

Aim

It is the aim of our school to establish and maintain an atmosphere in which everyone will feel safe, secure and happy, thus allowing them the maximum opportunity to learn.

We have to be able to distinguish between discipline and punishment. Punishment makes children suffer for misbehaviour in an attempt to control them, but it doesn't respect them or help them develop their own value system. Effective discipline, on the other hand, involves educating our children about what they have done wrong and the effects of their behaviour on others and then importantly, how to modify it.

A values driven behaviour policy ensures that children can internalise their own behaviour and not rely on compliance.

Objectives

We work towards this aim by creating an ethos in which we:

- Develop personal, spiritual and moral values
- Help to promote a community with mutual respect for each individual and his/her particular needs
- Staff to promote positive strategies to avoid confrontation and elicit appropriate behaviour
- Foster attitudes which will develop self-confidence, personal worth and the knowledge and skills relevant to life, relationships and work

School Expectations:

The expectations that are designed to focus on positive action (be helpful) rather than what children should not do (do not run). The expectations are agreed actions so that there is consistency and fairness in all areas of school life.

However, as an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children.

Everyone is responsible for behaviour of **all** children and adults should reinforce the expectations whenever appropriate.



Expectations:

1. Listen to everybody
2. Be kind and gentle
3. Be brave and honest
4. Look after everything
5. Be helpful
6. Work hard

- We are all responsible for ‘facilitating the learning of all children’:
 - To provide a safe and happy environment for learning.
 - To provide a challenging and engaging curriculum.
 - To ensure we value and celebrate children’s learning and behaviour.
 - To understand the needs of all children and to respond appropriately.
- We will treat all children fairly and consistently.
- We will communicate with each other (TA, teacher, SLT, parent) to help support children’s learning and behavioural needs.
- We will actively teach children to make positive choices.
- We will give all children the chance of a new start throughout the day and everyday.
- We will celebrate success.
- We will maintain, support and promote the high expectations we have of children’s behaviour and learning.
- We will make time to listen to children.
- We will use language that supports positive behaviour (choices) rather than judgemental language (naughty child).

The Going for Gold System:

The system is designed so:

- That all children have the opportunity to make positive choices about their behaviour and influence outcomes.
- Children who regularly meet the school’s ‘Golden Rules’ are recognised and celebrated.
- Teachers integrate a consistent system within daily teaching in order to promote positive behaviours.
- Develop effective behaviour management skills.

How it works:

- In the class there is a prominent ‘Going for Gold’ display.
- On this display, all children have a label with their name on it.
- Each day, children start with their name on green.
- If children make positive impact individual choices they are celebrated by placing their name onto gold. This should be a short reward as this is beyond expectation.
- If children make negative impact individual choices they should be warned , then placed on red. It is important that children are not kept on red for long periods of time.
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards green.

Actions:

Behaviour	Action	Who involved?
Gold	Gold behaviour is for going beyond what is expected. This could be for behaviour and for attitudes to learning (producing a piece of work that is beyond the child's normal working or showing exceptional progress). Gold behaviour will receive a leaf for the Hall tree (A leaf will also give 5 house points to the recipient).	Class teacher Head of Key Stage to celebrate Leaf stamp in contact book
Green	Green behaviour meets expectation. A class teacher may encourage this behaviour with a house point.	Class teacher
Amber	Warning! An opportunity to quickly return to green.	Class teacher
Red	Red behaviour is behaviour that does not meet expectation. Students can move from red to green at any time through the day or week. A student should not stay on red the whole time. If a student is on red for long periods then a referral should be made to the Head of Key Stage or SENCO for support.	Class teacher On-going issues should be discussed with Head of Key Stage or SENCO for support

N.B: We have made the decision to not run Golden time. Instead there will be a termly class treat based on 300 house points. A leaf is worth 5 buttons for the jar.

Low level disruption

Low level disruption (LLD) can be defined as persistent, disruptive behaviour (Ofsted 2014). Examples of LLD included talking; disturbing others; calling out; not getting on with work; fidgeting; not having correct equipment; making noises; and answering back.

LLD should be dealt with by the class teacher and the TA. Planned strategies should be used to ensure that students learning behaviour is good and that effective teaching can facilitate learning.

Sanctions available for LLD included reflections at break or lunch time or time out in a buddy class for no more than 10 minutes.

If the persistent disruptive behaviour does not change then parents should be informed by the class teacher and a joint approach should be adopted. The class teacher can ask for advice from members of the SLG at any point and they can decide whether the behaviour is extreme and the behaviour policy escalated.

Extreme Behaviour

The class teacher should work through a range of strategies to avoid extreme behavioural incidents from occurring.

Physical violence or intimidation; foul language; racism; homophobia or vandalism will not be tolerated at WHPS. It is important that the safety of all children is maintained and children should be separated and talked to as individuals. If a child demonstrates extreme behaviours then the Student Support Team (SST) could be used to get statements or make initial contact with parents. It is important that the class teacher follows up with the parent.

After investigation it may be felt that it is something that can be dealt with by the class teacher with a reflection at break or lunchtime; by the SLG with an internal exclusion; or more serious offences with an external exclusion from the head teacher. The punishment should reflect the seriousness of the offence.

Bullying is an extreme behaviour and can be described as persistent (not one off) behaviour towards an individual or a group. It should be dealt with as above. All incidents of bullying, racism or homophobia should be recorded with the SST.

Defiance / Refusing to move:

If a child is deliberately refusing to move or not obey instructions and this directly affects the ability of the other students to work then the TA or another child should go to the SST or the SLG for assistance. This should only be after a full range of strategies have been used. It is the class teachers' responsibility to ensure that parents are informed. After investigation it may be felt that it is something that can be dealt with by the class teacher with a reflection at break or lunchtime; by the SLG with an internal exclusion; or more serious offences with an external exclusion from the head teacher. The punishment should reflect the seriousness of the offence.

Children with specific behavioural needs (SEN):

It is really important that we recognise that some children have specific needs with regards to their behaviour. For those identified with SEND, LAC, Well-being and self-esteem issues the system may be altered and adapted to meet their needs. It is impossible to have a one size fits all system for dealing with behaviour as all children are different. Some children may have such specialised needs that the above measures are inappropriate. In these circumstances specialist advice is sought and the system is modified.

Sending for Student Support Team:

The main role of the SST is to support children so that they can be included in the full range of opportunities that the school can offer. They are a buffer between the school and parents and can spend time working with children and parents that the teacher cannot afford. They are a support team and are not there to do the teachers job for them. It is the class teachers role to maintain good behaviour through a range of strategies.

Exclusions:

We are an inclusive school and will work hard to develop strategies to include all children. However, in some extreme cases, the school will make exclusions to maintain the health and safety of our school community.

Internal

Internal exclusion will be at the discretion of SLG and will be in response to a culmination of behaviour incidents or an extreme and serious single incident. Internal exclusions will be decided and coordinated by a member of SLG.

External(fixed term exclusion)

Only the Headteacher can exclude children externally. A decision to externally exclude will only be taken when all other possibilities and strategies have been made.

Outside Class & Playground Positive behaviour management:

The principles of the 'Going for Gold' system will continue in playground contexts.

Playground:

Lunchtime

- A member of SLG and or STT will be on duty and outside.
- All adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidences.
- All adults must deal with incidents appropriately following the principles discussed here.

- Children must approach staff outside and not come into school.
- Serious incidences will be referred to SLT or SST on duty.

Playtime

- At morning playtime, all adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidences.
- All adults must deal with incidents appropriately following the principles discussed here.
- Children must approach staff outside and not come into school.
- If behaviour poses serious health and safety risk a child is sent to SLT card.
- All significant incidences must be reported to class teacher who will record.

Parental Responsibility

Children need positive relationships and consistent boundaries in order to feel safe, learn to behave well and function as well rounded adults in society. It is always in the best interests of the child if parents/carers and the school share responsibility and work together to tackle any problems which occur.

The school will:

- be positive and understanding
- ensure a continued dialogue
- offer help, support and advice if required

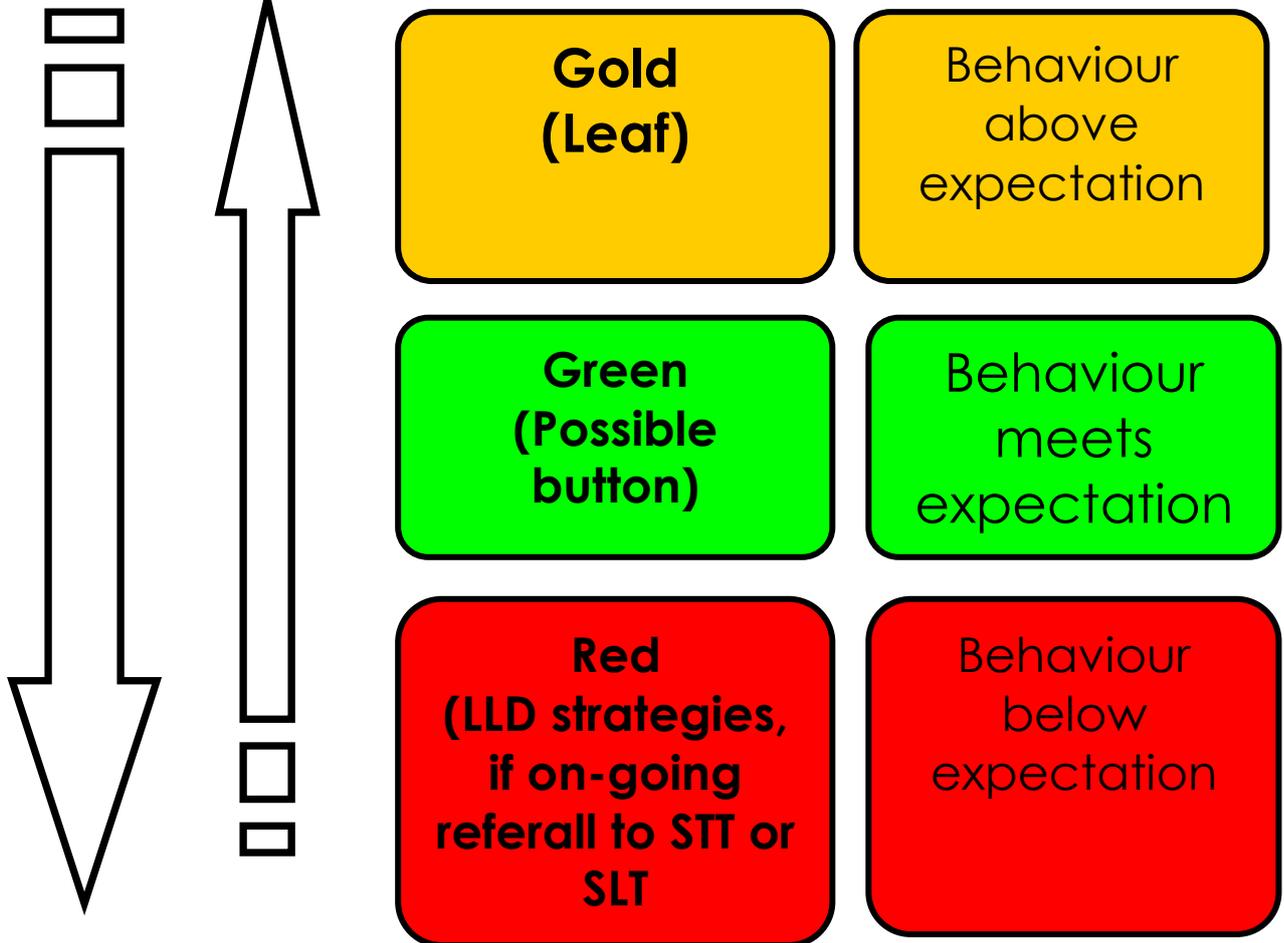
Parents/carers should:

- support the school behaviour policy
- provide current contact details
- be prepared to work with the school for the benefit of their child, and others

School Visits

- Clear expectations of behaviour are made prior to school visits.
- Minor unsatisfactory behaviour will be dealt with at the time, and if necessary followed up on the next school day.
- Serious infringements will result in parents or members of school staff removing the child from the visit location (this will include residential visits). Parents will be informed of details verbally and in writing. Sanctions, which could include exclusion, will be administered in line with the behaviour policy.
- Serious infringements prior to a visit may result in exclusion of that pupil from the visit.
- If any pupil's behaviour is considered seriously unsatisfactory and is considered potentially unsafe, a risk assessment will be undertaken and parents informed of the decision not to include that pupil on a visit.

Stay on Green' – Visual Guide



Between each stage, children are given time for reflection and opportunity to change behaviour.

Warnings or reminders must be given before consequence.

Children must be given opportunity to move from consequence stage back to green and towards gold.