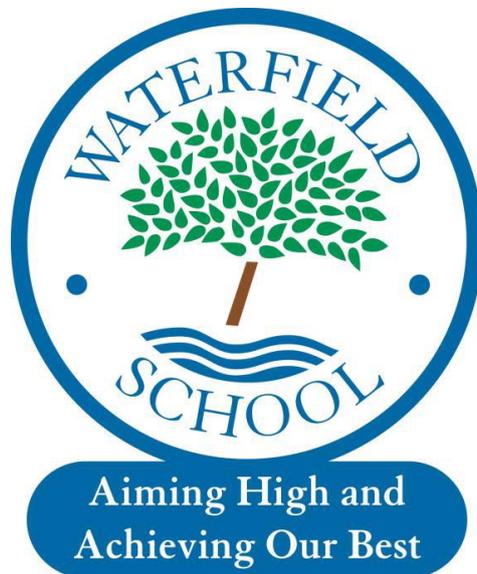




The Collegiate Trust
Exceptional Education for All

Waterfield Primary School



Behaviour Policy October 2018

Introduction

This policy should be read in conjunction with the 5Cs Values. Desirable behaviour in school is only achieved through a **collaborative** approach with **communication** that is consistent and clear. It requires **creativity** to meet the needs of every child and the **critical thinking** skills to consistently develop approaches. Waterfield's **courageous** approach is all about inclusivity – we understand that some children find life difficult and that staff can too. We work together through the hard periods to ensure that all parties involved have the best outcomes – no giving up!

We believe that positive behaviour is crucial to a child's social, emotional and educational development. Desirable behaviour is more likely to be achieved when all persons concerned with a child's development have an agreed, consistent and positive approach.

We believe behaviour to be an outcome of how we think and feel. If we want to understand behaviour more effectively, we have to try to appreciate what is influencing it. In schools, how pupils think and learn is affected by organisational context, relationships and emotionality. Children who enter school without good social skills and life skills need to be helped and encouraged to acquire them. Children should not be subject to sanctions for not using the social skills that they have not yet had the opportunity to learn. However, at the same time, staff will show an expectation to the children that these skills are necessary in their school life and beyond.

Waterfield Primary School recognises the clear links between the environment created in school, the teaching and learning of pupils, and the behaviour of the children in our care. Because of this we actively seek to work in conjunction with other professional partners, as well as parents and the community, to develop appropriate behaviour in school.

The aims of the policy are:-

- to create a positive ethos within which all members of the school feel secure and are treated with fairness and consistency
- to offer clear guidelines and secure, safe conditions for effective learning
- to encourage good behaviour for learning and caring attitudes the adults will model tolerance and respect for others
- to help all members of the school to appreciate their own self-worth and to equally value, consider and respect their needs and the needs of others
- to uphold the 'British Values' of democracy, liberty, mutual respect and the rule of law and have these embedded in our culture.

Positive outcomes for pupils should be:-

- a reduction in exclusions
- raised attainment
- pupils feeling safe and secure
- a reduction in incidents of unacceptable behaviour
- a recognition that appropriate behaviour is a life skill and not just a school expectation.
- pupils understanding and acceptance of responsibility for, and impact of, actions and words.

It is the responsibility of every adult working in the school to encourage children to:-

- be polite and courteous e.g. say please and thank you
- use appropriate greetings at different times of the day
- show good listening skills

- open the door for someone passing through
- not interrupt or walk between people when they are talking
- respond appropriately when they do not hear or understand a question or instruction
- know acceptable/unacceptable behaviour within school/class and the impact of both in line with rewards and sanctions hierarchy

Training and support will be available to all staff in developing children's skills and in dealing with more challenging behaviours.

Behaviour Agreements

Every September, each class formulates a Behavioural Agreement with the children. This clarifies rules, rights and responsibilities of both adults and children. These Behaviour Agreements will be available to view from the third week of the Autumn Term. The Behaviour Agreements will be distributed to parents as soon as possible after that, so parents are aware of the class rules and can discuss them with their children.

Rewards

Giving rewards and verbal praise to children enforces and encourages positive behaviour and builds a strong feeling of value and self-worth. Rewards are given for, among other things, characteristics of thoughtfulness, helpfulness and kindness, good work, promptly following an adult's instructions and making good behaviour choices. All staff and pupils congratulate children to celebrate and share success.

A school-wide incentive of **House Points** is used for rewarding the characteristics identified above. All children are allocated to a school house (Arundel (green), Lewes (red), Pevensey (yellow) and Windsor (blue)) and they will be rewarded with House Points for these behaviours, which are then collected and celebrated as a house in a celebration assembly on a Friday. Each term, the winning House will receive a trip to the Adventure Playground.

A **Merit** system is in place for rewarding **excellent achievement in learning**. A single merit will be given for a piece of learning that is of the highest quality that individual child can produce. It can also be a reflection of high levels of effort. A child should always be praised for the amount of effort they put into a piece of learning; this encourages them to "try hard" again. They need to know the reason something is outstanding, including a reference to the amount of thought and effort they have invested.

Merits are collected on Merit Cards by the adult signing off each one. Each child will have a Merit Card. When the child reaches 15 Merits, s/he will be presented with a Bronze Certificate, 30 Merits for a Silver and 45 Merits for a Gold. Children will be presented with their certificates in the celebration assembly on a Friday.

In addition to the specific rewards above, teachers may choose to use a whole class strategy for working collaboratively towards a reward, or an individual strategy to aid engagement in a child's learning. It is this creativity that will engage children that are harder to reach.

Sanctions

There are some children who do, from time to time, display negative or inappropriate behaviour. Professional discretion and judgements will need to be made to determine the type and level of support before each 'warning' is given. Support for re-engaging learners and halting negative behaviour should be considered carefully before delivering a sanction. Then it should be ensured that the child understands why these sanctions are being used. Children will be warned about their

future conduct and also supported to understand the impact that their poor behaviour has on themselves and on others around them. Clarity is the key in delivering consistent and effective behaviour management.

Thus, pupils involved in poor behaviour will have the following hierarchy of sanctions applied. They will:

- be expected to respond positively to the behaviour support chart to have their peg moved back upwards (see Appendix 1);
- discuss their behaviour with the member of staff concerned and be asked to state which rights of other children they have not respected, why it is unacceptable and how they will be more responsible in future;
- be given a Grey Card reflection sheet (see Appendix 2) and moved to another classroom for time to reflect. The reflection sheet should go to the office;
- be given a red card and sent to the Key Stage Leader;
- be referred to the Headteacher by the Key Stage Leader. Parents informed.

Bullying, Homophobic, Cyberbullying, SEND or Racist Abuse

The school does not put up with bullying, homophobic, cyberbullying, SEND or racist abuse of any kind. If we discover this, we act immediately to stop it happening again. While it is very difficult to get rid of, we do everything in our power to ensure that all children attend school happy and free from fear. We define bullying as the wilful, conscious desire to hurt, threaten or frighten someone. As a school, we acknowledge that the potential for bullying does exist. We have adopted a preventative approach to bullying that is pro-active rather than waiting for incidents to occur before reacting. Through Personal and Social Education and the development of moral awareness and understanding, we teach the values that show bullying to be unacceptable. We use appropriate parts of the curriculum to help children develop social skills and ensure that we provide opportunities through everyday life at school for them to practise these skills. We work hard to create a climate of positive relationships of care and mutual respect between all members of the community that builds everyone's self-esteem

We regard all bullying incidents very seriously and deal with them immediately. Almost all incidents are dealt with by the Headteacher. Victims of bullying and those accused of bullying are provided with the opportunity of explaining events from their own viewpoint. They both receive support and the child accused of bullying will be helped to understand how s/he has made the victim feel and will be asked to apologise for the unhappiness s/he has inflicted. Follow-up work will continue during class circle time and during school assemblies. Parents of both the victim and those accused of bullying will be informed of the school's response to the incident.

The Red Card system

In the event of extreme violence and aggression towards other children or adults in school, the Headteacher, Deputy Headteacher or other member of the Senior Management Team or Leadership Team, will be sent for using a "red card". All members of staff have a red card and the use of it means that an adult needs immediate support and help. The staff sent for will talk to the child and remind them about the need for sensible choices to be made but also ensure the child knows the consequences of continuing the inappropriate behaviour. Usually, 'time out' in the Headteacher's or Deputy Headteacher's office calms most children down.

Use of Reasonable Force

All members of staff are aware of the guidance about the use of reasonable force in schools. 'Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder' e.g. 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; and
- restrain a pupil at risk of harming themselves or others through physical outbursts.

Restraining (positive handling) should take place by at least two staff qualified in current positive handling procedures (Team Teach). Each teacher will need to ensure they are aware of the current trained staff (see updated lists within the office). Positive handling should be undertaken *as a very last resort* and only where there is a *real risk of injury to self or others*. It is always unlawful to use force as a punishment. Staff only step in to restrain children physically after de-escalation techniques have failed. The actions that we take are in line with government guidelines on restraining children. A record is kept of all serious incidents where Team Teach holds are used.

Occasionally, for a first incident, positive handling prior to completion of a risk assessment will be needed, in order to keep the child concerned and others safe. Otherwise, any child at risk of needing positive handling **must** have had a Behaviour Risk Assessment and Positive Handling Plan form completed, in accordance to the guidance given.

Exclusion

The ultimate sanction is exclusion, whether fixed term or permanent. At Waterfield, we believe that education is about inclusion and we therefore aim to solve all problems before reaching this stage. However, we interpret inclusion as **all** children's right to learn and the teacher's right to teach in a safe environment. If these areas are severely challenged by one individual, then that child will be excluded from school. There are two routes to exclusion:

- Persistent, inappropriate behaviour which has not responded to the use of Rewards and Sanctions, seeking outside advice or the setting up of a Pastoral Support Programme (see below).
- An act(s) of violence/aggression that the Headteacher and Governors feel threatens the health and safety of the individual concerned, others or deliberate vandalism to property.

In some cases we may use the expertise of our school employed Primary Mental Health Worker/Specialist Occupational Therapist to support the needs of a child. We also have access to outside agencies such as the West Sussex Learning and Behaviour Team, Educational Psychologists, or CAMHS (Child and Adolescent Mental Health Service), to advise us how to manage certain behavioural difficulties. We need to work closely with parents in this situation and greatly value their support. Children in danger of exclusion have a Pastoral Support Programme set up for them, where professionals and parents can work together to share any difficulties and work out a programme of what to do next to support the child in behaving appropriately.

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, and if the total exclusion period in any one school year exceeds five days, 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 governing body about any exclusions. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. When a discipline panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, any representation by parents and the Local Authority and whether the pupil should be allowed back to school. If the governors' discipline panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Supporting "Hard to Reach" Pupils or Pupils at Risk of Exclusion

Waterfield School works hard to support all pupils and fully engage them in the curriculum. If any pupil is failing to access the curriculum, a range of strategies is considered. As detailed above, these may include the involvement of other professionals and would certainly include full consultation with parents.

When pupils are at risk of exclusion, a Pastoral Support Programme (PSP) is set up. This involves the school, the parent and any other parties involved with the pupil (including, if appropriate, the pupil themselves). This group meet regularly to review progress, and design a 'small steps' programme of support for the individual. Where a child's behaviour puts him/her or other children/adults at risk of injury, a Behaviour Risk Assessment and Positive Handling Plan (Appendix 3) should be completed to clarify the agreed structures and support systems to be put in place to minimise risk to that individual and others. These forms should be signed by the staff working most closely with the child and parents.

Behaviour outside School Premises

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory duty to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. The same procedures as are adopted on site will apply.

With the systems and procedures described in this policy in place, we feel Waterfield Primary School offers a safe, inclusive education with equal opportunities for all adults and children.

Appendices

Appendix 1: Classroom behaviour chart

Appendix 2: Grey Card Reflection Sheet

Appendix 3: Behaviour Risk Assessment and Positive Handling Plan