

Richard Whittington Primary School

Behaviour Policy



Richard Whittington Primary School TEAM Together Everyone Achieves More	<h1>Behaviour Policy</h1>	Policy Number 7 Version 1
		Issue date March 2015

Behaviour and Discipline Policy

1 Aims and expectations

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- The school expects every member of the school community to behave in a considerate way towards others.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Children whose behaviour consistently causes concern will be supported and managed as outlined in the SEN Policy.

2. School rules

- The class teacher discusses the school rules with each class.
- The agreed rules help us to work together for excellence and to ensure the school is successful:

Be kind and helpful -
Do not hurt people's feelings

Be gentle –
Do not hurt anybody

Look after property -
Do not waste or damage things

Listen to people and show respect -
Do not interrupt or be rude

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Be ready to learn –

Do not waste your or other people's time

Be honest –

Do not cover up the truth

- In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'. Each class teacher develops their own reward and sanction system within their own classroom to support the generic systems employed by the school.

3 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 classroom code consistently. The teacher treats all children in their class with respect and understanding
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Assistant Headteacher who may refer it to the Head if necessary.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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 children in the school.

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- 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.
- Records of all reported serious incidents of misbehaviour are recorded and placed on both the perpetrator and victim files.
- The Headteacher has the full and final responsibility for giving fixed-term exclusions 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.
- The Headteacher will endeavour to contact either the Chair or Vice-Chair of Governors within 24 hours of the exclusion being made.

5 The role of parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then a school governor. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.
- Parents are welcome to support school sports events and to applaud and congratulate good performance. Negative comments regarding performance, referees decisions or opposing teams are not permitted.

6 The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

7 The role of support agencies

- The Headteacher may recommend involving a support agency when addressing pupil behaviour. Recommended support agencies include the

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child's GP, the school nurse, educational psychologist, psychologist, the Education Support Centre and / or the Behavioural Support Team.

- Any recommendations will be thoroughly discussed and agreed with parents / carers prior to any referral.

8 Achievements

- We recognise pupil achievements in a variety of ways:
 - **Praise / encouragement** for behaviour / work
 - **Behaviour chart** (Key Stage 1)
 - **Merit stickers** for behaviour / work
 - **Team Points** for behaviour / work
 - **Merit certificate** – for behaviour / work / achievement – awarded by class teacher -
 - **Star of the Half term** – awarded by class teacher each half term – achievement
 - **Star of the Year** – awarded by class teacher annually (end of summer term) –
 - **Headteacher's Certificate**
 - **School Council member**
 - **Eco School member**
 - **Energy monitor**
 - **Team Captain**
 - **Play Leader**
 - **Choir**
 - **Sporting achievement**

- The school acknowledges all the efforts and achievements of children, both in and out of school.

9 Three stage approach to non acceptable behaviour and associated key actions / sanctions

- The following behaviours are considered non acceptable:
 - Not wearing the agreed school uniform
 - Insufficient or incomplete work
 - Actions that disrupt lessons
 - Wasting time
 - Inappropriate chatter or inattentiveness
 - Interrupting
 - Talking when asked to be quiet (e.g. during assembly / collective worship)
 - Calling out
 - Giving a defiant or insolent look
 - Behaviour with safety implications (rocking on chairs, running in school)

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- Talking when another pupil is talking to the class or assembly
- Talking when an adult is talking to them or to the class or assembly
- Preventing others from working
- Making an insolent or rude remark
- Ignoring a request or instruction
- Making a personal insult
- Leaving a room or area without permission
- Blatant disobedience
- Swearing / using bad or rude language
- Telling lies
- Making an insulting gesture
- Deliberate mistreatment of property and resources
- Disobedience
- Arguing with an adult
- Throwing objects
- Using an object as an offensive weapon
- Spitting
- Spoiling property
- Aiming an object at someone – putting others at risk
- Fighting
- Causing a deliberate injury
- Biting or kicking someone
- Stealing
- Irreparable damage to property or resources
- General expressions of prejudice / stereotype
- Racist literature, graffiti or insignia
- Verbal abuse or name calling
- Targeted graffiti or hurtful note writing
- Threats including threatened physical assault
- Bullying (including mobile / text messaging bullying / harassment)
- Internet related bullying / harassment
- Camera phone bullying / harassment)
- Other

Unkind behaviour and bullying

Bullying is an emotive word with a high profile. It is often used, particularly by parents / carers, to describe all sorts of unkind behaviour. Bullying can be very disturbing and we do need to react to it but we also need to be clear what constitutes 'bullying' so that there is a shared understanding between pupils, parents / carers and staff. The following definition of 'bullying' can be applied:

Deliberately hurtful behaviour, repeated over time where it is difficult for those being bullied to defend themselves.

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(Please refer to the school's Anti-bullying Policy)

Racial Equality

The Richard Whittington Primary School strives to maintain a racially harmonious atmosphere. We have a clear and definable policy for dealing with racist incidents, separate from our behaviour and anti-bullying policies.

A racist incident is defined as: **'any incident, perceived to be racist by the victim or other person'**.

Racial harassment will not be tolerated in any form. The number and nature of racist incidents in the school are monitored and action taken to deal with them.

The three stage approach to non acceptable behaviour and associated key actions / sanctions

This list is not exhaustive and staff's professional judgement will be used when applying key actions / sanctions. Key actions / sanctions applied will be appropriate to the non acceptable behaviour. Repeated incidents of stage 1 behaviour will result in sanctions from later stages (Stage 2 and 3) being applied.

Stage 1		
Non acceptable behaviour	Associated key action(s) / sanctions	
<ul style="list-style-type: none"> • Not wearing agreed school uniform • Insufficient or incomplete work • Actions that disrupt lessons • Wasting time • Inappropriate chatter or inattentiveness • Interrupting • Talking when asked to be quiet (e.g. during assembly / collective worship) • Calling out • Failure to produce homework • Giving a defiant or insolent look • Behaviour with safety implications (rocking on chairs, running in school) • Talking when another pupil is talking to the class or assembly • Talking when an adult is 	<ul style="list-style-type: none"> • Discussed with pupil • Key Stage 1 Behaviour Chart) • Stern look from teacher • Verbal warning • Warning on classroom whiteboard • Move child within classroom • Loss of privilege • During morning break / lunchtime, child to stand on spot on playground 	
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talking to them or to the class or assembly <ul style="list-style-type: none"> Preventing others from working 	
Stage 2	
Non acceptable behaviour	Associated key action(s) / sanctions
<ul style="list-style-type: none"> Making a personal insult Ignoring a request or instruction Making a personal insult Leaving a room or area without permission Blatant disobedience Swearing / using bad or rude language Telling lies Making an insulting gesture Deliberate mistreatment of property and resources Disobedience Arguing with an adult Throwing objects Using an object as an offensive weapon 	<ul style="list-style-type: none"> Pupil sent in doors at break / lunch time (to supervising member of staff) Break / lunch time detention supervised by class teacher(s) (e.g. reflection / completing work) Removed to a partner classroom Class teacher to phone parent Daily / week report card (detailing target(s) and opportunity for staff to comment on whether pupil has met target(s)) Behaviour Warning Letter (to parents / carers) Consider Behaviour Support Plan (with parents / carers) <p>NON ACCEPTABLE BEHAVIOUR AND SANCTIONS RECORDED</p>
Stage 3	
Non acceptable behaviour	Associated key action(s) / sanctions
<ul style="list-style-type: none"> Spitting Spoiling property Aiming an object at someone – putting others at risk Fighting Causing a deliberate injury Biting or kicking someone Stealing Irreparable damage to property or resources General expressions of prejudice / stereotype Racist literature, graffiti or insignia Verbal abuse or name calling Targeted graffiti or hurtful note writing 	<ul style="list-style-type: none"> Pupil is sent to nominated member of Senior Leadership Team; progressive approach e.g. Phase Leader / Deputy Headteacher / Headteacher) Amber Warning Letter to parent outlining school's concerns and inviting parents / carers to discuss proposed 'Behaviour Support Plan' (BSP) If behavioural issues are unresolved, follow up Red Warning Letter to parent / carers outlining school's continuing concerns / review of BSP and discuss referral with

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<ul style="list-style-type: none"> • Threats including threatened physical assault • Bullying (including mobile / text messaging bullying / harassment) • Internet related bullying / harassment • Camera phone bullying / harassment) • Other 	<p>parents / carers (Single Service Referral / Common Assessment Framework) to School Nurse / Education Support Centre / Behaviour Support Team</p> <ul style="list-style-type: none"> • Fixed period exclusion • Permanent exclusion <p>NON ACCEPTABLE BEHAVIOUR AND SANCTIONS RECORDED IN BEHAVIOUR LOG STORED ON FILE</p>
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10 Achievements and Behaviour Management

From the Autumn Term 2012 onwards, all achievements and behaviour incidents will be recorded on pupil files. Class Teachers, Duty Staff, Supply Staff, SSAs and HLTAs are responsible for recording:

- All Achievements which their pupils attain within class
- Stage 3 Behaviour Incidents

11. Fixed-term and permanent exclusions

- Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

12. Bullying

- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate

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bullying, we do everything in our power to ensure that all children attend school free from fear.

- Please refer to the school's '**Anti-bullying Policy**'

13. Use of Restraint

- All members of staff are aware of the regulations regarding the use of force by teachers, '*use of reasonable force advice for headteachers, staff and governing bodies*' DfE July 2013. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.
- Please refer to the separate guidelines '**Model restrictive intervention guidelines**'

14 Monitoring, evaluation and review

- The Headteacher monitors the effectiveness of this policy on a regular basis, and will report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school records achievements and incidents of misbehaviour on pupil files. (Please see section 14).
- The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

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Viewed by the

School Improvement Committee

Signed Chairman

Noted by the Governing Body

Signed Chairman of Governors