



WHITMORE
PRIMARY SCHOOL AND NURSERY

Behaviour Policy September 2017

At Whitmore Primary School and Nursery, we take a proactive and preventive approach to behaviour management. All staff members acknowledge and accept that our students have a variety of individual needs. However we do expect that all of our children reach their full potential academically, socially, emotionally and behaviourally. A fundamental expectation of behaviour management within Whitmore Primary School and Nursery is supporting all students to develop the necessary skills to make independent positive choices about their own behaviour.

Mrs Nina Kemp
(Headteacher)

Our Core Values:

RESPECT PERSEVERENCE HONESTY FRIENDSHIP POSITIVITY

Our School Aims:

To teach children core values for life – honesty, perseverance, respect, friendship and positivity.

To promote and maintain positive behaviour.

To foster good relationships between all staff, pupils, parents and the wider community.

To actively welcome parental involvement and encourage open dialogue at all times.

To have clearly defined expectations regarding children's behaviour; discussed with the children

To create a purposeful environment and atmosphere in which children can develop self-esteem, self-discipline and an awareness of their responsibilities in the community.

To recognise and praise good behaviour as well as dealing with inappropriate behaviour.

To ensure that children are aware of the rewards and sanctions in place within school.

To ensure fair treatment of all regardless of age, race, gender, race, ability and/or special educational needs.

As a staff we do our best:

To provide good role models

To have high expectations of ourselves and the children

To emphasise and reward positive behaviour

Show appreciation of the effort and contribution of all

To respond to and deal with unacceptable behaviour in a firm and consistent manner

To involve and inform parents of all aspects of this policy

To have a consistent approach towards learning and behaviour.

To provide support for one another through discussion and implementation of a common approach.

To make explicit to the children expectations with regard to behaviour and the procedures for rewarding and promoting good behaviour and for dealing with problems.

To implement age-appropriate expectations

To emphasize the importance of being valued as an individual within the group

We will encourage children:

To understand that they are a valued part of the community
To discuss and share what constitutes acceptable behaviour e.g. at circle time
To understand and know what is acceptable behaviour
To be responsible for behaving in an appropriate manner

Pupils will be taught:

To learn respect for others, belongings and school property.
To establish orderly patterns of learning and behaviour through self-discipline and self-regulation
To recognise the advantages of co-operation and friendship.

Behaviour Support and Classroom Management -“Talking for a Purpose”

At Whitmore Primary School and Nursery, we promote “***Talking for a Purpose***: Language to Increase Compliance”. Say what you mean and mean what you say. This is a language based intervention, where teaching staff use specific behavioural language to increase compliant behaviours such as, following adult directions.

We also run a programme of ‘Peer Mediators’ who are our SEN support staff. If any child is involved in a dispute at break or lunch times one of our ‘peer mediators’ leads the conflict resolution where the children give their side of the dispute. Then the children discuss how they can resolve the issue. The children are made aware of what part they played in the dispute. We ask them what could do next time to avoid conflict. The children are encouraged to take responsibility for their own safety and well-being and are constantly reminded to make the right choices. Emphasis on behavioural education rather than control goes a long way to achieving behavioural compliance. The aim is to take a child and their community of support, through a process by which they can understand the consequences of their actions and behaviour for themselves and others and to develop relational thinking and to bring understanding to a collective level.

Teaching and Learning:

We believe that an appropriately structured curriculum and effective learning conditions contribute to good learning behaviours. Thorough planning for the needs of the individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record-keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children’s efforts are valued and that progress matters.

The PSHE curriculum at Whitmore Primary School and Nursery supports and influences the school’s behaviour policy. We offer opportunities for pupils to reflect on their experiences and understand how they are developing personally and socially. All subjects and experiences within the curriculum contribute to the process of promoting personal and social development. The needs of individual children will be planned for as and when needed. PHSE learning sessions will incorporate discussions on making the right choices and smart thinking enables the children to discuss problem scenarios and how to deal with problems that arise. Circle Time and our School Council will be used to discuss whole class and school issues.

Unacceptable Behaviour:

Secure teaching and classroom management are used to prevent unacceptable behaviour. We take a positive approach to consistently manage any challenges that may arise at Whitmore Primary School and Nursery and have clear boundaries as to what is unacceptable behaviour in our school as well as on school trips and when children are coming to and from the school.

Low/Moderate Level of classroom disruption:

For low level classroom disruption, an Exact Moment Behaviour is stated so that the student has a clear understanding of the behaviour that is expected e.g. 'stop calling out, put up your hand'.

If a child continues to behave in the same way a single warning is given – 'This is your warning -for you to earn a dojo point you need to 'stop calling out and put up your hand'.

Some children may need to have a 5 minute 'Time Out' to give them time to regulate themselves, they can still be rewarded a Dojo point for that session provided they then make the right choices when they return to class

High Level of classroom disruption:

High level classroom disruption such as aggression, persistent refusal or damaging property, or low level disruption that has not stopped after being given a warning, the child is moved to another class (a 'Class Move'). During this time, the child is to complete work set and return to their class at the end of the learning session. They will not be awarded a Dojo point for this session. Continued incidents need to be shared with the parents.

Play/Lunch time consequences:

Children who are not making positive choices and managing their own behaviour during playtimes and lunchtimes will be kept in the following lunch session to complete a Behaviour Reflection Form. These forms are designed to support children to reflect upon their behaviour so that play/ lunch times are a positive experience for all. If lunch time problems continue parents will be asked to attend a meeting with Mrs Kemp (Headteacher) Please note that although the above procedure is in place in every classroom at Whitmore Primary School and Nursery, Mrs Kemp (Headteacher) has the final decision in terms of consequences delivered.

Lunchtime Provision:

During lunchtimes we aim to provide quieter spaces for children to play. These include sanctuary – a craft activity room, the ICT suite and various lunchtime clubs such as reading and lego. These are all supervised by adults in the school. We have a high number of MDAs and Play Leaders to support the children in both key stages during lunchtimes.

Exclusion:

In cases where behaviour is in serious breach of the school policy or persistently breaches the school policy, exclusion may be explored. This may be 'internal exclusion' where children are educated in a classroom different from their own for a period of time and do not have their break times with the other children or can be 'fixed term' external exclusion

where children will stay home for a period of time. Permanent exclusion is very rare but will be explored for violent behaviour towards staff or other serious misdemeanours. We follow the Berlesduna Exclusion Policy which can be found on the policy section of the website.

SEN support:

Whitmore Primary School and Nursery has a variety of SEN support workers in the school. This group of staff work with children who need additional support to access learning for a variety of reasons. They provide 1:1, group and class support for a range of children with differing needs within the school.

Partnership and Collaboration:

School and Parents/Carers will initially work together to create a positive partnership. Parents/Carers will be informed if their child has behaved consistently unacceptably or if they have hurt another child. Parents/Carers will be informed if their child has been a victim of unacceptable behaviour without the perpetrator being named. Where behaviour is causing concern, School will inform carers at an early stage and Parents/Carers' support will be sought in devising and implementing any plan of action. Volunteers, students and visitors to school will be made aware of behavioural expectations. School will seek advice from and work with behaviour support consultant and the educational psychology team as and when necessary.

Hierarchy of sanctions:

Warning / 5 minute time out
Class move – rest of session
Internal 1/2 day –SMT to sanction
Internal whole day - SMT to sanction
Isolation internal 1/2 day - SMT to sanction
Isolation internal 1 day - SMT to sanction
Isolation internal more than 1 day - SMT to sanction
Fixed term exclusion – NK or CH to sanction, the number of days will depend on the context of the behaviour.
Permanent Exclusion

Amber behaviour sanctions can be given by any member of staff

AMBER	School Hours
Not following classroom/playground rules, incl - Refusal to comply (once) Disrupting others Calling out in class Rudeness to other children Fiddling with equipment Making noises etc Throwing things on the floor Walking away from an adult when they are speaking (once).	<ul style="list-style-type: none"> • Classroom management strategies including; use of facial expression, proximity praise; positive reinforcement; waiting; moving and organising children. The use exact moment behaviours continues throughout. • A child that seems to be struggling with anything – SEN support staff can be called via a yellow card to support that child to settle. Teacher and team work together to decide whether to work in classroom or remove for 1:1 time. • Reception – thinking Spot / KS1&2 -1 warning only • Time out within/ outside the classroom • No Dojo reward given • Class move – only for the rest of the session. • If behaviour continues in another class or when the child returns to own class then a member of SMT will be consulted and this becomes an internal exclusion, classroom staff/SEN support staff will deal with this. • Failure to comply with an internal exclusion – a member of SMT (not Nina) will be called for. • SMT will only involve Nina if persistent refusal to comply continues.

ALL RED BEHAVIOUR SANCTIONS MUST BE GIVEN BY SENIOR LEADERS

RED	School Hours
Hitting a member of staff	<ul style="list-style-type: none"> • Fixed term exclusion <p>Permanent exclusion to be explored if behaviour continues</p>
Spitting Swearing at another person Wilful damaging of property Throwing items at an adult	<ul style="list-style-type: none"> • Internal 1/2 day -SMT to sanction • Internal whole day - SMT to sanction • Isolation internal 1/2 day - SMT to sanction • Isolation internal 1 day - SMT to sanction • Isolation internal more than 1 day - SMT to sanction • Fixed term exclusion – NK or CH to sanction, the number of days will depend on the context of the behaviour.
Repeated and persistent refusal Leaving the classroom 2 nd time rudeness including name calling to adults	<ul style="list-style-type: none"> • Internal 1/2 day -SMT to sanction • Internal whole day - SMT to sanction • Isolation internal 1/2 day - SMT to sanction • Isolation internal 1 day - SMT to sanction • Isolation internal more than 1 day - SMT to sanction • Fixed term exclusion – NK or CH to sanction, the number of days will depend on the context of the behaviour.
Hurting other children on purpose (depends on severity of incident and may be escalated prematurely e.g. a child makes an unprovoked attack on another child)	<ul style="list-style-type: none"> • Internal 1/2 day -SMT to sanction • Internal whole day - SMT to sanction • Isolation internal 1/2 day - SMT to sanction • Isolation internal 1 day - SMT to sanction • Isolation internal more than 1 day - SMT to sanction • Fixed term exclusion – NK or CH to sanction, the number of days will depend on the context of the behaviour.

Parents will be notified of all red behaviours or any internal exclusions via a phone call from a member of staff, this will be any of the following members of staff: Family Support Officer (Mrs Earlam), SEN support team (Mrs Lomas, Mrs Broomfield), SENCO support assistant (Mrs Mulloy) or a member of SMT.

Class teachers need to ensure they speak to the parents at the end of the day, if the parents have not collected the children then a phone call is needed on that day.

Play and Lunchtime Sanctions

- Children will only go to the reflection room for major play and lunchtime incidents
- The severity of the consequences for major play and lunchtime incidents will be more in line with class based amber or red incidents

Action	Consequence	Who gives sanction
<ul style="list-style-type: none"> - Deliberate, aggressive hurting of another child - Fighting - Spitting - Swearing - Wilful damage of property - Deliberate antagonising of another child - Repeated and persistent refusal - Rudeness including name calling to adults - Use of racist or homophobic name calling 	<ul style="list-style-type: none"> - Child brought to the Reflection Room by the investigating adult - ABC completed 	<p>All staff can send children in. SMT member in the reflection room to determine length and severity of consequence if more than lunchtime sanction.</p> <p>In order for this to be fair it is important that the person who deals with it thoroughly investigates and provides the necessary information.</p>
<ul style="list-style-type: none"> - Repeated (after a warning) rough play - Misuse of school equipment - Name calling - Running in areas out of bounds 	<ul style="list-style-type: none"> - Stand with MDA for 5 or 10 minutes depending on severity no ABC needs to be completed. 	All staff

Things to remember:

- The Reflection Room is not to be used for class time misdemeanours
- The person who deals with the incident needs to complete the ABC form and make sure it goes to either the senior MDA (lunchtime) or class teacher (play time). At lunchtime the senior MDA then needs to make sure the original goes in the reflection room folder and a copy goes to the class teacher.
- Make sure you are standing in a position where you can see as much of the area you are supervising as possible. It has been observed on some occasions that sometimes adults are standing together in the middle of the playground whilst children are behind them out of sight.
- Incidents need to be investigated with sanctions given fairly – if someone hits someone else it is important to find out why and to make sure a consequence is given to anyone who has triggered the situation – the ‘antecedent’ box on the ABC form must always be filled in.
- Listen to children and act on their ‘complaints’. There have been times when a child has lashed out at another child because they have been ‘winding them up’. The child had told an adult but the adult has told them to ‘stay away from them’ and did not act on it and help them to resolve their differences. When adults do this, children feel they are not listened to or the adults ‘don’t do anything’ and then they take matters into their own hands.

- Children who have had 3 lunchtime reflections will be given an internal exclusion, this is to deter the poor behaviour choices they are making at lunchtimes.

Health and Safety & The Law:

The school follows the guidance set out in the behaviour and discipline in school guidance for headteachers and school staff.

<https://webarhive.nationalarchives.gov.uk/20130410181554/https://www.education.gov.uk/publications/eOrderingDownload/Behaviour%20and%20discipline%20in%20schools%20-%20A%20guide%20for%20head%20teachers%20and%20school%20staff.pdf>

Staff and children will be kept safe according to guidelines and the law from DFE

Reasonable force to control and restrain pupils:

Following the issue of draft guidance from the DfE on the use of reasonable force to control and restrain pupils,

These are:

- where a pupil's behaviour is at risk of causing injury to him/her self;
- where a pupil's behaviour is likely to cause injury to others (adults or children);
- where a pupil's behaviour is likely to cause serious risk of damage to property.

Screening, searching and confiscation:

What the law allows:

Section 89 of the Education and Inspections Act 2006.

Section 3 of the Health and Safety at Work etc. Act 1974.

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening. School staff (2 adults) can search pupils with their consent for any item which is banned by the school rules. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.

The pupil must comply with the rules and attend. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline

The member of staff may use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or draw and for the pupil to agree. If a member of staff suspects a pupil has a dangerous item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag. A pupil refusing to co-operate with such a search raises

the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty. Parents will be called to give consent and come into school to support the teacher. A child can be sent home if necessary for the safety of others.. The ability to give consent may be influenced by the child’s age or other factors.

The law also allows teachers to discipline pupils for misbehaviour outside of school that is on a school trip or when the children are coming to and from the school wearing their school uniform or is easily identifiable as a pupil from the school.

Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil’s absence should be treated as unauthorised.

Classroom reward system



Our philosophy on behaviour has not changed. Expectations and sanctions remain the same as they have this year. the only thing we are changing is how we record the rewards we are giving to the children for making the right choices.

We are going to be using Class Dojo – an online reward system. Much like the Moving on up system we have used for the past couple of years, children can earn ‘Dojos’ for good behaviour. There will be no removing of a Dojo once it has been earned. Children need to know why they have been given a Dojo point e.g. Well done Emily you have a point for....

- There will be up to 6 Dojo points that can be awarded in a day
- Children are rewarded Dojos for good learning behaviours; this will also include a dojo being given for acceptable behaviour at lunchtime (children who are in reflection do not get a Dojo point for lunchtime)
- Stickers and team points can be given/earned for good work or children who are going over and above
- Daily, weekly and half termly dojo points will be tracked and monitored so that children can take part in half termly ‘Dojo’ reward afternoons as we did with TOPs time
- There will not be daily Dojo time, this will happen twice a week on Wednesdays and Fridays for approx. 20 mins. Reception/ Nursery children will need am/pm or daily ‘Dojo’ time
- Some children will need a daily reward which will be discussed with the SEN support team and be part of their IEP/ classroom management plan
- Children with task planners and sensory breaks etc, will continue as they have done last year
- Suggested timetables for Dojo points are below:

KS2 timetable for Dojo reward points

9:00- 10:15	Session 1
10:30-11:15	Session 2
11:15 -12:15	Session 3
Lunchtime	Session 4
1:15 - 2:15	Session 5
2:15 -3:15	Session 6

EFS/ KS1 timetable for Dojo reward points

9:00- 10:15	Session 1
10:30-11:15	Session 2
11:15 -12:00	Session 3
Lunchtime	Session 4
1:00- 2:00	Session 5
2:00 -3:00	Session 6