



POLICIES AND PROCEDURES

POSITIVE BEHAVIOUR POLICY

Date Policy Originated/Amended	Date Policy Approved by WPS Governing Body	Signature
March 2016		
March 2017	March 2018	Anne Robinson
January 2019	January 2019	Barbara Guess

For review by WPSLGB

Next review due: March 2020

Positive Behaviour Policy

Aim

It is the aim of our school to establish and maintain an atmosphere in which everyone will feel safe, secure and happy, where relationships are built on respect, being valued and an emphasis on building positive self-esteem in each child. The staff at Whitehill Primary School are committed to maintaining high expectations of good behaviour throughout the school to ensure that every child has a positive learning experience and have opportunities to build resilience to support their social, emotional and moral development.

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 and is underpinned by staff having an understanding of the theories and practice in positive behaviour management and child development.

Objectives:

To encourage children to:

- Work to the best of their ability and allow others to do the same
- Treat others with respect
- Follow the instructions of the adults in school
- Take care of the school community and property
- Develop positive attitudes which will develop self-confidence, resilience, personal worth and knowledge and skills relevant to life, relationships and work going forward.

School Expectations:

The expectations are designed to focus on positive action and reflect the ethos and values of the school. The expectations are agreed actions so that there is consistency and fairness in all areas of school life, including educational visits off-site.

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 developing and managing behaviour of all children and adults should reinforce the expectations whenever appropriate.

Rules:

- Follow the instructions of all staff
- Listen to everybody
- Be kind and gentle

- Be brave and honest
- Look after everything
- Work hard

Our community's responsibilities:

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 behaviour for learning
- To understand the needs of all children and to respond appropriately.
- We will treat all children fairly and consistently.
- Key stakeholders will communicate effectively with each other to ensure that there is a consistency in approach and key information is shared.
- We will actively teach children to make positive choices and take responsibility for their actions
- We will give children the chance of a fresh start where possible
- We will celebrate success.
- We will maintain, support and promote high expectations of children's behaviour and learning.
- We will make time to listen to children and respond accordingly
- We will use language that supports positive behaviour (choices) rather than judgemental language (naughty child).
- We will be good role models for the children
- We will recognise and reward children who make the right choices

Rewards and Sanctions

Whitehill Primary School promotes good behaviour by:

- Modelling and reinforcing positive behaviour
- Applying the behaviour policy and procedures consistently across the school
- Using rewards to celebrate good behaviour including our "Going for Gold" positive behaviour system
- Rewarding children through verbal or written praise, stickers, certificates, Dojos and special mentions/star pupil in assemblies, positive phone calls home and praise postcards
- Rewarding "Gold standard" (exceptional) behaviour through being given a Golden Ticket which will be put into a raffle at the end of every term
- Comments to parents/carers via the contact book, phone calls home, handover at the end of the day and updates at parents evenings
- Helping children to reflect on their behaviour when they have made a poor choice
- Use of privileges in class and in other areas of the school
- Recognition of good behaviour by Head Teacher and other members of the senior leadership team.
- Green tickets

How Does the Going for Gold System Work?

Each class has a Going for Gold display in their classroom. The display is split into different colours, red, amber, green, and gold. Each child's name is placed onto the display and every morning the

children start on green. The children, through recognition of their positive behaviour have the opportunity to achieve the gold standard and be awarded a golden ticket for exceptional behaviour for learning. The Golden ticket will be announced at reward assembly and placed in a draw to be held at the end of term. Children who consistently achieve green will be rewarded via classroom rewards and if they have achieved green all week will be awarded a green ticket which will be placed in a box in the classroom and a ticket will be drawn at the end of every week. If the child makes the wrong choice in relation to their behaviour, they will move down through the colours and will be given sanctions appropriate to the level of behaviour and age of the child. The system allows the children to reflect on their behaviour, be recognised for doing the right thing and be rewarded for going above and beyond expectation.

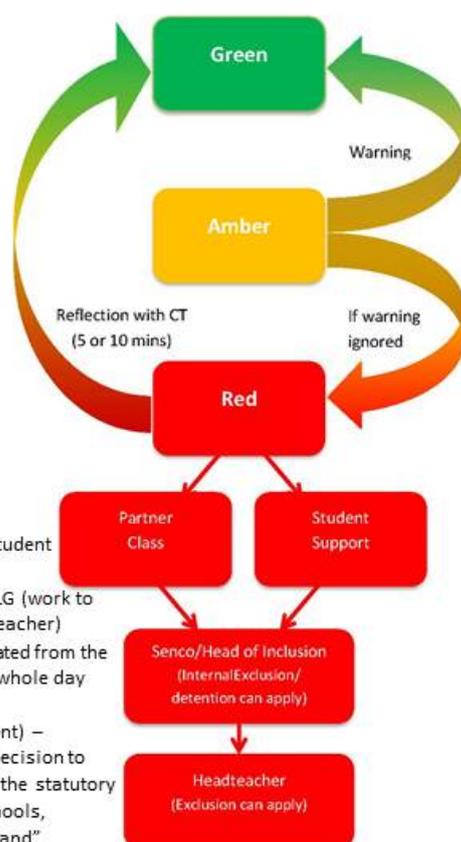
Actions:

Behaviour	Action	Who involved?
Gold	Gold behaviour is 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 level or showing exceptional progress/behaviour). Gold behaviour will earn a golden ticket and will be placed in a ballot to be drawn at the end of each term. A golden ticket will also earn 5 dojos.	Class teacher Senior Leadership Team including Headteacher
Green	Green behaviour meets expectation. A class teacher may encourage this behaviour with a dojo and positive comments. Children who stay on green all week will be recognised with a green ticket which will also be placed in a ballot to be drawn at the end of each term. Every child will start the day on green.	Class teacher
Amber	Warning! An opportunity to quickly return to green.	Class teacher
Red	Red behaviour is behaviour that does not meet expectation or break rules. 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. Any child who goes onto red will receive a sanction e.g. lunch or break time detention with class teacher. When the sanction has been carried out, they should return to green. If a child is repeatedly on red this should be flagged up to Student Support/SENCo/Head of Inclusion and Welfare as additional support may be required	Class teacher SENCO Student Support Head of Inclusion and Welfare

Possible Sanctions

Sanctions are not designed to be punitive or impact on the child's view of themselves but are used to give the child an opportunity to reflect on where it's gone wrong, what the impact has been on themselves and others and give a clear message to the child of what is acceptable and unacceptable behaviour. Sanctions should be hierarchical, reflect the seriousness of the situation and should be

used to help teach the children what good behaviour looks like. However in more serious incidents the level of sanction will reflect the nature of the incident.



- Time in partner class
- Time out of class with classteacher/TA (student support to cover in class if required)
- Removal from class by student support/SLG (work to be made up in break or lunch with class teacher)
- Internal exclusion, where the child is isolated from the rest of the school for part of the day or a whole day depending on the incident.
- External exclusion (fixed term or permanent) – Decision made by the Headteacher. The decision to exclude is undertaken within the remit of the statutory guidance: "Exclusion from maintained schools, academies and pupil referral units in England" September 2017.

- Reminder of the rule and re-direction
- Issue a warning by moving to amber (pupil has the opportunity to make a good choice and move back to green)
- Move to red from amber automatic reflection and 5/10 minutes reflection at break/lunch with class teacher
- Direct to red for more serious incident e.g. leaving class without permission – automatic 10/15 minutes reflection at break/lunch with class teacher
- 3 or more periods in red in a 2 week period will trigger a phone call home/discussion at handover with parent/carer
- Children who refuse to complete work in class will be expected to complete it during break/lunchtime (or at home if in the afternoon.)
- Children who misbehave at lunchtime/break time may be removed from the playground for a period of time
- Possibility of after school detention sanctioned by Head of Inclusion and Welfare or another member of SLG. This will be discussed with parents/carers in advance.

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.

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.

Ongoing Challenging Behaviour and Defiance (Refusal to move etc.)

The class teacher should work through a range of strategies to support children who have ongoing poor behaviour. This may involve consultation with the SENCO/Student Support Team or Head of Inclusion and Welfare. A range of support is available in the school to support children who find it difficult to manage their behaviour including: time out, regular monitoring by SST, Pastoral Support Plan, referral to school councillor, involvement from outside agencies including Early Help, the Specialist Teaching Service, play therapist. Parents/carers will be involved at this level.

Serious Incidents

Occasionally children may be very angry or upset and display very challenging behaviour. If a child demonstrates very challenging behaviours then the Student Support Team (SST)/Head of Inclusion and Welfare will be involved and decisions made as to the best way to manage the behaviour to ensure that the child and the rest of the children remain safe. All serious incidents are recorded and held by the Head of Inclusion and Welfare. Parents/carers will always be notified of a serious incident in school and will have the opportunity to discuss with SST or Head of Inclusion and Welfare if appropriate. If a serious incident has occurred the sanction will reflect the seriousness of the situation.

Very occasionally, when a child is in a very distressed or in a heightened state, they may put themselves or others in danger or harm's way. At this point it may be appropriate to positively handle a child to ensure their safety and that of others. This action is taken as a last resort, is recorded and discussed with parents/carers.

Bullying

Whitehill Primary School has a "Zero Tolerance" approach to bullying in all areas of the school, including cyber-bullying. Bullying is defined as ongoing, targeted abuse as opposed to one-off incidents of name calling or a physical disagreement. The school has a Peer Mentoring scheme which operates every lunchtime, under the supervision of a member of staff. Some Yr 5 and 6 pupils have undergone intensive training to enable them to support pupils on the playground who may be struggling with peer relationships or have no one to play with. The peer mentors will help mediate, or facilitate positive playground interaction. For more serious incidents, the supervising adult will intervene. If a child reports that they are being bullied or are having ongoing issues on the playground, the student support team will get involved, investigate and record the incident and make a decision to an appropriate course of action, including liaising with the Head of Inclusion and Welfare or other members of SLG. Parents/carers will be involved via telephone contact or a meeting in school.

Children with specific behavioural needs (including 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 amended 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 and therefore specific interventions are implemented via the child's Individual Learning Plan or a pastoral support plan and are regularly reviewed.

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 offers. The SST provide a range of services which are used to support and develop the children's emotional well-being which, in turn may improve behaviour and self-esteem. They liaise closely with teachers and parents and work with external agencies where required.

Exclusions:

We are an inclusive school and work hard to develop strategies to include all children. However, in some extreme cases, to ensure that the health, safety and well-being of all, the Headteacher may make the decision to formally excluded a child from school.

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 isolated single incident. The internal exclusion will reflect the nature and severity of the incident and may take place at lunchtime, mornings/afternoons or be for a whole day.

External (fixed term exclusion)

Only the Headteacher can issue a fixed term or permanent exclusion. A decision to externally exclude will only be taken when all other possibilities and strategies have been exhausted or for a one off serious incident. This action will be taken in line with the DFE Guidance: Exclusion from maintained schools, academies and pupil referral units in England. (September 2017)

Positive Behaviour Management on the Playground

Playground:

Lunchtime - The Lunchtime Leader will oversee behaviour on the playground/dining room.

- All adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they escalate.
- All adults must deal with incidents effectively ensuring that class teachers are informed of any issues which have arisen. Incidents which require a sanction should be recorded.
- Children must approach staff outside and not come into school.
- Peer Mentors are available to support children with low level issues on the playground
- 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 escalate.
- All adults must deal with incidents appropriately ensuring class teachers are informed of any issues which have arisen.
- Children must approach staff outside and not come into school.
- If behaviour poses a serious health and safety risk, Student Support Team or Head of Inclusion and Welfare/SLG should be involved.
- All significant incidents which have received a sanction should be recorded.

Transitions

Transitions around the school are important and should be managed to ensure that consideration for the safety of the children is paramount. It is the responsibility of all school staff to support transitions around the school including transitions to and from the playground. Calm and orderly transitions help teach the children about acceptable behaviour in a variety of settings within the school and will support good learning behaviour following a transition. (See appendix 2)

Assemblies

Assemblies are an excellent opportunity for children to develop their spiritual and moral values and are an important part of school life. Attending an assembly enables children to feel part of the school community and learn as a collective in a formal setting. It is important that high expectations of all children's behaviour are maintained and that they are encouraged to be good role models for their peers. (Appendix 3)

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 address any issues which arise.

The school will:

- be positive and understanding
- ensure effective communication
- offer help, support and advice when required

Parents/carers should:

- support the school behaviour policy
- ensure that contact details are always up to date
- work with the school for the benefit of their child, and others

Appendix 1

Procedures to Support the Positive Behaviour Policy

Classroom Behaviour

- All teachers/TAs follow the “Going for Gold” System in classrooms and a wall display must be used as a visual reminder to support the children making positive choices
- Teachers/TAs should use every opportunity to reward positive behaviour using praise/tangible rewards. Staff should link the behaviour to the school rules to help teach the children good behaviour, especially the children who struggle to consistently self regulate.
- If a child makes the wrong choice, they should be moved to amber to indicate that they have a warning (linked to the rule) and that if they continue will be moved to red which will incur a sanction. If they then make good choices, they should be given the opportunity to move back to green.
- If a child moves on to red, there should be an automatic sanction, (5 or 10 minute reflection with class teacher at break or lunchtime). The child should complete a reflection sheet and the class teacher should use the opportunity to build a positive relationship with the child and discuss the impact of their behaviour. The class teacher/TA **MUST** record on SIMS to support data analysis as well as getting a picture of the child’s behaviour over time.
- If a child has a serious breach of the rule, they should go straight to red which will result in a reflection with the class teacher. Serious breaches may include leaving class without permission, rudeness to staff/other children etc.
- If a child is on red and continues to disrupt the lesson, the teacher may wish to put him in a partner class for a short period of time, however this should be used in conjunction with a reflection.
- If a child is on red 3 times within a fortnight, class teacher must make an appointment or phone call home to discuss with parent/carer
- Opportunities should be sought to inform parents/carers of positive behaviour via notes in contact book, praise postcards, phone calls home.
- Persistent disruptive behaviour may require involvement from SST, who will liaise with class teacher to enable the teacher to spend some time out with the child while SST look after the class.
- If a child requires to be removed from the class because of health and safety reasons or a significant behaviour issue in class, the child will be expected to make up the work missed in either break or lunchtime with class teacher/TA. SST will make the decision to return the child to class when they feel they are ready to go back.
- Some children, who are persistently out of class either by choice or through removal, may benefit from an afterschool detention. This will be age dependent and will be sanctioned by Head of Inclusion and Welfare/SLG and will be discussed with parent in advance.
- All incidents requiring a reflection or a serious sanction **MUST** be recorded on SIMS by class teacher/SST
- Serious incidents must be reported to SST and Head of Inclusion and Welfare and recorded on an incident form – copy to be given to Head of Inclusion and Welfare. This will included racist incidents, homophobic language, extreme verbal aggression, physical aggression towards a child or adult
- If a child requires an internal exclusion, this will be sanctioned by the Head of Inclusion and Welfare/SLG and parents/carers will be informed.
- If a child requires an external exclusion, this can only be authorised by the Headteacher and may also involve the Governing Body in extreme cases.

Appendix 2

Transitions

It is the responsibility of all to ensure that transitions are as calm and orderly as possible, from when the children arrive in school, transition around the inside of the building, to and from the playground in relation to break and lunchtime and handover at the end of the day.

Start of the Day

- Staff on duty should ensure that they arrive in a timely fashion to enable them to meet and greet the children and parents/carers in the morning.
- Staff should be vigilant to any issues with the children who may appear to be struggling to come into school.
- Where information is given to staff on the well-being of a child by the parent/carer which may have a bearing on how they present in school, this information should be passed on to class teacher or SST if very concerning.

Movement around the school

- All staff should ensure that the children walk when in school
- If taking small groups out of class, the member of staff should ensure that they supervise the children and walk together
- Children should be encouraged to use quiet voices to talk to staff
- If children run in the corridor, the "Going for Gold" system should be implemented, which may result in the children being moved to amber or red dependent on previous behaviour.

Break time/Lunchtime

- Staff should supervise children getting coats etc. and ensure that they leave the building in an orderly and safe manner
- Staff on duty will supervise the behaviour on the playground and deal with any issues accordingly
- At the end of break/lunch children will stop on the first blow of the whistle and then walk to their rendezvous point where they will be met by their class teacher.
- The class teacher will ensure that the children line up and are calm and orderly before being escorted back to class. It is the class teacher's responsibility to collect their class from the playground, as they will set the expectation for behaviour as they enter the building and return to class.
- Any incidents of poor behaviour on the playground should be reported to the class teacher by the staff on duty to enable the class teacher to discuss with the pupil and record as required.

Appendix 3

Assemblies

Assemblies are an important part of the school life and there are high expectations of pupil behaviour throughout. To enable this to happen, routines for the children should be robust and explicit in relation to entry into assembly, during assembly and exit back to class.

- Staff to escort children to the hall, ensuring that all children walk and are calm on entry to the hall.
- Classes, where possible, should enter in year groups and sit in a line within their class group with their teacher/TA at the end of the line.
- Children should sit quietly until all the classes are seated in their rows.
- It may necessary for some children with additional needs to have a specific place to sit, possibly near an adult to help them manage the expectations of assembly.
- At the end of assembly, the person taking the assembly should dismiss the children by class groups to ensure a smooth transition back to class.
- The “Going for Gold” system should be used to support behaviour management during assemblies.