

Behaviour Policy



December 2016

Ratified by the Governing Body on 8th December 2016

Signature of Chair of Governors _____

Dated: _____

Aims of the Policy

The aim of the policy is to create a caring school where we want everyone to feel safe, secure and happy, where there is a sense of belonging and community. At Wheelers Lane we expect everyone to display good manners, self discipline and respect for themselves, others and property. Everyone should be able to work in an atmosphere which is free from negative behaviours including bullying, sexism and racism.

Positive discipline procedures, quick response measures and a commitment to fairness for all, alongside the continuous reassessment of environments for learning and playing, ensuring a high standard of behaviour in school.

Objectives

For the children to show:

- Self confidence
- Self control
- Sensitivity and consideration for others
- A pride in themselves and their school

For the children to develop:

- Responsibility for their learning, behaviour and their environment
- A sense of fairness
- An understanding of the need for rules
- A respect and tolerance for others'

Role and Responsibilities of the school community:

Staff and Governors	Pupils	Parents
To lead by example	To respect, support and care for each other both in school and the wider community	To be aware of and support the schools values and expectations
To be consistent in dealing with pupils in line with the school's policy	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time and dressed in school uniform
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time and ready to learn and take part in school activities	To call school when a pupil will be absent and to provide the school with a written explanation of reasons for any absence.
To have high expectations of the pupils	To take responsibility for their own actions and behaviour	To take an active and supportive interest in your child's work and progress, attend parents evenings and other school events
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To follow instructions from any adult within the school community	To communicate with the school regarding any concerns you may have about your child
To know the procedures to follow when considering how best to meet a child's behavioural needs, both immediate and long term.	To be tolerant of others, irrespective of race, gender, religion and age	To provide school with an up to date emergency contact number
To encourage regular communication between home and school		

All Staff

- All staff who witness incidents must deal with them promptly, firmly and consistently. Depending on the degree of the act the member of staff should either deal with the incident or refer it on to the Behaviour Coordinator or Phase Leader.
- All staff must lead by the example and reward good behaviour they may see.
- Contribute to the monitoring of behaviour in school by keeping records and liaising with other members of staff where necessary.
- Report any incidents, or parental concerns relating to a bullying, racist, gender or disability issue to the Behaviour Co-ordinator.

Classroom staff

- Teach behaviour through subjects such as RE, PSHE and using strategies such as Circle Time.
- Teach children that they are responsible for their own behaviour.
- Monitor the behaviour of their class and ensure that appropriate strategies are in place.
- Take action to deal with inappropriate behaviour and praise good behaviour whenever it is spotted.
- Inform the Be Co, or, if unavailable, a member of SMT of matters which require immediate action.
- Inform parents when a child has had name on the behaviour record, 3 or more times in a week or when there is a concern about the child's behaviour and discuss ways in which we can work together to support the child and address any issues
- Record names on the class behaviour record and pass this onto the Be Co for monitoring.

The Head teacher

- Liaison with the SMT to monitor the progress of children with behavioural, social, learning needs and vulnerable groups in school.
- Being the final sanction in the line of referral. The exclusion of a child may only be actioned by the HT, or in her absence the DHT.
- Being part of the decision making process with the Behaviour Co-ordinator to involve outside agencies.

The Behaviour Coordinator

- Ensure that a high standard of conduct and behaviour is maintained throughout the school.
- Monitor behaviour throughout the school.
- Monitor the Lunchtimes books at both Key Stages
- Meet with parents to discuss behavioural problems.
- Liaise with outside agencies.
- Liaise with teaching staff and Learning Mentor to monitor the progress of children through any programme designed to meet their needs.
- Devise and implement strategies and plans for children with extreme behaviour.
- Record and report bullying, racist and any other discriminator behaviour/incidents to the Curriculum Committee of the Governing Body half termly, complete the LA return form.
- Acknowledge and acting upon parental complaints relating to bullying, racist, homophobic and any other behaviour incidents.
- Keep record of exclusions and work closely with the child and family after an exclusion to monitor reintegration.

The Learning Mentor

- Work with identified individuals and groups on both a timetabled basis and in emergency situations when children need immediate support
- Liaise with staff and parents regarding the progress of children attending groups
- Support children outside at playtime and lunchtime to develop their social groups and introduce suitable playground games.
- To run groups to address needs that pupils present.

Rewards and Sanctions

Each day is a fresh start. Sanctions or rewards should not be carried over to the next day.


Code of Conduct and Class Rules

Pupils work with staff to prepare Class Rules and review the School Code of Conduct which determines conduct in and around school. This takes place at the beginning of each academic year. Each class has the opportunity to suggest amendments to the Code of Conduct which is then updated and distributed across the school, this will be led by School Council.

Class Rules are prepared and displayed in each classroom these should be phrased positively, sharing expected behaviours.

REWARDS

In each classroom from Reception to Year 6 there is a whiteboard and dry marker pens. The board has all of the children's names on where ticks are recorded throughout the day.


Name Name ✓ (Rewards for one, two and Name ✓ ✓ three can be age related or Name ✓ ✓ ✓ class specific) Name ✓ ✓ ✓ ✓ = Teacher's Award
For every 5 Teacher awards children receive a Head teacher's award should be awarded.

- Headteacher's Award - 25 Teacher's Awards = Bronze certificate
- 50 Teacher's Awards = Silver certificate
- 75 Teacher's Awards = Gold certificate
- 100 Teacher's Awards = Outstanding

In addition staff can use:

- Verbal praise
- Stickers
- Celebration assemblies
- Golden Time
- Wheelers Lane Wonders
- House point rewards

A house point token can be given individually, by any adults in school who wish to reward a child. Tokens are added to the four class 'pots'. When the 'pot' is full this is added to the whole school 'pot'. Each child will be part of a whole school House point team, there will be four teams in the school. The whole school pot will be counted up and the winning team across the school will have a reward (See appendix).

SANCTIONS

In each classroom from Reception to Year 6 there is a Behaviour record sheet on the whiteboard. The Sheet has all of the sanctions on and a child's name is recorded here for the appropriate sanctions and session it occurred in. The children will have a fresh start in the afternoon.

Behaviour Record
Name = warning Name = time out in own class Name = time out in another class Name = sent to Phase Co-ordinator Name = sent to AHT/DHT

During time out children should be encouraged to:

1. Reflect upon their behaviour
2. Consider the class rule or code of conduct which has not been followed
3. Think about what they would do differently next time

- All behaviour record sheets are sent to the Behaviour Coordinator on a weekly basis for monitoring.
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- If a child has had name on chart more than 5 times within the week they will be sent to BeCo.
- For extreme behaviours e.g. physical aggression towards another child or adult, escalating verbal abuse and leaving school premises. Staff should move directly to final two steps of the behaviour record.

In the following table we have listed inappropriate behaviours in appropriate levels to aid the use of appropriate sanctions.

Low Level	Moderate Level	Serious Level
Fidgeting/Fiddling Telling Tales Dropping Litter Noisy eg. Talking/shouting Failing to keep on task Leaning desks Unkind remarks Bad language (one off) Time wasting Telling lies Running in corridors Pushing in the line Borrowing without permission Leaving work area untidy	Persistent shouting out Poor effort Distracting others Unprepared for work – continuously Fighting Stealing Disregarding supervisors Threatening/aggressive behaviour Refusal to co-operate Vandalism	Serious assault Vandalism-extreme damage to property/toilets Serious physical/verbal threats made to staff or children Violent outbursts- verbal/physical Leaving school without permission Racist incidents Homophobic incidents School refusal Bullying
Any persistence of low level behaviours would move into moderate level	Repeated incidents at moderate level –BeCo to be informed	

For low level disruption during lessons the classroom behaviour record must be followed. If a child returns to the next lesson and the behaviour has not improved the child should be sent to a member of SMT. If this behaviour persists then parents will need to be contacted and given the option to come into school to discuss the child’s behaviour and possible next steps.

For extreme behaviours a member of SMT should be sent for straight away e.g. physical aggression towards another child or adult, escalating verbal abuse and leaving school premises. Physical aggression resulting in another child or adult being hurt may result in a minimum 1-day exclusion.

Lunchtimes

- During lunchtime it is the responsibility of supervisors to monitor behaviour outside. Supervisors should diffuse potential issues arising and deal with any incidents witnessed. They should support each other when dealing with difficult behaviour. Supervisors have responsibility for all children during lunchtime. Members of SMT will be on duty at lunchtime to monitor the consistency of behaviour management.
- Lunchtime Supervisors will have regular training on Behaviour Management and should reflect the Behaviour Policy in their dealings with children.

- Lunchtime Supervisors should be made aware of any children with behavioural difficulties. The class teacher should advise the Lunchtime Supervisor for their class on the best way to deal with those children.
- Any incidents of inappropriate behaviour will be dealt with by the Lunchtime Supervisors, referring them, as necessary, to the senior Lunchtime Supervisor and the class teacher.
- The Supervisors will record serious incidents in the Lunchtime Book.

Date	Name	Type of incident	Details
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3x name in behaviour book = referral to B. Co.
 6x name = letter to parents from B. Co
 9x name = meet with parents – may result in exclusion from lunchtime session.
 (HT is the only person who may authorise this)

Each term is a new start.

Rewards and sanctions at Lunchtimes

- Key Stage 1 – any child who behaves inappropriately walks around with the supervisor for 5 mins, if the behaviour is repeated for 10mins and so on. This will be reported to the classteacher by the lunchtime supervisor and recorded in the Lunchtime Behaviour Book.
- Key Stage 2 – any child who does not behave appropriately walks around with the supervisor for 5 minutes. If the behaviour is repeated the child’s name should be recorded in the behaviour book for refusal.
- Supervisors can pass on any concerns or praise to the classteacher.
- For a positive lunchtime the classteacher may reward the class with golden time and individuals can be awarded House points.

EXCLUSIONS

INTERNAL EXCLUSION

If a child’s name is persistently recorded on the behaviour or persistently ignores warnings relating to her/his behaviour or disrupts the learning in the class, s/he will be sent to the BeCo as an ‘internal exclusion’. Parents/carers will be called or seen on the day to discuss the action and the events leading up to it. The child will not be allowed in the playground during playtime or eat with his/her class at lunchtime. When the child returns to the class s/he will receive ongoing support and her/his behaviour is monitored by the BeCO working closely with the class teacher.

EXTERNAL EXCLUSION

Exclusion is a severe sanction which reflects the seriousness of the behaviour/incident. The Head teacher can decide to give a child a ‘fixed term exclusion’ or a ‘permanent exclusion’.

- Exclusion for a fixed period of time will be taken in cases of:
- persistent and defiant misbehaviour, where the child fails to respond to school strategies and the safety and learning of others is hindered
 - persistent bullying/racist/homophobic behaviour
 - an incident of extreme seriousness for example violence against another pupil or a member of staff

Permanent exclusion will only be taken in cases of:

- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- other serious incidents/ A one off incident.

The Headteacher (or in his/her absence the Deputy Head teacher) will seek advice from the LA Exclusions Team on Exclusion. If a child is excluded, the parents/carers must attend a meeting with the Headteacher before and after the exclusion period to discuss the circumstances leading to the exclusion and to agree an action plan in order to support the child. Work will be provided by Class Teacher for the duration of exclusion. A formal exclusion will be reported to the Governing Body and the LA and a full investigation will take place. Parents have the right of appeal and they will receive a letter from school outlining the reasons for the exclusion along with the process for appeal.

Team Teach

In extreme circumstances it may be necessary for a member of staff to use reasonable force to control or restrain a pupil. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

All school staff have a legal power to use reasonable force for example:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupt the behaviour of others
- preventing a pupil from attacking a member of staff or another pupil or to stop a pupil who is attacking a member of staff or another pupil
- restrain a pupil at risk of harming themselves
- to stop a pupil who is damaging property and endangering others and self

BULLYING

We believe bullying is:

- repeated targeted actions/verbal abuse
- intended to hurt someone either physically or emotionally
- often aimed at certain groups (e.g. race, religion, gender or disability)

It takes many forms and can include:

- physical assault
- verbal abuse – teasing, making threats, name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)
- non-verbal communication (e.g. a silent intimidating look)

Bullying must be dealt with rigorously with counselling given to both the victim and the perpetrator (attention given to "How do you think the other person felt?"). The incident should be recorded and closely monitored. Parents should be informed if the bullying persists (both victim and perpetrator) and an Inclusion Manager consulted. (Please refer to the 'Anti – bullying and Discriminatory Policy')

Outside Agencies

Whealers Lane Primary School works closely with the City of Birmingham School (COBS). Through them we are able to access support and advice for staff, pupils and parents. A COBS teacher visits school regularly to discuss any pupils whose behaviour may be of concern and advise on strategies to manage them.

Monitoring and Review

Behaviour Management will be under constant review throughout the school on a class and individual basis.

This document is freely available to the entire school community.

This policy will be amended at a point when school's procedure changes.

Review date: _____

Signed: _____

Chair of Governors: _____

Date: _____