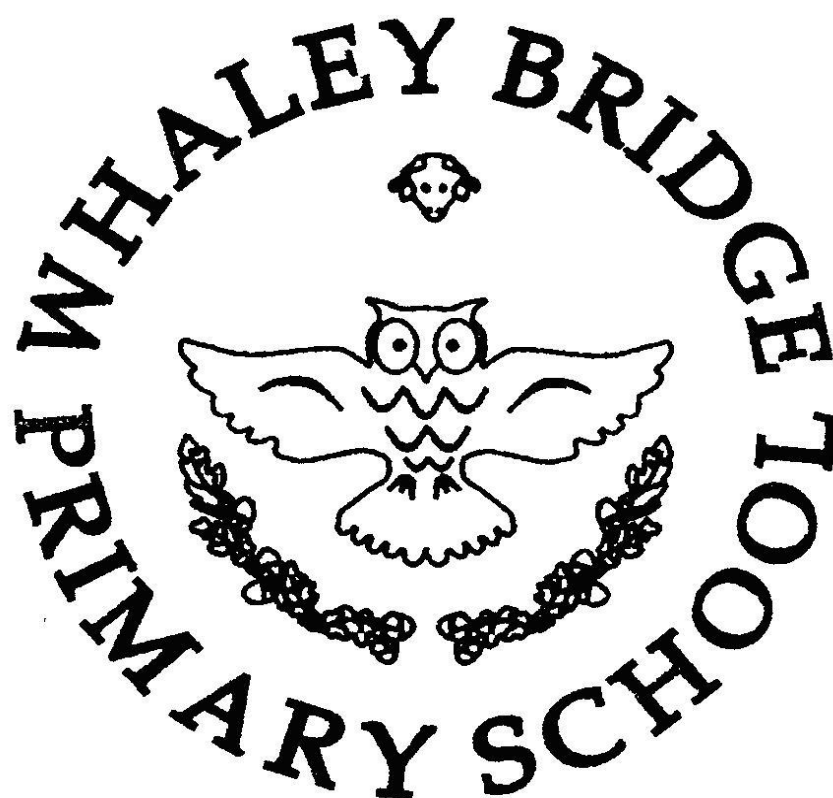


# WHALEY BRIDGE PRIMARY SCHOOL



## BEHAVIOUR POLICY 2015-2016

# Whaley Bridge Primary School

## BEHAVIOUR POLICY

### Our Ethos

At Whaley Bridge Primary School we are committed to:

- The safeguarding and wellbeing of all children and adults
- Unlocking every child's potential to learn and succeed
- Creating independent, lifelong learners who embrace challenge

Each member of the school has:

- A right to work in peace and safety.
- Children have the right to an appropriate curriculum, which will promote a sense of self-worth.
- Teachers have a right to teach.
- Children have a right to learn.

This policy supports the following school mission statement:

**We aim to provide a rich and varied curriculum in a warm and caring environment within our community of Whaley Bridge.**

Whaley Bridge Primary School Aims:

- **To work in partnership with pupils, staff, parents, governors and the wider community of Whaley Bridge to achieve high standards and excellence in all aspects of education.**
- **To give each child equal opportunity and full entitlement to a broad and balanced curriculum.**
- **To foster positive attitudes and caring relationships**
- **To nurture spiritual, moral and social development.**
- **To provide quality resources and a stimulating environment**
- **To seek continual improvement.**

The school code of conduct:

**WORK HARD**

**HAVE CONSIDERATION**

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Review date .

ACT RESPONSIBLY  
LOOK AFTER OUR ENVIRONMENT  
EVERYONE MATTERS  
YOU CAN MAKE THE DIFFERENCE

### The Positive Approach

We believe in a structured and firm, but positive approach. There is a misconception that a positive approach is lightweight, ineffective against the difficult to manage. There are children for whom a warm, nurturing and positive atmosphere would alone be sufficient but it is also possible to provide structure and sanctions for those individuals whilst maintaining an essentially positive ethos. There is a place for consequences and they become a powerful tool when set against a backdrop of optimistic thinking.

Positive strategies do work.

The following strategies underpin the positive approach:

- Being clear and specific about the expected behaviour. Stating and repeating possible consequences of undesirable actions.
- Noticing and affirming good behaviour when it occurs.
- Establishing fair, predictable and consistent consequences for inappropriate behaviour.
- Supporting pupils who have difficulty experiencing success.
- Ensuring that all aspects of school organisation are consistent with this policy.

Our Behaviour Policy is based on the three-tier model:

#### The Whole School Level

Supporting vulnerable groups of children

Individuals with challenging behaviour

The whole school level will provide the context for working positively with large groups of children, which in turn supports the effectiveness of working with smaller groups and difficult to manage behaviour and individuals.

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# The Whole School Level

## **Expectation**

It is important to have high expectations of good behaviour.

At Whaley Bridge Primary School we expect everyone to:

- Treat each other with respect and consideration
- Care for the school environment and share equipment
- Move around school in a safe and calm manner
- Work with enthusiasm and persistence

## **Using a high rate of rule related praise**

Using praise is an important key to successful behaviour management. It:

- Contributes to a warm, friendly atmosphere
- Encourages positive self-esteem
- Reinforces simple rule following
- Facilitates learning through positive feedback
- Draws attention to positive behaviour
- Emphasises the positive behaviour, rather than the inappropriate
- Develops/extends social skills
- Can give pupils the attention they need
- Makes reprimands more effective

It must be:

- Sincere (children quickly pick up insincerity)
- Appropriate to the age and maturity of the child/children
- Personalised - use the child's name
- Specific and rule related - the praise must clearly identify which behaviour is being praised so that the child is more likely to repeat the desired behaviour
- Frequent and consistent to ensure that children know what is expected of them

## **The Rules**

Whole school rules are intended to support our aims and turn expectations into reality. They are there to provide structure for children and to make it clear what it is we expect of them. These are displayed in every teaching area and around school as an aid to refer to and as a reminder.

These are our 5 Golden rules:

1. I will do as I am asked the first time of asking
2. I will use my manners
3. I will be kind and considerate

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4. I will keep my hands, feet and unkind comments to myself
5. I will look and listen to the person who is speaking.

## **The Rewards**

To encourage good behaviour we should be quick to respond to children who are doing the right thing. A positive approach relies on the reinforcement of appropriate behaviour.

This will be done by:

- Praise
- Displaying a poster of appropriate class based rewards which includes stickers, certificates, raffle tickets, golden time of choice for the class/child and jobs with responsibility
- Acknowledgement from another staff member
- In each Celebration Assembly (one per week), teachers are invited to mention members of their class who have behaved well, that child will receive either a bronze, silver or gold award.
- Extra play on a Friday afternoon is used as a reward for children who have behaved well.
- No-one who has had a yellow, blue or red card over the week will be allowed out during Friday playtime.

## **Discouraging Inappropriate Behaviour**

All adults who work in our school are expected to be actively involved in the implementation of the Behaviour Policy.

As we move round school it may be necessary to intervene with children who are unknown to us. The whole school rules provide the framework for these interactions. There is no ambiguity if children are aware of what is expected of them and it is expected of them from **all** members of staff.

Even serious behaviour often has quite modest starting points. Minimising poor behaviour in a way that is least likely to disrupt learning is a vital skill of a staff member.

## **Using Consequences**

Praise will have a significant effect on the behaviour of most pupils but there will be a number of pupils who do not readily respond to praise. Some find it difficult to respond immediately and others appear to be unaware of the effect their behaviours are having on others. All staff are responsible for ensuring behaviours from Stage 3-5 are recorded. Slips to be handed to the office. Staff should inform the Senior Management Team of any persistent lower level

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poor behaviour.

When reprimanding a child/children adults should speak in a clear, uncompromising but not angry way. They should ensure that body language does not undermine the impact of the reprimand. It should convey authority, not aggression.

### **Yellow slips**

Yellow slips to be given if Stage Three of the flowchart has been reached.

### **Red slips**

Red slips to be given if Stage Four of the flowchart has been reached.

### **Blue Slips**

Blue slips are to be given to children outside the classroom areas such as: assemblies, playtimes, lunchtimes and around school. We identify that some children can be rude and disrespectful, mainly to adults' requests. This manifests itself as shrugging of shoulders, rolling eyes and answering back. This is not tolerated at Whaley Bridge Primary School. For this we have introduced Blue Slips that are given immediately. The child must be sent to the Key Stage manager and the Teacher will contact the parent about this behavior and the parent will be asked to speak to their child about it. Again, these slips will be collected in and recorded by the office.

All staff to ensure a consistent approach to poor behaviour in classrooms, all staff should use the following hierarchy of consequences alongside visual reminders:

## **Consequence Flowchart**

### **Stage 1**

Look at the child who is misbehaving to signal your disapproval of their behaviour choices.

### **Stage 2**

#### **Name on board**

Remind the child of the particular classroom/school rule he/she is breaking. This is the warning.

### **Stage 3 - A yellow card will be given**

#### **Name on board and 1 unhappy face ☹️**

Send the child to a Key Stage Manager (holding the slip) for 5 -10 minutes

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#### **Stage 4 – A red card will be given**

##### **Name on board and an additional unhappy face ☹️☹️**

If the behaviour still continues the child can be sent to a Headteacher or Deputy Headteacher, with a red card, for time out for the rest of the morning or afternoon session. Time out will not be for 'chilling out'. Children will be expected to copy out the behaviour rules and to reflect how they can improve their behaviour/s.

#### **Stage 5**

##### **Emergency situations or refusals**

There may be times when a child's behaviour is so dangerous or disruptive that a lesson cannot continue. These are emergency situations only. Instances include:

- A serious attack on a child or adult
- Threatening behaviour
- Refusal by the child to leave the classroom with a yellow card.
- Deliberate/serious damage to property
- Repeated yellow cards in a day

In these circumstances the child will not be allowed to return to class for at least the remainder of the session. The Headteacher or Deputy Headteacher will inform parents/carers and consider internal or external exclusion. The class teacher should supply work for the child to do, which the child can do independently for the time out period or at a later date in the child's own time.

#### **Organisational Factors**

- On return to the class from any time out session, a child is expected to apologise and explain what they are sorry for. Then a fresh start should be given.
- Any missed work should be done in the child's own time if not caught up with during the lesson.
- The yellow, blue and red slips should be put in the behaviour log file, located in the office.
- The log is analysed regularly by the SMT.
- Each new session i.e. morning or afternoon or for each new staff member, the board of names should be wiped clean, e.g. in PPA cover in afternoons.
- One very useful strategy is to repeat requests, a bit like a broken record, clearly stating which rule the child has broken, what the children should do and what the next

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consequence is if they do not do as requested!

- Staff should inform the SMT of any persistent lower level poor behaviour. Other strategies may help the child e.g. Report Card, please see the section on “Individuals with challenging behaviours”

A child is never to be excluded to a place out of sight of an adult. (This includes outside the classroom door.) The safety of the child is always a prime consideration.

The board will be wiped clean at the end of each morning or afternoon session – at 11:55 or 12.10 and at 15.30pm

## **PROVISION FOR VULNERABLE GROUPS**

Our data collection and analysis can aid our identification of vulnerable groups of children. We will work with a number of groups, offering support with their behaviour, confidence and self-esteem. We can organise programmes of work for groups such as the following:

Nurture groups

Transition work

Anger management

Circle Time

Social Skills and Socially Speaking

Lunchtime Clubs

Positive Play

R time

These groups are run by a range of adults in a variety of manners.

## **INDIVIDUALS WITH CHALLENGING BEHAVIOURS**

There may be children who do not respond to the strategies already mentioned and who require individual support in the form of an individual behaviour plan. (IBP) The Senior Management Team should be informed if a child's behaviour is causing concern, as should their parents. Staff and the Deputy Headteacher/SENCo will devise and monitor IBPs (Individual Behaviour Plan) for children who are identified to be displaying such challenging behaviour. IBPs should be reviewed every 6 weeks with the child, teachers, parents and Deputy Headteacher/SENCo. The meeting should be used to inform the success of the plan and the next steps.

It is acknowledged that these children may need time for the strategies to embed and to adapt behavioural changes.

Rewards need to be identified that are personal to each child. A menu of rewards should be considered with some children.

For children whose behaviour is consistently poor, severe, violent, abusive or disruptive the Headteacher, Deputy Headteacher/SENCo will consider:

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- Buying in the Behaviour Support Service Dual Registration with PRU (Pupil Referral Unit)
- Fixed term exclusion
- Support from Educational Psychologist.
- Daily Report Card (please see example at the end of this document)
- Alternative Curriculum

In cases of fixed term exclusion, procedures as outlined in DFES/LA guidance will be adopted. Where a child is in danger of permanent exclusion a programme will be put in place in conjunction with the LA and other relevant services.

### **Refusals to leave the classroom**

- If others are at risk, remove the rest of the class to another area, whilst ensuring the safety of the child refusing to move.
- Send for a member of Senior Staff
- If this is not successful, remind the child they are refusing to 'do as they are asked the first time' and give the children extra take up time to do as they are asked.
- Use de-escalation techniques
- Do not attempt to remove a child physically except under exceptional circumstances.
- If child is behaving unsafely ring parents and/or police.

Removing whole classes from a dangerous situation is our first option.

If the child is so beyond reason that they become a danger to themselves or others, it may be necessary to use positive handling techniques. This should be the last option when all other strategies have failed and when there is an immediate risk to the child, their peers, adults or significant risk to the property.

Adults have a right to defend themselves from abuse or assault, but should stay calm, be assertive and emphasise the task, not the behaviour.

Adults should be realistic in their aims, leave the door open for negotiation and avoid confrontation.

A behaviour form should always be filled in after positive handling has taken place and be signed by all involved, management and the parents of the child.

All TA's and Teaching Staff receive SCIP-R training in supportive behaviour management at least every three years.

Where a child needs supportive physical intervention as part of a shared behaviour management plan an individual risk assessment will be completed. Specific guidance on the use of supportive physical intervention for the named pupil will then be included in their behaviour management plan, which will then be shared with parents and members of staff. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil alongside in house behaviour support resources such as positive play, circle of friends, peer buddies/mentors etc

# ★ The 5 Golden Rules ★

1. I will do as I am asked the first time.
2. I will use my manners.
3. I will be kind and considerate.
4. I will keep my hands, feet, objects and unkind comments to myself.
5. I will look and listen to the person who is speaking.

# Consequence Flowchart (Adult version – Y1-Y6)

All staff to ensure a consistent approach to poor behaviour in classrooms, all staff should use the following hierarchy of consequences alongside visual reminders:

## Stage 1

Look at the child who is misbehaving to signal your disapproval of their behaviour choices.

## Stage 2

### Name on board

Remind the child of the particular classroom/school rule he/she is breaking. This is the warning.

## Stage 3 - A yellow card will be given

### Name on board and 1 unhappy face ☹️

Send the child to a Key Stage Manager (holding the card) for 5 -10 minutes

## Stage 4 – A red card will be given

### Name on board and an additional unhappy face ☹️☹️

If the behaviour still continues the child can be sent to a Headteacher or Deputy Headteacher, with a red card, for time out for the rest of the morning or afternoon session. Time out will not be for 'chilling out'. Children will be expected to copy out the behaviour rules and to reflect how they can improve their behaviour/s.

## Stage 5

### Emergency situations or refusals

There may be times when a child's behaviour is so dangerous or disruptive that a lesson cannot continue. These are emergency situations only. Instances include:

- A serious attack on a child or adult
- Threatening behaviour
- Refusal by the child to leave the classroom with a yellow card.
- Deliberate/serious damage to property
- Repeated yellow cards in a day

In these circumstances the child will not be allowed to return to class for at least the remainder of the session. The Headteacher or Deputy Headteacher will inform parents/carers and consider internal or external exclusion. The class teacher should supply work for the child to do, which the child can do independently for the time out period or at a later date in the child's own time.

# Consequence Flowchart (Child version: Y1-Y6)

## Stage 1

The adult will give you a warning look – a chance to change your behaviour.

## Stage 2

**Name on board** - This is the verbal warning.

## Stage 3 – Yellow Card

**Name on board and 1 unhappy face** 😞

Send the child to a Key Stage Manager for 5 -10 minutes.

## Stage 4 – Red Card

**Name on board and 2 unhappy faces** 😞😞

Child sent to Headteacher or Deputy Headteacher, with a red card, for time out.

## Stage 5

**Emergency situations.**

Adults will do what we can to keep everyone safe.

**BEHAVIOUR SLIPS**  
(Yellow or Red)

Name:	Date:	Time:
Lesson/Location:		Year Group:
Type of behaviour: Anti-social/disrespectful language Assault on staff / pupil Damaging property Disobeying rules Disruption to lesson Fighting Leaving lessons without consent Pushing/shoving others Refusal to comply Verbal abuse to staff / pupil Other (please give details)	If a red slip please give a description of what happened. If necessary please continue on the back of the slip or on additional paper.	
Reported by:	Sent to:	
Reported to parent/carer by:	Name of teacher: Date: How?: (phone/face to face)	

**Behaviour slip  
(Blue)**

Name:	Date:	Time:
Lesson/Location:		Year Group:
Type of behaviour:  He/she has been rude or disrespectful to an adult around school by:		
Reported by:	Sent to:	
Reported to parent/carer by:	Name of teacher: Date: How?: (phone/face to face)	

## **LUNCHTIME ARRANGEMENTS OUTDOOR ACTIVITIES OR PLAY**

### **On the Playgrounds**

Over lunchtime and playtime the same rules apply. It may be necessary to deny children who cannot follow the rules the right to freetime, which is most obviously playtimes. Therefore, if a blue/red card is given, as with the rest of the school's procedures, the children will miss Friday afternoon playtime.

### **At Lunchtimes**

Lunchtime supervisors care for the children over the lunchtime break, with the exception of a few children with SEN who have support from TAs/specific groups and clubs. All staff should have a notepad and pen to make a note of any children's names who break the rules. The Lunchtime Supervisors will report any behaviour of a serious nature to the relevant class teachers, in extreme cases to the Headteacher/Deputy Headteacher or a senior member of staff.

Procedure:

- Investigate any problems/falling outs
- Follow the instant blue card procedure.
- Give red cards for serious incidents

It is worth noting that we can ask a child to go home for dinners as a sanction, as we are not obliged to care for children over the lunchtime period. If children receive free school meals they will be allowed to eat their meals in a suitable, supervised place away from other children and then be collected by a parent/carer or sent home. The lunch can also be provided to take home. Any incidents of bullying or racial harassment will be dealt with in line with school policy.

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# Reception Consequence Flowchart (Adult version)

All staff to ensure a consistent approach to poor behaviour in classrooms, all staff should use the following hierarchy of consequences alongside visual reminders:

## Stage 1

Look at the child who is misbehaving to signal your disapproval of their behaviour choices.

## Stage 2

### Name on board

Remind the child of the particular classroom/school rule he/she is breaking. This is the warning.

## Stage 3

### Name on board and 1 unhappy face ☹️

## Stage 4 - A yellow card will be given

### Name on board and 1 unhappy face ☹️ ☹️

Send the child to a Key Stage Manager (holding the card) for 5 -10 minutes

## Stage 5 – A red card will be given

### Name on board and an additional unhappy face ☹️☹️☹️

If the behaviour still continues the child can be sent to a Headteacher or Deputy Headteacher, with a red card, for time out for the rest of the morning or afternoon session. Time out will not be for 'chilling out'. Children will be expected to copy out the behaviour rules and to reflect how they can improve their behaviour/s.

## Stage 6

### Emergency situations or refusals

There may be times when a child's behaviour is so dangerous or disruptive that a lesson cannot continue. These are emergency situations only. Instances include:

- A serious attack on a child or adult
- Threatening behaviour
- Refusal by the child to leave the classroom with a yellow card.
- Deliberate/serious damage to property
- Repeated yellow cards in a day

In these circumstances the child will not be allowed to return to class for at least the remainder of the session. The Headteacher or Deputy Headteacher will inform parents/carers and consider internal or external exclusion. The class teacher should supply work for the child to do, which the child can do independently for the time out period or at a later date in the child's own time.



# Consequence Flowchart (Child version: Reception)

## Stage 1

The adult will give you a warning look – a chance to change your behaviour.

## Stage 2

**Name on board** - This is the verbal warning.

## Stage 3

**Name on board and 1 unhappy face** 😞

## Stage 4 – Yellow Card given

**Name on board and 1 unhappy face** 😞😞

Child sent to Key Stage manager

## Stage 5 – Red Card

**Name on board and 2 unhappy faces** 😞😞😞

Child sent to Headteacher or Deputy Headteacher, with a red card, for time out.

## Stage 6

**Emergency situations.**

Adults will do what we can to keep everyone safe.

## REPORT CARD

Child's name:	Class:						Date:				
	Assembly time	Lesson 1	Break time	Lesson 2	Lunchtime	Lesson 3	Break time	Lesson 4			
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											

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Review date .

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