St White's Primary School

Behaviour Policy

Date of Review: September 2017

Date of Next Review: September 2018

Signed, Chair of Governors:

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1. Introduction – St White's School Behaviour Policy

School Mission Statement
The pupils will be part of a nurturing environment that fosters their inquisitiveness and encourages them to take responsibility for their learning. They will be outward looking and develop a moral compass through their understanding of their own and others' rights and responsibilities within and beyond the school community. They will become confident, articulate and aspirational learners.

Every pupil will have first-hand experiences that will inspire curiosity and encourage inquiring minds, with a thirst for knowledge. Success will be valued, shared and celebrated and there will be opportunities for every pupil's talents to be realise. Our vision is to promote a loving, caring community, within and beyond our school, in which all our pupils can grow and develop socially. In doing so, we will support them as they conquer diverse challenges, thus acquiring emotional strength and lifelong skills.

1.1 This policy is intended to ensure consistency across the school. The systems in place to promote good behaviour are:

- Promoting and expecting an agreed standard of behaviour and self-control.
- Promoting respect to each other and ourselves.
- Monitoring and evaluating the behaviour system annually.
- Rewarding positive behaviour.
- Imposing appropriate sanctions on negative behaviour.
- Being consistent in our approach to all pupils.
- Clear and concise school rules generated by the pupils.

The school adopts a culture of good learning – Purple Learning: this empowers pupils by giving them the language to describe what good learning looks and feels like.

1.2 Agreed Procedure
The Equal Opportunity statement, the Safeguarding Policy, the Race Relations, Exclusion and SEN policy are all closely related to this policy.

2. The School Rules

Every class develops their own school charter based on our five school rules which form the basis of our behaviour management. They are:
- Respect each other and ourselves
- Look after our school and the things we use
- Do the very best we can
- Think and say kind words and deeds
- Be prepared and ready to learn

Class charters are:

- Written by the pupils and reviewed annually in the Autumn term;
- Underpinned by the school core values;
- Displayed in strategic positions around the school and in every classroom next to the behaviour chart.

The pupils will be expected to follow these rules and will be rewarded when there is evidence that they are being followed.

2.1   Around the school and in the playground
At playtime and lunchtime the five school rules apply to all situations in school including transition times. Additionally the following applies:
- Pupils stand still and listen when an adult raises their hand or sounds a whistle;
- Pupils line up and walk into school quietly and sensibly at the end of break and lunchtime.

2.2   School Practice
- Adults set good examples and are excellent role models;
- Celebration of the commitment to learning, both personal, social and educational, is an integral part of our behaviour management;
- Adults use the behaviour policy consistently;
- Pupils are given time to appraise their own behaviour (through role play, circle time and discussion);
- Activities set will be appropriate to the individual's ability in order to prevent unacceptable behaviour being used as a diversionary tactic;
- Pupils are taught strategies for independent working;
- PSCHE (Personal, Social, Citizenship and Health Education) and SMSC Education (Spiritual, Moral, Social and Cultural) and the teaching of British Values encourage a greater understanding of, and respect for peers, which in turn enhances self-esteem and fosters a caring ethos. Within this environment, pupils are equipped to make better learning choices.

Staff will request assistance with behaviour management if they feel that it is necessary to do so. The school will use internal expertise and external support agencies to advise and support staff for example the ATS (Advisory Teaching Service) and EEI Team (Education Entitlement and Inclusion).

2.4   Reward System
Principles:
- The rewards are simple but effective;
- The reward systems are separate from the sanctions;
- They are based on positive celebration of good behaviour/attitude/work.
- They relate to the five school rules;
- They have individual Key Stage interpretation but have the same consistent

skeleton;

- Rewards cannot be removed once they have been given;
- The rewards reflect the age of the pupils involved and so vary across the school.

3. All rewards are based around the overarching school rules so that pupils and adults are able to clearly identify common expectations of behaviour.

3.1   House Points

3.1.1 Every pupil belongs to a School House. House Points are awarded for attitude to learning, effort, work produced, home learning, attendance, behaviour, respect and the five school rules.

3.1.2 House Points are collected weekly and the totals for each House are announced in Celebration Assembly.

3.2 Privilege Cards

3.2.1 If a pupil makes a particular achievement, then a privilege card is awarded. This is put up against the pupil's name on the Behavioural Chart in the classrooms.

3.2.2 Each class lists what they deem a privilege and then a pupil can exchange their card for such privilege. A pupil cannot hold more than one privilege at a time.

3.3 Celebration Assemblies

These are held every week. Certificates are awarded, by the Headteacher, highlighting pupil achievement. Certificates are completed by class teachers and parents are invited to this celebration.

In addition, class teachers may devise simple reward systems that are in line with the school's agreed principles.

4. Unacceptable behaviour

4.1   When a pupil's behaviour is not acceptable:

- Adults promote good behaviour through praise and/or restoring the pupil's self-image.
- Adults ascertain the reason for the behaviour: social, emotional, physical;
- Adults communicate with other professionals and parents for any relevant information about the pupil.

4.2   On the occasion of inappropriate behaviour such as low level disruption within a class, prior to any sanctions being imposed, the following strategies are used:

- Ensuring that the learning is appropriately pitched and engaging to the needs of all pupils;
- Check pupil's understanding;
- Circulating around the class;
- Making eye contact;
- Targeting questions;
- Changing activity or pace;
- Moving closer to source of inappropriate behaviour;
- Establish whether they know the behaviour is unacceptable;
- Explaining the effect that such behaviour has on others;
- Examining strategies for avoiding same situation;
- Encouraging pupils to think of or offer some other alternatives;
- Moving pupil discretely if necessary;
- Sustaining a calm yet firm tone of voice while using phrases such as, 'I know that you will do this sensibly' rather than negatively responding to behaviours such as, 'Don't do that...'

Sanctions

4.3   The school believes it is important to keep parents informed if pupils are behaving inappropriately to ensure that effective partnerships are maintained. Inappropriate behaviour that is of a serious nature, will always be discussed with parents or carers. It may be necessary for a meeting to be held to put in place support for the pupil.

4.4   Principles

- Sanctions relate to the five school rules and are clear, simple and immediate;
- There is clarity and consistency regarding what constitutes inappropriate behaviour at each level of the behaviour system;
- Sanctions must be consistently applied across the school to all pupils – no exceptions;
- Consequences of sanctions must reflect the age of pupils and so may vary across the school so that they are measured and proportionate;
- Sanctions are separate from the reward systems;
- All adults participate in the application of the sanctions.

4.5   Five stages of managing behaviour

Prior to the first stage, adults will have used a range of behaviour management strategies, see above.   If the pupil poses a risk to others or themselves, a risk assessment will be completed. **(See appendix 1 and 2)**.

- **Stage 1** is a direct and clear verbal warning including reasoning and explanation. This behaviour can be recorded in the Class Behaviour Book.

- **Stage 2** is a direct indication to the pupil that they have behaved in an inappropriate way and a yellow warning card is issued that the pupil has to take and place next to their name on the behaviour chart. The pupil then needs to take 'time out' and sit for 10 minutes of time in a place where they will not distract the class. The behaviour is recorded in the Class Behaviour Book.

- **Stage 3** would result from a third incident and would mean that a red consequence card is issued. The pupil will take this card and place it next to their name on the behaviour chart. The pupil is then sent to a partner class for ten minutes. At lunchtime, an explanation by the pupil to the class teacher must be given and the pupil needs to decide on an appropriate sanction to resolve the incident. Such sanctions may include a letter of apology, apologizing to others or tidying up the mess they have caused. All red consequence cards are logged in the Class Behaviour Book and are reported to, and monitored by, the Behaviour Lead. Pupils will carry out their sanction at lunchtime. The Behaviour Lead and the parents are informed on the day that a red card has been given. A formal letter is then sent to the parents/carers so that they are kept fully informed.

- **Stage 4** Three red consequence cards in the same term will result in a letter to parents, informing them of their child's behaviour and a meeting, to which they will be invited, that will involve the Headteacher, the class teacher, the KS lead and the pupil. An in-school exclusion will be discussed at this meeting.

- At this stage a Behaviour Support Plan **(see appendix 3)** will be agreed to support that pupil with behaviour. This will be reviewed after an agreed period of time, not less than one month. When the pupil maintains good behaviour for this period of time, a certificate will be awarded, either personally or in celebration assembly depending on the pupil's preference **(see appendix 4**).

  If a pupil is on a Behaviour Support Plan, it may be agreed that in-school exclusions will be put in place and the red card system will be suspended. As part of the Behaviour Support Plan, there will be other strategies implemented such as: work with the Family Support Worker; Teens in Crisis; in school mentoring; interventions such as Mood Monsters, Lego Therapy and Anger Management; voluntary referral of families to Early Help; and other strategies referenced in the Graduated Pathway (Gloucestershire Guidance Booklet for Practitioners Working with Children and Young People (0-25yrs) Second Edition (2016).

- **Stage 5** Further challenging behaviour may result in another meeting being organised with the parents, pupil, teacher and Headteacher, to discuss the pupil's behaviour. The behaviour plan may be adapted at this stage.

  4.6 Any yellow warning cards or red consequence cards are removed at the end of the day.

5. Exceptional Circumstances

5.1 Pupils behaviour may warrant an escalation to higher stages where an instant consequence card may be given if the sensitivity or severity of their behaviour meets the following criteria:

- Pupils are disobedient or disrespectful to adults;
- Pupil's behaviour is violent;
- Use of proven racist remarks (this needs to be recorded separately by the Headteacher and reported to Shire Hall);
- Swearing and use of inappropriate words that are offensively targeted at others; (in KS1 a more didactic approach to swearing will be adopted at first);
- Inappropriate touching;
- Graffiti, vandalism or serious defacing of property;
- Bullying;
- Possession of, or participation in the intake of, tobacco, alcohol and drugs;
- Possession of knives or other dangerous weapons in, or travelling to and from school, or the use of threatening behaviour.

5.2 Instant Consequence Cards need to be authorised by the Headteacher

- Individual behaviour and support plans, the use of external agencies and TAC meetings, are additional tools available to support pupils presenting challenging behaviours. If all the above have no positive effect on the behaviour presented then a temporary exclusion will be considered with a permanent exclusion being the last resort.

6. Assault Cycle and De-escalation Phases of the assault cycle (see appendix 5).
6.1 Baseline phase
Baseline behaviour is when a child is not feeling stressed and is in a positive, calm state. Strategies to promote relationships in the baseline phase are strategies to prevent stress and promote positive relationships including:
- Greeting the children with a warm and friendly smile, prior to verbal warnings use non-verbal signals.
- Prepare the child for change.
- Visual timetables.
6.2 Trigger Phase
- A trigger occurs that sets off a change in behaviour. The trigger may not be

obvious, there will always be one.
- Teachers to be aware of the child's body language. They might look agitated and the body language and/or facial expression might change.

6.2.1   Strategies to help when a child is in the trigger phase
- All adults need to try to divert the children's body language.

6.3   Escalation phase
- This is the phase when the child gets ready for 'flight' or 'fight'.
- Interventions from an adult at this stage may escalate or de-escalate the situation.
- Adults to be aware of the child's body language.

6.3.1 Escalation Phase Strategies (Secondary Intervention)
- All adults to be aware of the child's body language.
- Again try and divert attention and provide reassurance.
- Calmly set clear limits and guidelines verbally to the child.
- Adults to give controlled choices and explain calmly the positive and negative consequences.
- Allow the child to have 'thinking' time.
- Try not to attract attention to the child. Give non-verbal reassurance to other adults/children.

6.4 Crisis Phase
- Once the child has reached their 'crisis point' interventions will not de-escalate the situation.
- Adults at this stage need to ensure that they keep the child, other adults and other children safe.

6.4.1 Crisis Phase Strategies (Reactive Interventions)
- All adults will continue to use calm communication, but do not expect to be able to reason with the child whilst the child is in a heightened emotional state. Adults must focus on keeping the child and all others safe, in a calm and collected way.
- If possible provide a 'safe place' for the child to go. This place needs to be quiet and away from spectators.

6.5   Plateau or Recovery Phase
- At this stage the time it takes the child to calm down is completely dependent on each individual child. It could take anywhere from 5-90 minutes.
- At this stage there is a risk that the child could return to the 'crisis' phase.

6.5.1 Recover or Plateau Phase Strategies (Recovery Intervention)
- Adults must allow the child time to clam. This is dependent on the child and may take up to 90 minutes.
- Adults should support and reassure the child at all times.
- At this stage adults should not remind the child about their behaviours or what they have done wrong.

6.6   Post Crisis Depression Phase
- All adults at this stage need to be aware the child may feel mentally and physically exhausted. Aggression may turn to depression at this stage.

6.6.1 Post Crisis Depression Phase Strategies
- All adults must try to create a quiet and calm opportunity to 'repair' the relationship

before the next lesson.
- Adults at this stage can discuss explanations of the situation but need to be appropriate to the child's understanding of social behaviour and communication.

6.7   ABC Logs and Behaviour Frequency Logs (see appendix 6)
- All adults need to be familiar with the ABC log. ABC logs can be used for times when a child has reached crisis phase. It is a way of unpicking and incident in detail.
- ABC:
    - A = antecedent (i.e. what happened before/what was the trigger?)
    - B = behaviour (i.e. what behaviour was observed?)
    - C = consequence (i.e. what happened after / what were the recovery and repair interventions?)
- Adults should use a blank timetable to record behaviour frequency. Behaviour frequency logs are a quick tally chart to monitor a particular behaviour across a period of time.

7. Lunch and Break Times

All adults in the school must be respected so the same principles should apply at lunchtimes for the Supervisors, and for Teaching Assistants.

7.1   At lunch and break time, the same five school rules apply.

7.2   Supervisors issue the following rewards: House Points, stickers and recommendations for a privilege card.

7.3   When a pupil breaks one of the five school rules, the Supervisors follow the same procedure stated above, with the following alteration:

- As the Supervisors will not know what warning and consequences have been issued during the day, a Behaviour Slip will be issued instead.
- The pupil must stand in a designated place, such as against the wall, for a specific period of time.
- The period of this is determined by the actions the pupil took, their age, and their understanding of bad behaviour.
- The Behaviour Slip is given to the class teacher at the end of lunch or break so that they can determine if it was a warning or consequence card, based on previous behaviour that day.

7.4   A pupil who displays challenging behaviour at lunchtime will be given a 'lunchtime intervention' by the MDSA who observed the behaviour. The intervention will be:
- Agreed initially with the Behaviour Lead.
- For the duration of one, two or three days depending on the severity or frequency of the behaviour.
- Focused on the social skill that the pupil needs to become more proficient at.
- Be evaluated with the pupil after every day's input.
- Be recorded on a 'Lunchtime Intervention' Form which after the intervention will be given to the Behaviour Lead.

7.5 Some pupils need regular support with social skills to keep themselves and others safe at lunchtimes. These pupils will be offered:

- A programme of study into social and play skills that operates at lunchtime.
- Supervision by an adult to help them explore these aspects of school life in a safe environment.
- Activities tailored to their needs and interests and ensure that they are fully occupied during break times.
- A range of different peers to interact with.
- Reintegration to general activities as and when appropriate.

8. Golden Lunchtime Rules – A Whole-School Approach to Positive Lunchtimes

8.1 Clear Shared 'Golden' Guide-lines For The Dining Hall.

- The Golden Rules specifically for lunchtimes are displayed across the school in words and pictures, they are talked about in circle time and embedded through assemblies into the culture of the school. MDSAs are invited to Celebration Assembly to celebrate the children's achievements throughout the week.

8.2 Golden Rules

- Examples of our Golden Rules:
    - Thank you for lining up calmly;
    - Thank you for trying new food;
    - Thank you for keeping your tables and the space under your table clean;
    - Thank you for using good table manners;
    - Thank you for cleaning your plate tidily;
    - Thank you for finishing your lunch today.

8.2 Go Golden

- All staff use Golden Raffle Tickets to reward children who are following the Lunchtime Golden Rules.
- Books of tickets are given to all lunchtime staff including caterers.
- Whichever behaviour in the dining hall needs to be a focus, e.g. food on or under the table, needs to become the behavioural 'target of the week' to be displayed in the gold frame (e.g. 'Thank you for keeping your table clean on top and underneath').
- Tickets are given out every time the good behaviour is spotted with the words, "Good choice, thank you for …"
- Children take their raffle ticket back to class where all the teachers have a 'Jar of Good Choices' and, for every raffle ticket, they pop in a golden marble. Once the jar is full (we aim to fill the jar once every two weeks) the whole class can have an agreed reward. This reward is decided by the class at the beginning of the term.

8.3 The Golden Table

- On Fridays, we create a beautiful Golden Table of the Week, complete with a golden table cloth, napkins, place mats, water in beautiful glasses and dried flowers. Childrne are allowed to choose a fiend to sit at the golden table and are also promoted to the front of the dinner queue.
- The catering staff and MDSAs nominate children who have made progress and

those who always choose good behaviour to sit at the Golden Table. Six children are chosen every week and recorded in the Golden Record Book. Class teaches are notified and also keep an up-to-date record.

- Children are given their invitation in celebration assembly to that everyone can share in celebrating their achievements.

8.4   Golden Tea Party

- Every two weeks, there is a Golden Raffle ticket draw during celebration assembly. Every single golden Raffle ticket (with name and class on the back) is put into the draw.
- Six names are chosen during assembly from the Golden Box and these children are invited to the Golden Tea Party. The Golden Tea Party is with a member of the SLT.

8.5   Dining Hall Helpers

- Children from UKS2 classes volunteer to become Dining Hall Helpers.
- The children who are selected are timetabled on a rota.
- Dining Hall Helpers have aprons, so that the KS1 children can identify them.
- Dining Hall Helpers assist the MDSAs by ensuring that every child has a beaker and is given water. They also let the MSDAs know if the water has not been drunk. They can also supervise the scraping of the plates and help younger diners cut up food, encourage good table manners and give gentle encouraging chats if appropriate.

8.6   Cause for Concern Handover Book

- Lunchtime for KS1 and KS2 children is on a rolling programme and MDSAs ensure that they are monitoring the children's eating habits at lunchtime.
- MDSAs fill in the Cause for Concern Handover Book when they have concerns regarding a child at lunchtime. Any adult can record worries that have been noted about a child and their food.

9. Anti-Bullying

9.1   Bullying is not acceptable; we define it as:

- Deliberately malicious or hurtful behaviour.
- Repeated over time.

9.2   As a school we teach our pupils to respect one another and to develop positive relationships with one another.

9.3   The school has an annual Anti-Bullying focus in order to explore the issues surrounding bullying.

9.4   There are four main types of bullying:

- Physical: hitting, kicking, and taking belongings.
- Verbal: name calling, insulting, racist remark.
- Indirect: spreading nasty stories about someone regularly excluding someone from social groups.
- Cyber-bullying

9.5   Anti-Bullying Champions

- Any pupil having a concern about bullying should go to any adult in the school but especially to Clare Tilling, the Inclusion Lead who is the Anti-Bullying Champion for pupils. A form will be completed, action taken and the pupil and parents informed of the outcome.
- Any adult having a concern about bullying could go to any adult in the school but especially Caroline Woodhead, the Family Support Worker, who is the Anti-Bullying contact for parents. A form will be completed, action taken and the adult informed of the outcome.

9.6   Any Incident of Bullying:

- Will be investigated thoroughly, taken seriously and acted on quickly.
- The victim will be given support and advice and their parents contacted.
- Pupils exhibiting bullying behaviour will be dealt with by the Headteacher.
- Pupils exhibiting bullying behaviour will have time to discuss their behaviour and will be encouraged to see the victim's point of view.
- The names of pupils displaying bullying behaviour will be recorded by the Headteacher in the behaviour file.
- Pupils displaying bullying behaviour will go through the sanction system at the appropriate rate.
- Parents of pupils displaying bullying behaviour will be informed and a meeting arranged.
- Repeated behaviour of this nature may lead to a fixed term exclusion.

9.7   Is it working?

School will be able to say that this policy is working as:

- Pupils feel safe at school.
- Pupils can confidently explain and respect the behaviour policy.
- Pupils have a say on how the behaviour and anti-bullying policies evolve.
- The number of incidents of bad behaviour reduced.
- The number of severe bad behaviour reduced.
- All members of staff feel they are able to use the behaviour policy.

Additional Guidance:

Appendix 1 - Evaluation of Risk in Preparation for Risk Management Plan

Appendix 2 – Pupil Risk Assessment

Appendix 3 – Behaviour Plan

Appendix 4 – Congratulation certificate

Appendix 5 – Phases of the Assault Cycle

Appendix 6 - ABC Logs and Behaviour Frequency Logs