

# Behaviour Policy



## September 2018

**Policy to be reviewed annually**

**Recommended by the Full Governing Body**

**Signature of Chair of Governors** \_\_\_\_\_

**Dated:** \_\_\_\_\_

Our job is to teach the **PUPILS** we have,  
**NOT** those we would like to have,  
**NOT** those we used to have,  
But those we have right now,  
**ALL** of them  
(Sourced - Dr. Kevin Maxwell)

### **Aims of the Policy**

“Wheelers Lane is a community that nurtures and supports every child; that values everyone’s unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities.

It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief.

It is a gateway to limitless possibilities; to soaring aspirations; to brighter futures”.

### **OUR CORE VALUES**

- RESPECT
- CARING
- FAIRNESS
- TOLERANCE
- RESPONSIBILITY
- HONESTY

At Wheelers Lane School we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio economic background.

We believe that it is the right of all our pupils to be educated in an environment free from disruption by others.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Approaches philosophy. Restorative Approaches aims to build the Wheelers Lane community and to repair and strengthen relationships within this community. The school embraces Restorative Approaches (RP) as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils

### **Outcomes of Policy**

- To create a consistently orderly environment, both inside and outside of the classroom, which will enable everyone to work and learn.
- To reward students for academic achievement, completing and returning homework, being equipped for school and behaving well in lessons.
- To ensure that Every Child Matters agenda is firmly embedded into all aspects of school life.
- To embed the use of Restorative Approaches in all aspects of school life.

### **Restorative Approaches Philosophy Statement**

Effective Restorative Approaches foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Approaches acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Restorative Approaches framework will:

- Improve behaviour and attitudes;
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

There are four key elements of Restorative Approaches. These are:

- Social Discipline Window.
- Fair Process.
- Restorative Questions.
- Free Expression of Emotions.

At Wheelers Lane School we believe it is best to do things WITH PEOPLE. Wherever possible you should use fair process and our responses to challenging behaviour should involve building relationships and repairing harm. It is our aim that our community follows this Restorative Approaches framework.

### **Role and Responsibilities of the school community:**

<b>Staff and Governors</b>	<b>Pupils</b>	<b>Parents</b>
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 Year Group 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 and record on CPOM's.

## **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, 5 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 BeCo 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.
- To ensure that all staff will receive appropriate induction and ongoing training / career professional development in regard to both school expectations and recognised best practice.

## **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.

## **Wheeler Lane School Code of Conduct**

Pupils have a right to learn and teachers have a right to teach in a classroom free from disruptive behaviour.

School Core Values

- Respect
- Caring
- Fairness
- Tolerance
- Responsibility
- Honesty

These core values underpin the school's ethos and should be followed by all who are part of the Wheeler Lane community.

It is important that staff deal with situations to establish and develop their own relationships.

Aim to separate the deed from the doer and the act from the actor as integral to Restorative Practice philosophy.

The following information is communicated to parents via the home/school contract. Pupils' learning is enhanced by a positive relationship between home and school.

Parents can contribute in the following ways:

- Being interested in their child's learning.
- Understanding and supporting school procedures and rules.
- Being willing to support activities related to school.
- Being aware of their child's role within the community.
- Supporting the school's use of Restorative Practice.

By ensuring their child is ready for the school day by:

- Being punctual.
- Being alert and ready to learn.
- Wearing correct school uniform.
- Having correct equipment and appropriate school bag.
- Communicating with staff.

Listed below are some examples of affective statements and questions which all staff can use with pupils:

I was very disappointed when you did that to John.

I am upset and angry by what has just happened.

I feel that all the work I have done has been wasted through your actions.

I feel that (describe action) was very disrespectful.

I feel disrespected and angry when you ignore me.

I am sorry that I misunderstood the situation .....

I feel really proud of you when I heard .....

I feel really pleased and encouraged that you made the right choice.

I respected your honesty and thank you.

I want to thank you for your cooperation.

Restorative Questions to respond to challenging behaviour

1. What happened?
2. What were you thinking about at the time?
3. Who has been affected by what you did?
4. What do you think you need to do to make things right?

To help those harmed by others actions:


1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected you and others?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

### Rewards and Sanctions

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

#### **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
- Class Points (Class will earn points over a term and this will result in a whole class reward – replacing Golden Time). The class at the start of each term will agree rewards for different amounts of points and what points can be given for, lining up, walking in and out of assembly, walking out at break time/lunchtime, etc. Any adult can give a class points. The points can be recorded as the class agrees, stickers, jigsaw, marbles in a jar etc.
- 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. It is important that all incidents are logged, so the BeCo has a clear picture of behaviour across the school and action, as detailed below, can happen quickly.

### **Actions from Behaviour Logs**

If a child has their name on the behaviour log more than 5 times within a week

BeCo will email Phase Leader/Year group leader who will speak to teacher and pupil. A support plan will be put in place (see behaviour plan 1). A letter will be sent to parents

If the child's name continues to be recorded on the behaviour log over the next 2 weeks

BeCo will email phase leader who will meet with pupil and parents and put a behaviour plan in place for pupil (see behaviour plan 2). A second letter will be send to parents. Praise passport to monitor behaviour more closely than the behaviour log – impact must be reported to BeCo. Teacher to be supported with this day to day by year group leader.

If Behaviour does not improve over two weeks based the praise passport.

BeCo will meet with parents and child to write a behaviour contract (Behaviour plan 3)with agreed sanctions and rewards


If the child has their name on the behaviour log more than 3 times within a week and has shown no progress

<p>BeCo will carry out a review meeting with parents and DHT to discuss next steps  Referral to COBs or any other appropriate outside agency for further support</p> <p><u>Next steps may include:</u>  Internal exclusion  Fixed term exclusion  Parents supporting in school/classroom  Referrals to outside support agencies</p>

- 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 steps of the behaviour record.

**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 SLT 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 and on CPOM's.

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 BeCo  
9x name = meet with parents – may result in exclusion from lunchtime session internally or externally. (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 class point and individuals can be awarded House points.

## **EXCLUSIONS**

### **INTERNAL EXCLUSION**

If a child's name is persistently recorded on the behaviour log 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
- verbally making threats towards another pupil or adult
- physically threatening pupils or adults with an object (this includes any item that could cause physical harm e.g. playground equipment, cutlery)

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.
- Several incidents of serious physical harm towards pupils or adults

The Headteacher (or in his/her absence the Deputy Head teacher) will seek advice from the LA Exclusions Team on Exclusion, a formal exclusion will be reported to the Governing Body and the LA. For a permanent exclusion (or if a child has been excluded for more than 15 days in a term), there will automatically be a hearing within the Discipline Committee of the governing body to either uphold the exclusion or re-instate the child, at which parents have the right to attend and put their case. Parents can request a hearing if a child is excluded for over 5 days in a term. There is no appeal against a shorter fixed-term exclusion, which cannot be over-turned. Parents only have a right to make representations to governors about these shorter term exclusions, not to appeal the decision.

### **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')

### **Dealing with a report of Bullying**

1. All incident of bullying must be recorded onto CPOM's
2. A member of staff will investigate the allegation and talk to all pupils involved.
3. Staff will then speak to parents and share the result of investigation within a reasonable timeframe.
4. If staff feel the allegation is unfounded then this will be logged on CPOM's (coding changed) and parents will be informed – the behaviour incident should be dealt with appropriately.
5. If the incident is proven to be bullying, then staff will pass the investigation onto BeCo
6. The BeCo will organise a Formal Restorative Justice Conference this will take place within two weeks once all people involved have been supported to prepare for the conference.
7. Outcomes of the conference will lead to a contract being formed with all parties involved.
8. This contract will be monitored by BeCo.

### **Outside Agencies**

Wheeler 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.

It will be reviewed on an annual basis.

**Review date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Chair of Governors:** \_\_\_\_\_

**Date:** \_\_\_\_\_