement the policy
- Ensuring that the policy is reviewed annually.

**Parents are responsible for:**

- Supporting the school's behaviour policy by reinforcing the school message with regard to positive and negative behaviour
- Respecting the positive ethos of the school
- Giving praise and encouragement, especially when highlighted through stickers or awards given in school
- Working together with staff when necessary to address negative behaviour in school
- Recognising that the school needs time to work with a child to clarify and then resolve issues
- Approaching the staff in school about problems with respect, using appropriate language and behaviour.

**Governors are responsible for:**

- Making sure that a behaviour policy is in place
- Making sure that the policy is regularly reviewed
- Reviewing the effectiveness of the policy.

### **The Classroom Approach**

All teachers will aim to create a happy and well-ordered class environment, where pupils are respectful of each other, co-operate, are friendly and work productively. Teachers will find their

own classroom style and practical strategies for managing behaviour within a positive context. This will include well planned teaching that aims to meet the needs of all pupils. At the heart of this will be classroom rules agreed with the children at the start of each academic year, written in positive terms (for example: We keep our hands and feet to ourselves, rather than no hitting or kicking) which are displayed and referred to frequently. Each class will also use the traffic light system which is highly visible. This works as follows:

- **Green**-children are well behaved and are working hard
- **Yellow**- behaviour no longer at an acceptable level. Children are reminded of the correct behaviour, and given a chance to get back on track, before their name is moved.
- **Red**- children may move here if, despite reminders, 'yellow' behaviour has continued OR for more serious unacceptable behaviour.
- **Gold**- Children may be moved onto the gold for something particularly remarkable (behaviour or achievement)

**Examples of Green Behaviour:** following class rules, working hard, trying their best, good manners, listening and responding promptly to adult direction, good concentration.

**Examples of Yellow behaviour:** chatting instead of working, distracting others, messing about on their table, lack of focus, failing to get on with the task in hand.

**Examples of Red Behaviour:** acting in an unsafe manner, deliberately offensive swearing, refusing a member of staff, leaving class without permission when frustrated or angry, deliberate homophobic or racist comments.

**Examples of Gold behaviour:** something which is over and above what a child normally achieves, or consistently high standards of behaviour and work over an extended period. Meant to be an occasional reward, not an everyday occurrence.

#### **Examples of how we encourage good behaviour:**

- The continued use of verbal praise and encouragement for pupils behaving well. Praising positive behaviour has a profound effect on the individual and the pupils around them
- Sending children to another member of staff for praise
- Sending children to Head or Deputy for praise and/or a sticker
- Stickers in class (Reception, KS1)
- 'Star stickers' and '10 star' awards (Reception, KS1)
- House points (KS2)
- Stars of the week (KS2)

Examples of how we discourage inappropriate behaviour:

- Reminders about good behaviour, including reference to class rules
- Praising of good behaviour nearby
- A direct look/shaking of the head
- Tactical ignoring
- Use of the traffic lights
- Separating the pupil within class
- Removal to a paired class
- Removal to another class, Inclusion manager or Deputy Head when other approaches have not had the desired effect, or for really serious incidents

If a child has exhibited behaviour that is red level in class, then this will be logged in the behaviour file by the class teacher. If it is as a result of persistent yellow behaviour, then the class teacher may apply an appropriate sanction to try and get the child back on track in the first instance. This could be missing part of a break time. If this is happening frequently consult SMT. If the red behaviour has been more extreme, this will be reported to a member of the SMT and recorded in the behaviour file, appropriate consequences will be agreed, and parents will usually be informed.

### **Playground behaviour:**

Pupils are expected to display good behaviour whilst on the playground and in the dining hall. The school expectations should be constantly reinforced by members of staff supervising these areas. It is important that incidents are dealt with calmly and quickly and that children are listened to.

Lunch and playtime supervision includes:

- Daily access by the children to class footballs (KS2 only) and other playground equipment (weather permitting). KS1 football only when the field is in use at playtimes.
- Staff and play leaders to facilitate games and activities (lunchtimes only). When children are actively involved in fun activities there are less behaviour problems.
- Regular liaison meetings with member of SMT.

Staff supervising the playground need to be observant of potential problems. They may use a whistle to gain the attention of children where necessary, and will intervene to try and prevent disagreements from escalating wherever possible, but staff are more frequently trying to resolve disagreements that are reported to them.

In the KS1 playground, children who have behaved inappropriately may need a brief time out, usually 5 minutes, in a designated place or with a designated adult.

In the KS2 playground, children who have behaved inappropriately may also need time out in a designated place, and if the behaviour is repeated within that playtime then they may be referred to a more senior staff member (senior midday at lunchtimes). This is more likely at lunchtime, when the time the children are out is much longer.

Example of behaviours that may need a time out: prolonged arguing, abusing equipment, rough tackles or rough play, play fighting, refusing to share.

Some behaviours may need a sanction (please see sanction section).

Any serious misdemeanors such as deliberately offensive swearing, fighting, refusing a member of staff should be referred to a member of the SMT, who will investigate fully and decide the relevant consequence, in line with the guidance in this policy. Such incidents will be recorded in the behaviour log.

Investigation of incidents will be on the same day if possible. The SMT will decide if parents are to be informed.

It is the responsibility of staff supervising the playground and dining hall to investigate incidents as they happen and listen to children who come to them with problems that need resolving.

They should ask questions to establish the facts, and allow both sides to speak where there is disagreement. It is hoped that most small disagreements can be resolved by duty staff/Midday staff, with apologies given where appropriate and acknowledgement of the right thing to do in future.

Sometimes incidents, even if not particularly serious, can take some time to 'unpick'. At KS2 (occasionally at KS1) this will usually be dealt with the following day at lunch time, not during lesson time. This is not a detention.

## **Sanctions**

In applying sanctions for **reception and KS1**, account is taken of their age and development, and sanctions will be agreed and applied on an individual basis, but may include missing time in the playground. Parents will be informed if felt necessary, and will always be advised in the case of intentional injury of another child (eg biting) or persistent lower level poor behaviour.

Sanctions for red behaviour for **KS2 pupils** is more structured to reflect their age and knowledge of appropriate behaviour in school.

As a minimum a **lunchtime detention** will be applied-the child will lose half of their lunchtime and will be supervised by a member of staff. Lunchtime detention/s are the most usual consequence of red behaviours.

In exceptional cases where behaviour is particularly severe, or is part of a repeated pattern, then other consequences may follow. These will always be in consultation with the SMT, and could be:

**Increased lunchtime detentions**-more than one, and/or missing the whole of lunch time apart from eating.

**Loss of privileges** – A child may be excluded from attending a school trip or taking part in a school activity. A child may be removed from having a prefect responsibility.

**Internal Exclusion** – A child will remain in school but will be educated for the day out of their own class. They will lose the right to have play times and lunchtimes with the rest of the school.

**Lunchtime Exclusion** – If a child acts in an unsafe way at break times or lunch times then there may be occasions when the child will not be allowed to remain on school property at lunchtime. This can only be put into place by the Headteacher/Deputy.

**Fixed Term Exclusion or Permanent Exclusions** – Only the Head Teacher (or Deputy Head after consultation with the Headteacher) has the power to exclude a pupil from school.

Decisions to exclude are never taken lightly. Permanent exclusion is a last resort, and usually follows a succession of fixed term exclusions. However, a single act of serious misconduct can result in a permanent exclusion.

**Serious Misconduct**-every case of serious misconduct will be judged on its merits. A single event of serious misconduct can occur in a number of different ways: this could include violent physical assault on a member of staff or child, defamation of a member of staff on social media.

**EVERY TERM is a FRESH START** however our behaviour records will enable us to detect patterns relating to behaviour and/or potential bullying of individual pupils over time.

### **Children with Special Educational Needs:**

Some pupils are recognised as having significant or complex needs that impact on behaviour, and this may require an individualised behaviour programme and support. Where this is the case, it remains important the child understands that there will be clear boundaries and consistent consequences for their actions, even if these are not the same as for most pupils.

### **Support for children who are experiencing problems in school:**

From time to time some children may need additional support to manage their own behaviour and feelings, and where this is the case individualised plans will be put in place.

**Anti-bullying:**

We do not tolerate bullying or racism of any kind. We teach children what bullying is through our PSHE teaching, and aim to create a school where children can tell other people if this is happening. If we discover that an act of bullying, racism or intimidation has occurred, we act to stop any further occurrences. Whilst it can be very difficult to eradicate these behaviours altogether, we do as much as we can to ensure that children can attend school free from fear. Please see anti-bullying policy for further information.

Through our policy we aim to enable the school to function efficiently, effectively and safely by creating the supportive environment, conducive to learning, which we all desire.

This policy was agreed at the Governing Body meeting in March 2017  
JW 1/17