



# School Behaviour Policy

**April 2016**

## **Our Values**

- We value every child's individuality
- We value the development of the whole child-academically, physically, emotionally, socially and spiritually.
- We value a broad and rich experience, alongside academic success.
- We value a happy, caring, sustainable, and safe environment.
- We value the contribution we make to, and receive from, parents and the wider community.
- We value the development of all staff to achieve their full potential.
- We value dynamic leadership and management.

## **INTRODUCTION**

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy
- Special Educational Needs (SEN)
- Single Equalities policy
- Attendance Policy
- Safeguarding and Child protection policy
- Positive handling and restraint policy
- Inclusion policy

At Wanborough Primary school we are committed to enabling all children to access education successfully. This is an “inclusive” process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

To create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

To praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying.

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

### **Wanborough Primary School PRINCIPLES of Behaviour**

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect
- Whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.

- We implement effective communication systems to identify incidents and patterns of behavior.
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- We strive to provide support for developing problems. We will seek advice and support from appropriate outside agencies.
- Strategies may be recorded in an Individual Education plan and an individual timetable.
- Bad language is considered to be unacceptable behaviour
- As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.

## **IMPLEMENTATION**

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

***IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.***

## **THE ROLE OF THE HEADTEACHER**

It is the role of the Headteacher, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents of misbehavior.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

The head teacher must **publicise the school behaviour policy**, in writing, to staff, parents and pupils at least once a year.

## **THE ROLE OF GOVERNORS**

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the head teacher, school staff, parents and pupils.

The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy.

The governing body will notify the head teacher that the following should be covered in the school behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
- In providing guidance to the head teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.

- Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The governing body will in consultation with the Headteacher consider what the school's response will be to:

- any bad behaviour when the child is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - 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 or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

## THE ROLE OF THE CLASS TEACHER

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the Code of Conduct consistently. The teacher treats all children in their class with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour in the behaviour log sheets.

Teachers have **statutory authority** to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*).

The power also applies to **all paid staff** (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is **in school or elsewhere** under the charge of a teacher, including on **school visits**.

Teachers can **confiscate** pupils' property.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

## **THE ROLE OF NON-TEACHING STAFF**

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner during lesson time.

The staff at Wanborough Primary School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All non teaching staff treat each child fairly and enforces the Code of Conduct consistently and treat all children in their group with respect and understanding.

Support staff should report any significant incidents back to the class teacher. See lunchtime behaviour guidance.

## **PARENTAL INVOLVEMENT**

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Clearly define the role of parents in school, matching interests and skills to activities.
- Develop good communication between parents and school.

## **Wanborough Primary School Behaviour Policy**

At Wanborough Primary School, discipline is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. If this partnership is working effectively then we expect:

### **Parents**

- To be aware of Code of Conduct
- To co-operate with school
- To ensure children's regular attendance and punctuality
- To encourage their children to show respect and support the schools authority to discipline children.

### **Staff**

- The Headteacher fully supports the staffs' authority to discipline.
- To follow and apply the behaviour policy
- To be fair and consistent
- To develop an effective working atmosphere

### **Governing Body**

- To deal with allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.

**Children:**

- To move in an orderly manner around school
- To show respect for people and property
- To demonstrate appropriate levels of concentration and self-discipline
- To take responsibility for their own actions
- To co-operate with and respond to the schools code of conduct
- To be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school.

Through praise and encouragement, we aim to emphasise the following positive qualities:

- Kindness
- Consideration
- Tolerance
- Respect
- Co-operation
- Patience
- Empathy
- Good Manners

The following behaviour is considered to be unacceptable:

- Bullying - individual or group; verbal or physical abuse; taunting; mimicking (including Cyberbullying)
- Aggression towards pupils and adults
- Swearing
- Rudeness
- Stealing

We aim to encourage the children to exercise self-discipline and develop the ability to:

- Control their feelings.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to the teacher's voice.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, always giving their best.

### **WORK MATCHED TO NEEDS / PROMOTING SELF ESTEEM.**

Staff aim to promote positive self-esteem by:

- Providing opportunities for children to work at their own level in order to achieve success.
- Helping children gain confidence in their own ability.
- Motivating children to improve their performance.
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others.

### **STRATEGIES**

In order to assist with the implementation of our discipline policy, **staff** should:

- Aim to be good role models.
- Supervise children to and from classrooms, into cloakrooms and to and from playgrounds. Where possible year groups can work together.
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.
- Encourage toilet visits at breaks and lunchtimes.
- Encourage group/ring games in the playground, placing emphasis on taking turns
- Give reasoned explanations for the Code of Conduct and resulting sanctions

- Use key words for reinforcement e.g. kindness, care and consideration, sharing, friends.
- Use the schools reward system to award academic and non-academic achievement and effort.
- Praise individuals, groups and classes as and where appropriate.
- Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.
- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Ensure copies of the Code of Conduct are included in parental information upon starting and accessible through the schools website.
- Utilise present communication systems in school.
- Use identified procedures for non-attendance, persistent lateness.
- Involve outside agencies where necessary through consultation with the SENDCo.

## **CLASSROOM MANAGEMENT AND PROCEDURES**

To promote good discipline within the classroom staff should aim to:

- Establish defined classroom areas.
- Label resources clearly and make them easily accessible.
- Design classroom layout to facilitate ease of movement.
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Place emphasis on independent learning.
- Be well prepared and organised.
- Allow adequate time for tidying up.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Avoid shouting, use eye contact, gesture, etc.
- Maintain a quiet, calm atmosphere.
- Encourage children to raise their hands rather than interrupt.

- Send children to collect resources in small groups.
- Be ready in the classroom to greet children before the start of each lesson.
- Involve children in the organisation of systems wherever possible.
- Be positive e.g. use of 'please walk', rather than 'don't run'.

The use of Golden Rules is now in place in all classes in the school. **This is based on the principle that everyone has a right to learn and a responsibility to allow others that right.**

The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone.

The school has seven Golden Rules. These are revisited regularly at school level (usually collective worship), class level and with individuals. The rules are:

- **We are kind and gentle.**
- **We look after property.**
- **We work hard and follow instructions**
- **We listen and put our hands up**
- **We are honest**
- **We all share and work as a team**
- **We are helpful and polite**

## **POSITIVE BEHAVIOUR MANAGEMENT**

### **Behaviours which may signify emotional and behavioural difficulties**

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

### **The most important cause of behavioural difficulties – Limited Self-Esteem**

The most important cause of behavioural difficulties in children is their limited self – esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn

- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

### **Dealing with emotional and behavioural difficulties in school**

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

### **TEN SIMPLE GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT**

- 1.** Establish a friendly, positive, supportive relationship with the pupils in your care.
- 2.** Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
- 3.** As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
- 4.** Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
- 5.** Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
- 6.** Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do.
- 7.** Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.

8. Avoid telling a pupil off in public.
9. Avoid the use of sanctions when support strategies will suffice.
10. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

## BEHAVIOUR MODIFICATION

This process can be used with individual groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work corporately and consistently.

### Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with the head teacher and SENDCo.

- **Ignoring** i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** e.g. what are you doing?, what should you be doing?, Good you know what to do so can you do it,
- **Positive Choices** If you do this, then this will happen (positive outcome) If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- **Behaviour Book** The class teacher holds this book in which individual problems are recorded.
- **Compliance Training** i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.
- **Code of Conduct/Rules** i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Time Out** i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.

## CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

**Power to search without consent** for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

## USE OF REASONABLE FORCE

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

***Please Note: Parental consent is not required to restrain a pupil.***

## **WHAT IS REASONABLE FORCE?**

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. 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 student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

## **WHO CAN USE REASONABLE FORCE?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

## **WHEN CAN REASONABLE FORCE BE USED?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

**Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

**Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

**COMMUNICATING THE SCHOOL'S APPROACH TO THE USE OF FORCE**

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEN.
- Schools do not require parental consent to use force on a student.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

**STAFF TRAINING**

The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

**Telling parents when force has been used on their child**

If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed.

In deciding what is a serious incident, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff;
- the child's age.

For more information please see **WPS** positive handling and restraint policy

## **REWARDS**

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, sanctions should be needed only for a minority of children.

It is essential that the main focus for rewards and sanctions should be within the classroom, extending to Senior Management where necessary. They should be applied in a fair and consistent manner with appropriate parental involvement.

These can be given to individual children, small groups, classes, year groups or departments as appropriate by:

- Classroom Assistants, all support staff and volunteers
- Class teachers
- Peripatetic teachers
- Assistant Headteacher
- Headteacher
- Midday Supervisors

### **Rewarding positive behaviour**

It is important that each team has the appropriate rewards and that they are rewarded consistently.

### **Foundation Stage and Key stage 1**

#### **Individual rewards**

Names visually displayed on class sun and rainbow

Verbal praise

Stickers

Certificates

Visit to Head teacher to be put in **Golden Book**. (Golden book names to be read out in celebration assembly)

Notes home

### **Class rewards**

Class rewards are used to reinforce behaviours that we are teaching the children from the time they start school.

e.g happy playtimes, good listening, lining up quickly and quietly, tidying up,

For this there are different types of reward systems in each class but all work in the same way with a given target being worked towards e.g 10 shiny scales on a fish, 20 pieces of pasta in the jar

When the target is reached the class can choose their reward that they have agreed which will be time based. E.g watch dvd, extra playtime, extra computer suite time, choosing time.

***NB Sweets and toys should not be given out as rewards.***

### **Collective rewards**

Children will be grouped into 4 teams across the school. There will be a shared whole school target each month (value of the month) where children can earn coloured leaves (matching the colour of their house) leaves for their team which will be added to the golden behaviour tree in the hall/corridor. This will lead to an appropriate team reward at the end of the month e.g disco, extra playtime

### **Keystage 2**

#### **Individual rewards**

Names visually displayed on green traffic light and star board

Verbal praise

Stickers

Certificates

Visit to Head teacher to be put in **Golden Book**. (Golden book names to be read out in celebration assembly)

Notes home

### **Class rewards**

Class rewards are used to reinforce behaviours that we are teaching the children from the time they start school.

e.g happy playtimes, good listening, lining up quickly and quietly, tidying up, respect

For this there are different types of reward systems in each class but all work in the same way with a given target being worked towards e.g 10 balls in the goal, 20 cubes in the jar

When the target is reached the class can choose their reward that they have agreed which will be time based. E.g watch dvd, extra playtime, extra computer suite time, choosing time.

***NB Sweets and toys should not be given out as rewards.***

### **Collective rewards**

Children will be grouped into 4 teams across the school. There will be a shared whole school target each month (value of the month) where children can earn a leave for their team which will be added to the golden behaviour tree in the hall/corridor. This will lead to an appropriate team reward at the end of the month e.g disco, extra playtime

## **SANCTIONS**

### **Agreed procedure for dealing with unacceptable behaviour**

As with rewards for positive behaviour, it is vitally important that we deal with any unacceptable behaviour in an agreed and consistent way. We acknowledge that the response will depend on the severity of the incident and circumstances of the child. We recognise that ongoing communication with parents is an important part of the process. When following some of these procedures staff should seek support from a colleague and never deal with a pupil in the room on their own. The aim of these procedures is to minimise disruption to the other children and to focus on positive behaviour.

### **Sanctions for Foundation Stage and Key stage 1**

1. A non-verbal warning e.g stern look
2. Verbal warning
3. Name is displayed on warning cloud, with explanation why and what can be done to rectify the behaviour.
4. Name is moved to dark cloud and is taken to see SLT member or the head teacher
5. Parents called in
6. If no further progress is made, other options will be considered. This will include a meeting between all parties to consider the next best step. An Individual Behaviour Plan will be considered and external agencies may also be involved.
7. In extreme cases, a child may be excluded from school. In such cases the latest guidelines from the Local Authority will always be strictly adhered to.

### **Sanctions for Foundation Stage and Key stage 2**

1. A non-verbal warning e.g stern look
2. Verbal warning
3. Child's name moved to amber on visual traffic light
4. Child's name moved to red on visual traffic light and reports to see head or SLT member
5. Child is sent to the Headteacher
6. Parents called in
7. If no further progress is made, other options will be considered. This will include a meeting between all parties to consider the next best step. IBP will be considered and external agencies may also be involved.
8. In extreme cases, a child may be excluded from school. In such cases the latest guidelines from the Local Authority will always be strictly adhered to.

## **Further Sanctions**

In addition the class teacher can seek the involvement of the Headteacher. The Headteacher can impose further sanctions.

- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Fixed exclusion
- Indefinite exclusion
- Permanent exclusion
- Exclusions will be carried out in accordance with LEA policy and Governors directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.
- Prior to the exclusion of a child these steps must be taken:
  - Full consultation with parents well before the stage of considering exclusion is reached unless in response to a serious incident
  - Full consultation with all relevant staff about the child's problems
  - Involvement of the child where appropriate including reasons for action taken
  - Discussion with the Educational Psychologist and/or outside agencies
  - An opportunity for parents to present their case
  - Pastoral support plan written.

## **STAGES OF INTERVENTION**

The school's discipline procedures can be summarised into seven stages. These stages of intervention should be logged and dated.

### **Stage 1**

The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties.

If there is no improvement assistance should be sought from another adult in school

If there is no improvement the child should be informed that parental contact will be made by the class teacher and the reasons should be made clear.

## **Stage 2**

Joint intervention by the class teacher and parents. The child should be included in discussions as appropriate.

If there is no improvement the class teacher should inform the parents and child that the matter will be referred to the SENDCo and member of SLT, stating the reasons why.

## **Stage 3**

Discussions between SENDCo and parents, involving the child as appropriate, to try and resolve the problem. The Assistant Head Teacher may become involved if a resolution cannot be reached. IEP written if appropriate.

If there is no improvement, the SENDCo and Assistant Head Teacher should inform the parents and child that the matter will be referred to the Headteacher stating the reasons why.

## **Stage 4**

Discussions between the Head teacher and parents involving the child as appropriate. The class teacher, SENDCo or Deputy Head teacher to be included as necessary. Involvement of appropriate external agencies may be considered.

A contract may be agreed between school, parents and child. E.g a reduced timetable.

If there is no improvement the Headteacher should inform the parents of any further action which is likely to be taken, stating the reasons why.

## **Stage 5**

The Head teacher refers the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.  
A fixed term exclusion for one or several days may be applied.

## **Stage 6**

If a pupil has been excluded for a fixed term the Head teacher refers the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.

If supported by parents/ carer's a decision to complete a 'managed move' may be taken to try and prevent permanent exclusion.

## Stage 7

If all of the above 6 stages have failed to improve persistent challenging behaviour a permanent exclusion may be given. In extreme cases of violence an immediate permanent exclusion may be given by the Head teacher (without need for previous stages of intervention).

**(For more information on exclusions, please refer to WPS Exclusion Policy)**

### PROCESS AND RECORD KEEPING

- Where behaviour is persistently below the standard required the pupil will be entered on the Special Needs register and strategies set up by the class teacher. Informal notes will be kept by the class teacher and may be discussed at consultations with the parents or at other informal meetings. An Individual Education Plan will be constructed to help improve behaviour. TA time and midday supervisor support may be allocated to implement strategies to improve behaviour. External agencies may be involved.
- Monitoring systems may be used to assess causes, frequency and outcomes of poor behaviour. E.g timetable based monitoring.
- At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs.
- In extreme cases where behaviour is not improving in response to the above strategies, the Head Teacher and SENDCo may set up a Support Plan with a view to preventing the child from being excluded. This plan will involve the parents, pupil, teachers and TAs and any external professionals involved with the child.
- *In very extreme circumstances, the Headteacher may exclude a child from school either for a fixed period or indefinitely.*

**For more information on exclusions, please refer to WPS Exclusion Policy**

**Approved: April 2016**

**Next Review: April 2018**

## Appendix 1

### **Wanborough Primary School Code Of Conduct**

#### **Do's of the playground**

- **Do** look after the younger children
- **Do** pick up litter
- **Do** stand quietly after the whistle and walk into school
- **Do** stay off the grass unless given permission
- **Do** stay on the playground
- **Do** play safely and treat each other with kindness and consideration
- **Do** let everyone join in
- **Do** use respectable language
- **Do** walk away from trouble and tell an adult

#### **Do's of the classroom**

- **Do** be punctual
- **Do** use your manners
- **Do** put your hand up
- **Do** listen to the teacher and one another
- **Do** your best
- **Do** walk in class
- **Do** tidy up
- **Do** remember homework
- **Do** sit correctly
- **Do** talk quietly
- **Do** bring PE kit in on correct days

### **Do's of the school areas**

- **Do** walk and keep to the footpaths
- **Do** look after school property
- **Do** respect all grown ups
- **Do** keep the school tidy
- **Do** hang up coats
- **Do** wear correct uniform
- **Do** make visitors welcome
- **Do** smile and be happy

## Behaviour Incident Log Sheet

<b>Pupil Name and Year Group</b>	
<b>Date of incident/behaviour</b>	
<b>Member of staff reporting behaviour</b>	
<b>Behaviour type (please highlight)</b>	<ul style="list-style-type: none"> <li>Assault on pupil</li> <li>Assault on staff member</li> <li>Bullying</li> <li>Damage to property</li> <li>Defiance</li> <li>Disruption</li> <li>Fighting</li> <li>Racism</li> <li>Verbal abuse</li> </ul>
<b>Description of incident/behaviour</b>	
<b>Action taken (Please highlight)</b>	<ul style="list-style-type: none"> <li>Classroom sanctions</li> <li>Sent to SLT member</li> <li>Parents informed</li> </ul>
<b>Future action/monitoring arrangements</b>	