

WEST BRETTON J&I SCHOOL

BEHAVIOUR POLICY

RATIONALE

This policy supports the promotion of a whole school approach to leading and supporting behaviour which enables each child to achieve his/her full social, emotional, physical and intellectual potential. We believe that people learn best and behave best when:

- They know what is expected of them
- They are positively encouraged to behave well
- They have a clear understanding of the expectation that they will complete all assigned work
- They are consistently, fairly and appropriately treated when they don't behave well.

The Senior Management Team ensure that high expectations of behaviour are consistently applied and reinforced throughout school. We regard it as the responsibility of all within school to be consistent and fair with their interactions. We value the contributions of governors, parents, carers and children and actively seek ways to continue to develop their involvement in the implementation of the school behaviour policy. Our 'Home School Agreement' clearly sets out our expectations for behaviour and conduct. We are committed to developing our practice, within the framework of the policy to ensure that procedures and systems are effective, thus minimising problems by using appropriate rewards and sanctions to promote good behaviour.

We acknowledge our legal duties under the Equality Act 2010, to ensure that expectations of behaviour are fair, and that allowances must be made in respect of pupils with SEN.

DISCIPLINE OUTSIDE SCHOOL – TEACHERS' POWERS

We acknowledge that we have a statutory authority to discipline pupils whose behaviour is unacceptable out of school - on school visits, when taking part in a school-organised or school related activity, when a child is wearing school uniform or can be identified as a pupil of our school. Sanctions imposed on pupils who have been involved in non-criminal bad behaviour or bullying will be determined by the Headteacher, and may include any of the sanctions listed in Appendix 1 of the Behaviour Policy

AIMS AND OBJECTIVES

- For all members of the school community to understand and respect the agreed rights, rules, responsibilities and routines of the school and every individual in it.
- That the whole school behaviour code will be clearly displayed and understood by children and adults.
- That class behaviour codes will be clearly displayed, understood and referred to.
- That playtime provision will promote an active, happy and safe experience.
- That all staff will have a consistent, effective way of supporting the development of relationships and managing conflict through, for example, use of the 'calming down' strategies shown on the key fobs.
- That children are more able to manage and maintain positive relationships with each other.
- That there will be a positive focus on promoting behaviour for learning in the classroom.
- That school will be a happy, safe learning environment throughout the day.

- That children are praised and rewarded for good behaviour and that effective sanctions are used in response to poor behaviour.

STAFF DEVELOPMENT AND SUPPORT

- All members of staff are expected to be excellent role-models for behaviour, and consistently apply the behaviour strategies detailed in the policy. Any behaviour concerns are regularly discussed in staff meetings, and staff experiencing difficulties in this regard are given appropriate advice and support.
- All staff have been trained in 'Team Teach' techniques, to use as necessary for physical restraint of a child.
- When needed, the Therapy Room is used as a safe place for helping children to calm down, with appropriate adult support, before returning to the classroom environment.

ACCUSATIONS AGAINST STAFF

Allegations of inappropriate behaviour by a member of staff will be acted upon immediately by the Headteacher. Actions taken are detailed in the school's Safeguarding Policy.

Children who have made malicious accusations against school staff will have disciplinary action taken against them, depending on the nature and circumstances of the allegation. The action taken will be ultimately determined by the Headteacher.

PUPIL TRANSITION

In preparation for moving to another class within school, children have the opportunity to meet their new class teacher and cohort, and spend time in their new classroom, in order to minimise any anxieties and to reinforce expectations of behaviour. Children who experience additional difficulties due to change or transition, are given more time and opportunity to familiarise themselves with the physical surroundings and their new teacher and class.

Solid transition arrangements between West Bretton and the Secondary Schools ensure that children have visited their new school, meeting with key staff, getting used to the building, and being informed about routines etc. Staff from the other schools also come into our school and introduce themselves. For SEN children, the Annual Review ensures that their specific requirements are known to the Secondary School, and that pupils and parents have met with the SENCo.

LINKS TO OTHER POLICIES

There is a very strong link with the anti-bullying policy; oppressive behaviour of any kind affects the ability of individuals to enjoy and thrive in their learning. Therefore the emphasis on the rights and responsibilities of every child in school is very important.

There is a strong link with the PSHCE policy which focuses on the rights and responsibilities of every child and the promotion of positive relationships and good citizenship.

PROCEDURES

CLASSROOM AGREEMENTS

At the beginning of each school year, each class creates their 'classroom agreement'. This is done through discussion about the rights and responsibilities of all the members of the class in the context

of the whole school. This is seen as a contract and the children sign the agreement. This document is then referred to throughout the year to support a good learning environment. Children are reminded of the importance of this agreement for the best learning, both socially and academically, to take place. Children who join the class will also be invited to sign the agreement.

Each class also devises and displays a **class vision statement**, outlining the key expectations and aspirations for the year. Every child has an individual Investors in Pupils target, and an Investors in Pupils class target, linked to the Class Vision Statement, which may be related to behaviour.

WHOLE SCHOOL BEHAVIOUR AGREEMENT

The children's contributions to their classroom agreements inform the creation of a whole school behaviour agreement. This is then displayed prominently in the hall and is shared with parents as part of the home-school agreement.

PROMOTING POSITIVE BEHAVIOUR

A positive and purposeful classroom environment is fundamental to the promotion of good behaviour. When children are engaged and working at the appropriate level, it reduces the incidence of disruptive behaviour. All staff are role models for positive behaviour and this underpins the school ethos.

All children are encouraged to take responsibility for their own behaviour, which is part of the school's emphasis on Social and Emotional Aspects of Learning. This is encouraged through using the language of choice with children. The 'language of choice' means that children are spoken to in a way which makes it clear to them that they have a choice between, for example, the negative behaviour they are displaying (e.g. talking when they should be listening), and the positive alternative (showing good listening). In this way the child knows what the negative behaviour is and is guided, firmly but positively, to correct it; to 'make the right choice'. Positive behaviour choices are praised often, both verbally and formally, as demonstrating the right choice. This encourages a positive, safe, enjoyable learning environment.

The system for rewards and sanctions is based around the behaviour choices which children make, putting the emphasis firmly on each child's responsibility for their own actions.

THE SYSTEM FOR REWARDS

INFORMAL REWARDS

Children are rewarded for good behaviour in a variety of ways, each appropriate to the situation. We don't underestimate the importance of a smile, a 'thumbs up' sign or a quiet verbal 'well done'. Children may also receive stickers or small tokens for good work or behaviour. Positive comments in work books are used to aid motivation and give important feedback.

HOUSE POINTS/TEAM POINTS

More formal rewards include the giving of house/team points which are counted each week. The winning house is awarded a trophy which is presented in the weekly 'Well Done' assembly and then displayed in the entrance hall for the following week.

STICKERS/STICKER CHARTS/CERTIFICATES

Stickers are given for good work/behavior.

SUPERSTARS

Staff may give a child a 'superstar' to reward particularly good work or conduct. The child is given a yellow star to post in a special golden box at the school's entrance, and a silver star sticker to wear. During the weekly 'Well-done' assembly, two stars are drawn out, and the children are permitted to choose a small gift from a special box.

GOLDEN TIME

Each child has 30 minutes of 'golden time' per week.

GOLDEN BOOK

Every week, each teacher selects two children from the class who have shown a special achievement in an aspect of their work or conduct around school. Their names are written in the 'Golden Book' which is permanently displayed in the school entrance hall. Their names are also printed in the weekly newsletter and they are presented with a certificate for their achievements in the weekly 'Well Done' assembly.

FINE DINERS

Lunchtime staff keep a record in 'green lunchtime books' of children who have shown helpfulness and/or very good manners during lunchtime. The names of these children are written on raffle tickets and one name per class is drawn at the weekly 'Well Done' assembly. This child is then invited to choose a friend to sit with on the 'Fine Dining' table. This is a table placed in the middle of the dining hall and dressed with a table cloth and fine china, metal cutlery and special glasses to provide a very special lunchtime experience. In this way, children are encouraged to show good manners and helpfulness and are rewarded in an exciting way.

INDIVIDUAL REWARDS

At times it will be appropriate to create individual sticker charts etc to respond to a child's need to improve behaviour. These are designed around the specific needs of that child and will be shared where appropriate with parents.

CLASS TARGETS – INVESTORS IN PUPILS

Children choose their class IIP target reward when they decide upon their class target. Therefore each child is aware of what they are working towards.

SANCTIONS

INFORMAL STRATEGIES

Non-verbal signals, such as eye contact or a shake of the head are used to discourage negative behaviour. When negative behaviour is encountered, the teacher tells the child what they are doing that is unacceptable by making a simple statement, e.g. 'You're talking.' If the behaviour continues, a reminder is given of what the poor behaviour is, together with a statement of what the right choice is.

MORE FORMAL STRATEGIES

In FS/KS1, a sun and cloud system is used to celebrate good behaviour, and discourage bad behaviour. In KS2 negative behaviour is recorded on the 'board' and subsequent consequences followed.

If a child persists with negative behaviour after being reminded, then the adult removes some 'golden time minutes'. This can happen in a classroom situation or at any playtime, breakfast club or after-school club. The children understand that this is part of the whole school agreement and they then cross their lost minute/s from the golden time chart in the classroom. The language of choice is used to remind the children of the consequences if negative behaviour persists.

The lunchtime staff may use the '~~green~~ lunchtime books' to record any inappropriate behaviour, and the classroom teacher then decides what sanctions, if any, need to be taken. However, in instances where physical aggression has been used, the lunchtime staff have the authority to immediately deduct two 'golden time' minutes. If a child is persistently in the ~~green~~ lunchtime book for inappropriate behaviour, then a letter maybe sent home.

In the classroom a teacher may deal with negative behaviour by agreeing with the child a set of sanctions which will be followed to help them improve their classroom behaviour. This could include:

- Step 1: the child's name is put on the board to remind them to make the right choice
- Step 2: the child will be told by the teacher to sit in an allocated space away from others
- Step 3: the child will be separated from the class for some 'time out' by being removed to another space within school where supervision can be made without disruption to anyone's learning, or s/he may be talked to after class during playtime
- Step 4: the child will be sent to the Head teacher
- Step 5: the child's parents will be contacted

Depending upon the type of behaviour, the above steps don't have to be followed sequentially, and on occasions it may be necessary for parents to be contacted immediately. This sequence, which is followed in response to poor behaviour choices, only occasionally results in removal from the class. When this does happen it is so that the learning of the rest of the class can take place without further disruption.

In more serious cases a child's inappropriate behaviour may result in losing privileges for voluntary after-school provision such as representing school.

Swearing is unacceptable, and any child who is heard swearing is immediately referred to a teacher, who takes appropriate action.

A new day is a new start.

FAILURE TO RESPOND TO PROCEDURES

In cases of repeated misbehaviour, or where rewards and sanctions don't appear to be helping a child to control his behaviour, a meeting may be called between the class teacher, Head teacher, the child and parents. Occasionally, other agencies may also need to be involved, such as the EWO, an Educational Psychologist or CAMHS.

CONFISCATION OF INAPPROPRIATE ITEMS

If a member of staff suspects that a child may be in possession of prohibited items, such as knives or weapons, alcohol, illegal drugs or stolen items, the Headteacher and staff authorised by her, can search the child without consent and confiscate the items. Any items may then be retained or disposed of, as a disciplinary penalty.

EXCLUSION

In exceptional circumstances, it may be necessary for a child to be excluded, but this only occurs when all other avenues have been explored. At all times, the LA's procedures are followed. All children returning to school following exclusion will be helped to behave appropriately.

PHYSICAL RESTRAINT

When a child's behaviour presents a serious danger of causing significant harm to themselves, to others or property, staff may need to take physical control until such time as the child is able to take control for themselves. In such instances, necessary restraining measures will be taken, and the member of staff involved will immediately call for support from another adult. Any restraint will be in line with the LA's Guidelines, which are found in the Guidance for Safe Practice, available in the school office.

MONITORING AND EVALUATION

This policy will be monitored by the Head teacher and teaching staff. Its success will be regularly evaluated through staff meetings and reported to Governors through the Curriculum Committee Review.

This policy was agreed after consultation with staff and Governors and will be reviewed in Summer Term 2015

Policies will be available on the school website (www.westbretton.wakefield.sch.uk) or through the school office with 24 hours' notice.