



Waterhouses CE
Primary Academy

Behaviour Policy

Committee	Curriculum and Attainment
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'Celebrate Learning, Achievement and Friendship in God's Love' *Core Christian Values: Love, Trust, Hope, Respect*

This policy has been drawn up after consultation with staff, governors and with the involvement of the children in the school council and in classes.

The Behaviour Policy should be read in conjunction with the school's Safeguarding Policy (which includes managing allegations against staff), Anti-bullying Policy, SEND Policy and Equality Policy. Reference has been made to the following legislation in the compiling of this policy:

- **SEND Code of Practice** (which takes account of the SEND provisions of the SEN and Disability Act 2001) **2014**;
- **Equality Act 2010**;
- **Children and Families Act 2014**;
- **The National Curriculum (primary) 2014**;
- **Teachers Standards 2012**.

Ethos of the school

At Waterhouses CE (VC) Primary School we aim to create a caring, nurturing environment in which every member of the school community is valued as an individual and is encouraged to develop his/her full potential in all aspects of their life. Our values reflect those outlined in the Church of England safeguarding document '*All God's Children*'. We are a caring community with strong Christian values and Christian teaching which reflects the ethos of the school. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way.

The guidance in the DfE document '*Behaviour and Discipline in Schools*' (January 2016) supports this policy. It acknowledges the statutory authority teachers and paid staff of the school have to discipline pupils whose behaviour is unacceptable, who break school rules or fail to follow a reasonable instruction. (Section 90 and 91 of the Education and Inspections Act 2006). If necessary, teachers can confiscate pupils' property.

It is our belief that all children are of equal value, that every child in the school has the right to be taught without being interrupted or disturbed, and that all adults have the right to teach and work with children without having their authority or role undermined. In the school community, all children have a right to feel safe, secure, accepted and valued. The school will ensure that right wherever possible.

The children have discussed what they feel to be their rights and developed the following list:

- To have a good education
- To be kept safe
- Not to be bullied
- To know that our belongings are safe
- To be listened to
- The right to be on time for school
- To progress
- The right to be trusted with responsibilities.

The children also discussed what a teacher's rights are. They decided:

- Teachers have the right to be listened to and to teach the children in their class.

Aims of this policy

We aim to:

- Ensure a consistent approach to behaviour management.
- Maintain a positive climate with high expectations and standards of behaviour.
- Support effective teaching and learning.
- Emphasise the importance of being valued, to celebrate success and raise the self-esteem of all children and adults within the school community.
- Be a caring community which fosters respect, honesty, truth, kindness, cooperation and tolerance.
- Encourage relationships built on mutual respect and understanding of the needs of others.
- Encourage children to take responsibilities so that they learn to be responsible
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.
- Ensure the curriculum is relevant and matched to the individual's needs.
- Ensure that vulnerable children-such as those with special educational needs, physical or mental health needs- receive sensitive and well matched behavioural support.
- Establish consistent behaviour management systems and teaching methods promote active pupil involvement and motivation to learn.
- Maintain a strong partnership between home and school which is vital to the success of our policy.

Objectives:

Our children will:

- Be aware that good behaviour is appreciated and valued.
- Be considerate of the needs of other people.
- Develop a sense of responsibility for their own behaviour.
- Be given the opportunity to contribute towards the drawing up of rules/codes of conduct for their own classes.
- Complete work tasks set.
- Understand the need to move around the school safely and quietly.
- Observe the high standards of conduct of all the adults working in the school as role models for good behaviour.

The children have also been involved in the development of this policy by devising their own six Golden Rules. These are on display throughout the school to serve as a reminder of our expectations.

Waterhouses Six Golden Rules

- We keep ourselves safe and behave sensibly at all times
- We are kind and polite to everyone in school including visitors
- We respect and care for each other
- We enjoy learning and always try our best
- We walk around school
- We look after our resources and keep our school tidy

Classroom Rules /Codes of Conduct

- Rules will be few, concise and reviewed periodically.
- Each class discusses a few rules appropriate to the age of the children to ensure a positive working environment. These rules will be based on our Golden Rules.
- Child involvement in formulating class rules is both necessary and productive. The reasons for and importance of rules will be stressed.
- Rules will be expressed in positive terms.

Class rules, their purpose and ethos, will be explored and discussed through the autumn term and periodically through the school year.

Rewards and Sanctions

We believe that the encouragement of desirable behaviour is the most effective and positive means of behaviour modification. We also believe consistency in approaches across the whole school is essential to the success of this behaviour policy. Our system of rewards and consequences has been made clear to all the children so that they know exactly what behaviour is expected of them and the consequences of choosing not to follow the rules.

Rewards

Rewards are built into the daily routine of school life. They are given for hard work, effort, acts of kindness and politeness. Rewards include:

- Regular verbal praise.
- Stickers, smiley faces, written praise and praise notes home.
- Being sent to another teacher or the head teacher for praise and a 'special' sticker.
- Lunchtime rewards of stickers and praise notes given by the lunchtime staff.
- Additional playtime, golden time or free choice of a special activity if the whole class or group have worked very hard/behaved exceptionally well.
- Moving up on displayed 'traffic light' cards with the possibility of becoming 'star of the day'.

House points

Traditional to Waterhouses School, is our system of 'houses'. On entry to the school, pupils are placed in a house and earn house points for their team. House points are a strong and valued element of our reward system. Each week the points are collated and the winning house receives a small trophy. Each house is led by a house captain and vice-captain. At the end of the year, the winning house receives the school house shield and a reward.

'Steps to Success' Learning Passports – for Years 1-6

Positive attitudes to learning can underpin behaviour in the classroom and beyond. Through our 'Steps to Success' learning passports, pupils learn about what will make them successful learners, successful friends and successful in their adult life. They learn the importance **Trying New Things, Working Hard, Concentrating, Pushing Themselves, Improving, Understanding Others, Not Giving Up and Being Organised**. Pupils each have a 'Steps to Success' passport and, with the support of the class teacher, record personal achievements linked to the themes in this scheme. This supports pupils' behaviour, attitudes and values.

Pupils are individually rewarded with bronze, silver and gold certificates and badges as they progress through the scheme. There are also opportunities for class rewards if they all achieve the levels within a certain time frame. This encourages the class to work together and support each other in working on effective learning behaviours. Parents receive texts home so that they are fully aware and involved in supporting their child to develop positive learning attitudes.

Superstar certificates

As a further reward for exceptional achievement in learning, behaviour, attitudes or values, the class teacher nominates one or two children to receive a superstar certificate at one of our celebration assemblies. Parents and carers receive a special invitation to the presentation. It is ensured that all children get at least one opportunity to shine in this way over the year.

Celebration Worship

Special assemblies once a fortnight are held to celebrate the whole range of our pupils' successes, triumphs and achievements both inside and outside of school. Parents, carers, friends and relatives attend the worship and children feel valued which in turn raises self-esteem and confidence.

Sanctions

We make every effort to ensure that sanctions are applied calmly, firmly, fairly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

Important features of sanctions include:

- Use of visual representations of expectations.
- A focus on the misbehaviour rather than the child. E.g. "that was an unkind thing to do" rather than "you are very unkind".
- A message about what the child has done wrong and what they should do in the future.
- An opportunity for the child to help 'mend' the situation.
- An emphasis on personal responsibility and ownership of one's own behaviour.
- Timing immediately after the misbehaviour wherever possible.
- Sanctions appropriate to the misbehaviour.
- Looking for the possibility of praise after the sanction, to encourage more positive behaviour.

Misbehaviour at a low level

This may include: shouting out, interrupting an adult, not entering the school quietly, running along the corridor, not sitting quietly during worship, messing about and not listening/doing work.

Sanctions may include:

- Non-verbal communication from staff- eye contact, hand gesture, standing by the child.
- A praise statement to a pupil who is behaving. "Well done...."
- Confronting the pupil with the statement "What are you doing?" Reinforcing the rule that is broken, giving a reminder of expected behaviour and a reminder of the consequence if he/she continues.
- Moving down the displayed traffic light cards with the warning of a sanction if poor behaviour continues.

Where a child exhibits **persistent low level disruption to the class**, the normal hierarchy of sanctions following an initial reprimand and reminder of expected behaviour/consequences, will be:

- A second reprimand and reminder. They will also be told that if they have to be reprimanded a third time, they will be moved to a 'time out' table or, if appropriate, to another classroom for either 5 minutes (younger children) or 10 minutes. (older children).
- On the third reprimand, child to be moved with their work to a 'time out' table or to another classroom if appropriate. There should be a timer on the table. The expectation is that, where possible, they get on with their work quietly. If they are unable to continue with their work independently, they should take a

book to read. At the end of the 'time out' period, the child should be asked if they are ready to return to the lesson. Reminders of expected behaviour should again be given. The teacher will always investigate the reason(s) for the continued misbehaviour fully, e.g. as the child been provoked by another child? Any work not completed must be finished during break or lunchtimes. If disruption occurs towards the end of a lesson, it may be more appropriate for the child to miss part or some of their break time as a sanction.

- In the case of break time or lunch time, the child or children involved will be told to have a 5 or 10 minute time out (depending on their age) sitting on a bench.
- If, on returning to the lesson, the disruptive behaviour continues or they are disruptive while at the 'time out' table then they will be told that they will go to the hall to miss break and sit with Mrs Lockett (or another member of staff if Mrs Lockett is absent).
- In the hall, they will be asked to explain their behaviour, reflect on it and asked what they could do better next time. They will be asked to apologise for their misbehaviour. Their name will be recorded in the behaviour book.
- On returning to class, they will be expected to apologise to the adult in charge and any child/children they may have upset.

The class teacher/Teaching Assistant will use their professional judgment on whether it is appropriate to phone parents/carers to inform them that their child has missed break and gone to the hall. Where the misbehaviour occurs at the end of the day, a phone call home to explain what has happened may be appropriate. Wherever possible, we work on the principle that **each day is a fresh start.** Class records of misbehaviour and also positive behaviours will be kept on a daily or weekly basis as appropriate. These records will be looked at on a half termly basis by the Headteacher in order to analyse the success or otherwise of the behaviour policy.

If the child's name appears 3 times in the behaviour book, the parent/carer will be invited in to discuss their child's behaviour. The school and parents/carers will work together to try to ascertain if there are any underlying issues which may be causing the misbehaviour. Systems such as: setting behaviour targets, having a good behaviour sticker chart or a home/school behaviour diary, setting up a 'circle of friends' or having a nurture group may be considered. A child may benefit from a referral to our School Counsellor in order to support improvement in behaviour. This will be done in consultation with parents. We strongly value the support of parents in promoting positive behaviour approaches.

Anger Management

Very occasionally, a child can struggle to manage their feelings, particularly of anger. If this is the case, they are encouraged to develop an appropriate calming down strategy that allows them to regain control and safeguards themselves and others. This often involves finding an activity that the child feels calms them quickly and providing a safe, well supervised area to do so. The aim is to teach the child to recognise certain feelings and deal with them before responding, so that responses can be appropriate and constructive. As soon as they calm sufficiently, they talk to the supervising adult about the cause of their anger.

The Principles of 'Choice, Decision, Instruction' (CDI)

Where a child is having particular difficulty in regulating their behaviour, we are careful with the vocabulary we use. Some children need to be explicitly taught the expectation that when an instruction is given, it is followed immediately and is not to be questioned. Therefore, we are careful not to give instructions in the form of questions E.g. We say "You need to sit down because...." rather than "Can you sit down please?" For some children, by giving instructions in the form of questions, they then feel they have an element of choice in their response. When the instruction is followed, the response should be "thank you" and not "well done". If a child is refusing to follow a reasonable instruction from an adult, they will be asked to make a decision. A decision is an option of two. It is not a choice as the child cannot have an unlimited range from which to decide. Decisions are time limited and can often be ultimatums. E.g. "You have five minutes to make a decision. Either.... Or the consequence is this" The child is encouraged to consider their decision carefully as once the decision has been made, they must stand by it.

They cannot change their mind and must accept the consequences of their decision. The decision they make will influence their behaviour in the future.

We acknowledge that there are degrees of inappropriate behaviour and therefore degrees of responses.

Serious misbehaviour

Severe misbehaviour is extremely rare but might include: failure to respond to the above, fighting/physical abuse, verbal abuse/swearing, deliberate damage to property, stealing, refusal to comply with a reasonable request from any member of staff or aggressive, dangerous behaviour which may put themselves or others at risk. This type of behaviour is the immediate responsibility of the head teacher or the senior teacher if the head teacher is not on site.

If a child refuses to follow a calming down strategy and there is a visible escalation of anger, the other children are instructed to ignore the behaviour and continue as normal. A sensible child is sent to fetch the head teacher and another member of staff. If the child refuses to leave the classroom, then the other children will be taken to another room/classroom to continue with their learning. They will be reassured that this is to allow the child to be able to calm down without distraction and that everything is ok. Two adults will remain with the child until he/she has calmed down. The child is not touched or restrained but if they are throwing things, then where possible moveable objects will be removed away from the child.

Informing Parents

- Parents will be informed immediately of the problem.
- There will be a meeting with parents to discuss strategies for improvement in the child's behaviour and/or a warning of the next stage if the problem is recurring.
- Outside agencies may well be involved such as Behaviour Support or Educational Psychologist. Discussions with outside agencies, the SENCO and parents/carers will be necessary to ensure that there is no underlying condition eg a communication difficulty or mental/emotional health issues causing the misbehaviour.
- A Behaviour Improvement Plan (BIP) may be formulated in consultation with the parents, class teacher, SENCO and child.
- The Head teacher has the legal option of suspension on a short term basis, or permanently excluding the pupil, should all else fail, following consultation with the Chair of Governors. We follow the DFE Exclusions procedures/policy as recommended by Staffordshire LA and Staffordshire LA documentation in relation to the exclusion procedure.

Short term suspension or permanent exclusion is **always a last resort** solution after the school has tried everything else. However, on extremely rare occasions it may be used to protect other pupils and staff, and to ensure their right to teaching and learning is protected.

Bullying

Please see separate anti-bullying policy.

Supporting Children with Additional Needs

Any child, at any time during their schooling, could experience a period of turbulence which may result in unwanted behaviours. For a small number of children they may have a specific underlying condition/need which should be taken into account. Approaches used to support these children could include:

- Continued discussion, involvement and liaison with parents.
- Discussion with the child about the behaviours
- Providing additional support in liaison with the SENCO

- Implementation of a behaviour plan
- Consultation with outside specialist support eg medical advisors
- Involving external agencies eg Autism Outreach

Any approaches used will be reviewed regularly and adapted as necessary.

At Waterhouses, we value a strong and supportive teamwork approach. Where teaching staff are experiencing a child with behavioural difficulties in their class, we will all work together as a whole school to support, guide and help. The negative impact on staff wellbeing of having to manage sometimes complex and difficult behaviour, resulting from additional needs is strongly recognised. Priority will be given to resources and training aimed to resolve the difficulties swiftly.

Dyslexia Friendly Statement

As a dyslexia friendly school, our teaching and learning strategies support *all* children and reflect our positive inclusive culture. It is recognised that the difficulties some children with dyslexic tendencies face, may result in low confidence and self-esteem which in turn may result in unwanted behaviours. Through our dyslexia friendly teaching and learning strategies we enable all children to make progress and achieve success. This minimises pupil frustrations in learning and feelings of 'failure'. Please see our Dyslexia Friendly Policy for more information.

The use of reasonable force to control and restrain pupils

Following the issue of guidance from the DfE (January 2016) these are the very limited circumstances in which the use of restraint is appropriate:

- Where a pupil's behaviour is at risk of causing injury to him/herself.
- Where a pupil's behaviour is likely to cause injury to others (adults or children).
- Where a pupil's behaviour is likely to cause serious damage to property.

Misbehaviour by a pupil outside of the school day

Guidance from the DfE (January 2016) states:

What the law allows:

'Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (see par. 21 of guidance)

Subject to the behaviour policy, teachers may discipline pupils for:

- *Misbehaviour when a pupil is:*
 - *taking part in any school-organised or school related activity*
 - *travelling to and from school or*
 - *wearing a school uniform*
 - *in some other way identifiable as a pupil at the school.*
- *Or misbehaviour at any time, whether or not the conditions above apply, that:*
 - *could have repercussions for the orderly running of the school*
 - *pose a threat to another pupil, a member of staff or a member of the public*
 - *or could adversely affect the reputation of the school.*

This policy will be reviewed annually.