



**HIGHER
WALTON
C. OF E. PRIMARY
SCHOOL**

BEHAVIOUR POLICY

Higher Walton CE Primary School

Behaviour Policy 2019

This policy has been reviewed and amended in line with new Government guidelines from the document “Lancashire County Council Behaviour Policy Guidance”. See appendix 1 for summary of Government expectations.

1. STATEMENT OF PRINCIPLES

*“As I have loved you, so you must love one another. By this all men will know that you are my disciples”
John 13 v 34-35*

Higher Walton CE Primary School Behaviour Policy is based on our school mission statement, vision and aims:

MISSION STATEMENT

Higher Walton CE Primary School aims to raise standards within a caring, supportive and stimulating environment based upon an inclusive Christian ethos.

VISION

Our school vision is “Life in all its fullness” (John 10 v 10). Within this school each child is considered as a unique child of God. All members of our school family are welcomed into a safe and secure Christian environment where they are valued, included and accepted. Our Christian ethos will promote self-worth, self-respect and trust, so that everyone develops the confidence to ask questions, raise concerns and explore values and beliefs leading to responsible behaviour and citizenship. Our behaviour policy is based upon our **school core Christian values of friendship and forgiveness, courage and creativity, respect and responsibility, trust and tenacity** along with wider Christian values of love, peace, reconciliation and justice.

AIMS

Our school will work with the Church, parents and carers, and other partners to provide an effective teaching and learning environment where all are

- Secure, valued and cared for
- Confident in voicing concerns, asking questions and exploring values and beliefs
- Listened to with respect, and supported appropriately
- Safe from accidental injury whilst on the school premises, and educated regarding safety in the wider community
- Safe from bullying and discrimination in a Christian school that respects and cares for others
- Encouraged to develop self discipline and accept responsibility for their own behaviour- both physical and verbal.

2. CONTEXT

This policy should be read in conjunction with other school policies which may impact on Behaviour, including Anti-Bullying, Equality, Safeguarding, PHSCE¹, Equal Opportunities, SEN² and Inclusion, Attendance, Health and Safety, and the Home/School Agreement.

3. CLASSROOM MANAGEMENT

Good classroom organisation and effective teaching methods are key to good behaviour and will be promoted through:

¹ Personal, Health, Social and Citizenship Education

² Special Educational Needs

- The provision of a high quality curriculum through interesting and challenging activities that will engage and stimulate children, and develop their confidence, independence and resilience
- Inspiring, well-paced teaching that generates enthusiasm for and commitment to learning
- A classroom environment where children take responsibility for their learning, and support each other in developing confidence
- A welcoming and secure classroom environment that gives clear messages to the children about the extent to which they and their efforts are valued
- A learning environment that promotes and develops independence and individual initiative, whilst minimising disruption and uncertainty. This includes use of working walls and learning prompts, the arrangement of furniture and suitable access to resources.
- Displays which are current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

4. RULES

The school golden rules have been agreed upon by Headteacher, staff, pupil representatives and governors, and are:

- We will always work hard and do our best.
- We will treat each other as we would like to be treated ourselves.
- We will listen to everyone and our teacher when they are talking.
- We will share and co-operate with others.
- We will respect each other and all school property.
- We will do as we are asked the first time by any adult in school.
- We will keep our hands and feet to ourselves.

We are also trialling a new behaviour management approach in Y6 based on the rules Ready, Respect and Safe.

5. REWARDS

Staff will model positive behaviour with the children and other adults. They will be consistently polite and calm in their interactions with everyone in school. The use of raised voices will be used as a very last resort.

Positive rewards used include:

- Praise and encouragement
- Sharing success (e.g. in plenary sessions, sharing good work in good work assemblies with names of those sharing on weekly newsletter)
- Badges /stickers
- Moving children up the traffic light behaviour system(see appendix 3)
- Certificates for writing, mathematics, reading and French
- Responsibilities within class and school
- Star of the day awards
- Moving a sun/ car etc up a rainbow/ race track etc to earn small rewards
- Inviting parents to good work assembly
- Weekly Values In Practice awards
- Golden book and certificates for outstanding behaviour
- Sharing good work with Mrs Headley and on the school Facebook page
- Photographs of children who have been awarded certificates being displayed in the school entrance
- Achievement trophy awarded half termly
- 'You've been spotted!' boards
- Class dojo awards

We also have prefects in Y5/6 who help model good behaviour throughout school and buddies who support children in Foundation Stage. Their roles and responsibilities include assisting with lunchtimes, wet playtimes, clubs and school events.

6. PRE-EMPTING SANCTIONS

Staff can often identify children whose behaviour is in danger of becoming disruptive, eg through frustration, and will use diversion tactics to diffuse the situation for the child. Examples of such tactics include a change of focus within the lesson, sending the child on a message or to do a job within the classroom or with a teaching assistant. Providing some time away from the cause of frustration will often allow the child to come back more focused to complete the task set.

7. SANCTIONS

The law allows teachers to discipline pupils whose behaviour falls below the standard reasonably expected of them. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher; this may be extended to adult volunteers leading a group on a school trip.

Any punishment must be:

- Legal (i.e. not breaching legislation in respect of disability, SEN or equality)
- Reasonable in the circumstances
- Proportionate considering the pupil's age, and any SEN or disability affecting them

Corporal punishment is illegal in any circumstance.

The following sanctions are used when appropriate:

- Planned ignoring of inappropriate behaviours / praise of children nearby who are displaying good behaviour
- Moving children onto "think about it" or "consequence" on the traffic light system(see appendix 3)
- Discuss behaviour with the child/ren. Talk about what they could have done instead and what they can do to put it right.
- Isolation within the class/ work area, or use of a "time out" chair to give children time to reflect on their behaviour
- Making up time that has been wasted
- Completion of work in own time - playtime or lunchtime
- Practising appropriate behaviour at playtimes e.g. sitting nicely in assembly, lining up properly
- Discussion with parents to develop consistent home/school strategies
- Removal of privileges e.g. responsibilities, choosing activities
- Losing playtime or minutes of playtime(to be implemented in 5 minute increments up to 15 minutes – see Appendix 3)
- Children to complete behaviour reflection sheets encouraging them to think about their behaviour and why it happened.(See Appendix 4)
- Lost playtime may be taken outside by the wall, or in the library if work needs finishing or the adult giving the sanction considers it appropriate for the child to reflect on their actions.
- Removal to the supervision of another teacher, with work to complete. The classroom chosen will depend on the individual child, and what activity is being undertaken by the chosen class.
- Time out outside the classroom door in the resource area for up to a maximum of 5 minutes. (Teachers should ensure an adult in class has sight of the child at all times)
- Continued negative behaviour may lead to an internal exclusion - working out of class alone under the supervision of, but limited attention from, a Teaching Assistant, Deputy Head or Headteacher
- Incidences of negative behaviour are recorded in the class red books and parents are informed. If the incident is more serious it will be recorded in Mrs Noblet's behaviour book and she will contact parents to discuss the incident in greater detail.

Writing lines/handwriting practice, copying passages from books, and learning tables should not be given as sanctions; this presents a negative message about Literacy and Numeracy.

More appropriate written activities include finishing work, they have missed, completing unfinished homework and activities that encourage reflection on their behaviour (for example writing a list of ways they could be kind on the playground, or completing a chart to analyse how their behaviour went wrong and where they could have acted differently. (See Appendix 2)

Class teachers involve parents in both positive and negative changes in behaviour at an early stage. Likewise parents are encouraged to involve and inform teachers of behaviour changes and any possible causes if known.

Detentions

When pupils have not completed work in lesson time, they will miss playtime or lunchtime to complete the work. Pupils are always given sufficient time for lunch.

In Key Stage 2, (and Key Stage 1 at the teacher's discretion) when a pupil has not returned homework by the due date without an explanation from parents, they will be given a warning on the first occasion. On subsequent occasions they will miss playtime or lunchtime to complete the task.

Exclusion:

This may be for a **fixed** period or permanent. The power to exclude pupils, whether internal, fixed term or permanent, is restricted to the Headteacher or, in her absence, another member of the Leadership Team. The decision to exclude will take into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

When a child is given a fixed term exclusion, the class teacher will take reasonable steps to provide and mark suitable work; however this will not necessarily be the same work as is being undertaken by the class during the exclusion. Parents are fully informed of the reasons for the exclusion and circumstances leading up to it, and are given information about their rights to appeal.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Sanctions – conduct outside school

Parents are responsible for their children's behaviour before 9am and after 3.30pm. However, teachers have a statutory power to discipline pupils for misbehaving outside of school premises 'to such an extent as is reasonable.' The school may therefore apply sanctions in school for misbehaviour that has occurred off site:

- When a pupil is wearing school uniform
- Travelling to or from school
- Taking part in a school-organised or related activity
- Is otherwise identifiable as a pupil of the school
- When it could have repercussions for the orderly running of the school
- When it poses a threat to another pupil or member of the public
- When it adversely affects the reputation of the school

If school staff feel that an offence may have been committed, they may seek assistance from the Police and/or legal advisers. Any such decision will be taken after consultation with the Headteacher.

8. PREVENTING BULLYING

The school has an anti-bullying policy that should be read in conjunction with this policy. The school works hard to prevent bullying occurring in the following ways:

- Proactively promoting good behaviour and good relationships through assemblies and good use of PHSCE³ and SEAL⁴ lessons.
- Discussing issues as they arise either with a small group of pupils or more generally with the whole class using appropriate PHSCE/ SEAL resources.
- Record issues between individual pupils in order to look for patterns in occurrence (Using ABC charts).
- Actively implement strategies to help individual children who may have been the victim of bullying.
- Implement strategies to help children who may have bullied others. These may take the form of Individual Behaviour Plans, 1:1 behaviour support time or small nurture group work.

9. CONFISCATION

Staff may confiscate items from pupils which are a distraction to learning, or considered unsuitable for the school environment. Any confiscated item should be kept in a drawer or, if valuable, handed to the Headteacher or Administrative Officer for safe-keeping. It is the pupil's responsibility to collect the item at the end of the day.

Where staff feel that the confiscated item should only be returned to a parent/carer, they will speak to the parent/carer and arrange to retain the item until it can be safely handed over. Any uncollected items will be disposed of over after a month.

In the unlikely event of an illegal item being confiscated, this will be handed over to the Police.

10. POWER TO USE REASONABLE FORCE

The school has a separate "Care and Control of Pupils" policy, which sets out the conditions in which "reasonable force" may be used by staff to intervene in a physical manner, for example to prevent fighting. Force is rarely needed at this school, and is only ever used to control or restrain, never to punish.

11. ROLES AND RESPONSIBILITIES

The governing body will:

- set general principles that inform the behaviour policy.
- consult the Headteacher, school staff, parents and pupils when developing these principles.
- be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.
- appoint staff who meet health and legal employment requirements, including DBS⁵ clearance
- appoint staff who are in accord with the Christian ethos, aims and purposes of the school, and are prepared to lead by example

The Headteacher and Deputy Headteacher (who is the Lead Behaviour Professional) will:

- develop the behaviour policy in the context of this framework.
- decide the standard of behaviour expected of pupils at the school and how that standard will be achieved
- decide the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour, and anti-bullying measures
- publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year
- support staff in furthering their behaviour management skills as they work as team members within the school Christian community, including identifying and/or providing training opportunities

³Personal, Health, Social and Citizenship Education

⁴ Social and Emotional Aspects of Learning

⁵ Disclosure and Barring Service

- carry out effective induction for new staff, making them aware of school routines, rewards and sanctions, and familiarising them with school policy.
- review the behaviour policy annually

Teachers, teaching assistants and other paid staff will:

- apply appropriate rewards and sanctions to complement the Christian ethos and to encourage behaviour that reflects the example of Jesus, recognising that children are often dealing with more than one discipline standard.
- display school rules in the classroom and refer to them on a regular basis to consolidate expected behaviours in class.
- take responsibility for implementing the behaviour policy including appendices.
- consider and plan for potential behaviour issues as part of lesson preparation, especially for lessons which break the usual classroom routine
- discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction, according to the school policy
- keep the Headteacher and Deputy Headteacher aware of any behavioural issues where they have involved parents
- be encouraged to share concerns regarding behaviour with the Head teacher and Deputy Headteacher before discussion with other colleagues.

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour, attendance and homework. This will be sent out on an annual basis for parents/children to read through and sign.

Parents:

- are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at school or by making other suitable arrangements.
- must ensure that their child attends punctually and regularly.
- must make sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.
- must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion.

12. SCHOOL SUPPORT SYSTEMS

Children who show consistently disruptive behaviour and do not respond to the usual range of rewards and sanctions are given support in the following ways:

- ABC⁶ charts may be used to log and detail incidents and used to look for possible patterns in behaviour.
- A diary to monitor their behaviour on a lesson by lesson basis including playtimes and lunchtimes. This may be linked to specific personal rewards that the child may work towards.
- Attending a social group to work on social and emotional behaviour.
- Have an Individual Behaviour Plan with specific targets.
- The involvement of appropriate outside agencies: CAMHS⁷ and/or the schools educational psychologist may be involved where the child is deemed to have emotional issues that may be affecting their behaviour in school. IDSS⁸ may be involved to provide an appropriate behaviour specialist teacher or counsellor to work with individual children. ACERS⁹ (for this school based at Golden Hill Short Stay School) may be involved to work with children providing at outreach service

⁶ Approaches to Behaviour Change (looks at triggers, behaviours and consequences)

⁷ Child Adolescent and Mental Health Services

⁸ Inclusion and Disability Support Service

⁹ Alternative and Complementary Education and Residential Service

in schools. Children whose behaviour remains a considerable cause for concern may be deemed eligible for a short term placement at Golden Hill School. This happens in extreme cases.

- School will remain vigilant to possibilities that behaviour may be caused by issues regarding the child being harmed in any way and not having their needs met. In this case, the designated Senior Person for Safeguarding would be involved in accordance with the Safeguarding Policy.

13. CONSULTATION, MONITORING AND EVALUATION

The member of school staff with responsibility for oversight of the Behaviour Policy is the Deputy Headteacher, Mrs Noblet. The Ethos and Welfare Committee of the Governing Body reviews the policy and its effectiveness annually.

14. COMPLAINTS PROCEDURE

Any complaints relating to behaviour should be addressed in accordance with the school's complaints policy. In addition to this, the following should be adhered to:

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- 7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff

This policy was reviewed and updated by Jackie Noblet in January 2019

It is managed by the Ethos and Welfare Committee and reviewed annually; last reviewed 8th February 2019

Appendix 1

Summary of Government Expectations for Behaviour from 'Ensuring Good Behaviour in Schools' September 2012.

The Government expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other;
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;
- governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and
- that every teacher will be good at managing and improving children's behaviour.

Appendix 2

Situation (what happened in the first place?):

What did you do?

What could you have done instead?

What was the result?

What might the result have been then?

What will you do next time?



Appendix 3

Classroom Behaviour Traffic Light System



If a pupil is placed on Think About It they lose 5 minutes of playtime.

If a child continues to exhibit negative behaviour they are moved to consequence and parents are informed. Children are expected to move back up to Ready To Learn as soon as possible.

Appendix 4

Behaviour Rewards and Sanctions for lunchtimes

REWARDS

Staff will model positive behaviour with the children and other adults. They will be consistently polite and calm in their interactions with everyone in school. The use of raised voices will be used as a very last resort.

Positive rewards used include:

- Praise and encouragement
- Sharing success (e.g using praise pads, telling teachers when a child has had a particularly good playtime)
- Stickers
- Certificates
- Responsibilities at lunchtime
- Using the class reward system to reward good behaviour at lunchtime

PRE-EMPTING SANCTIONS

Staff can often identify children whose behaviour is in danger of becoming disruptive, eg through frustration or boredom, and will use diversion tactics to diffuse the situation for the child. Examples of such tactics include suggesting a different game, sending the child on a message or asking them to do a job. Providing some time away from the cause of frustration will often give the child to come back more focused.

SANCTIONS

The following sanctions are used at lunchtime when appropriate:

- Planned ignoring of inappropriate behaviours / praise of children sitting nearby who are displaying good behaviour
- Splitting children up to play in different areas of the playground or to sit on different tables in the dining hall
- Discuss behaviour with the child/ren. Talk about what they could have done instead and what they can do to put it right.
- Negative behaviour recorded in behaviour books by welfare staff and monitored by the Deputy Headteacher
- Use of “time out” on the bench to give children time to reflect on their behaviour (to be implemented in 5 minute increments up to 15 minutes)
- Practising appropriate behaviour at playtimes e.g. lining up properly
- Bringing the child in to discuss their behaviour and complete a behaviour flowchart to analyse how their behaviour went wrong and where they could have acted differently. (See Appendix 4). The midday supervisor should then discuss this flowchart with the child’s class teacher.
- Use of lunchtime behaviour diaries with individual children who struggle to conform to rules at lunchtime.
- Continued negative behaviour at lunchtime will result in the child being removed from the playground for a week, and given alternative activities to do. These activities should encourage reflection on appropriate lunchtime behaviour. (for example writing a list of ways they could be kind on the playground, or rules for games)
- Further negative behaviour may lead to a full lunchtime exclusion

PREVENTING BULLYING

Lunchtime staff will be made aware of any ongoing issues between children and asked to monitor these children in particular and report back to class teachers any problems noted. They may be asked to complete ABC charts or behaviour diaries.

ROLES AND RESPONSIBILITIES AT LUNCHTIME

The Midday Supervisor will

- organise lunchtime supervision effectively to ensure good behaviour in the dining hall and on the playground/field
- organise activities that will promote positive playtimes
- display school rules so they are visible in the playground and hall and refer to them on a regular basis to consolidate expected behaviours.
- consider and plan for potential behaviour issues
- keep the class teachers aware of any serious behavioural issues that they have dealt with
- make the class teachers aware of any problems that have arisen between children being monitored
- share concerns regarding behaviour with the Headteacher and Deputy Headteacher
- support the lunchtime staff in furthering their behaviour management skills, including identifying and/or providing training opportunities
- carry out effective induction for new welfare assistants, making them aware of school routines, rewards and sanctions, and familiarising them with school policy.
- carry out all responsibilities of a Welfare Assistant

The Welfare Assistants will:

- apply appropriate rewards and sanctions in accordance with this policy
- refer to school rules when dealing with children's behaviour at lunchtime, both positively (*Well done, you are talking quietly to your friends*) and negatively (*When you hid his lunchbox, you were breaking our rule to look after property*)
- discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction, according to the school policy
- make sure the Midday Supervisor is aware of any serious behaviour incidents they have dealt with (ie any involving a child requiring first aid as a result of another child's behaviour, any involving fighting)
- record any incidences of negative behaviour in the lunchtime behaviour books