



# Whale Hill Primary School

## Behaviour Policy

Updated September 2019

Review date - September 2021

## **Introduction**

The children at Whale Hill have a reputation in the community for good behaviour, which we endeavour to protect at all times. All staff are responsible for implementing the school's Behaviour Policy. Children who experience difficulties will be supported through a positive and consistent approach to behaviour management. Senior staff will advise and support teachers with all aspects of discipline. However we expect staff to support each other at all times regardless of experience and seniority. Our strength is in collective responsibility, a shared understanding and commitment to the children of Whale Hill.

Teaching areas are well organised with systems in place which facilitate effective learning and good behaviour. Routines are established and clearly conveyed to pupils and parents.

Although great emphasis is placed upon developing self-discipline, unacceptable behaviour is always addressed. The children know from an early age what the ground-rules are. We expect high standards of behaviour, with children taught to show consideration, courtesy and respect for others, their property and their surroundings.

On the rare occasions that individual children do persistently misbehave, our sanctions procedure will be implemented. Parents will of course be invited in to discuss any behaviour problems giving us cause for concern.

## **Rationale**

In this school we believe that good attendance and a positive approach to learning are key to success. An ethos of positive behaviour reinforcement is established where children are regularly praised for doing the 'right' thing and persistent inappropriate behaviour is not tolerated.

At Whale Hill School our Core Values are:

1. Respect each other

*This includes pupils, teachers, support staff, lunchtime supervisors, parents and governors.*

2. Listen to people

*Everyone's opinion is valued.*

3. Be kind and helpful to everyone

*Treat people as you would like to be treated yourself. Don't physically or emotionally hurt anyone.*

4. Be well behaved

*Follow the Code of Conduct.*

5. Work hard and never give up

*Try your best at all times.*

6. Be polite to everyone

*In and out of school we represent Whale Hill so use good manners at all times.*

7. Look after property

*Don't waste or damage things intentionally. Take care of our school.*

8. Be honest with myself and others

*We do not tolerate dishonesty: don't cover up the truth.*

9. Happiness promotes achievement

*Tackle daily challenges with a smile.*

10. Enjoy and be interested in learning

*Open your mind to new experiences as school has a lot to offer.*

11. Accept and support others.

*Be friendly to visitors, newcomers and other children.*

12. Everyone deserves the opportunity to fulfil their potential

*Don't prevent others from learning.*

**Our main principles are:**

- To ensure that children show respect for everyone in the school community and their property and are polite and courteous to each other and all adults in school.
- To create a safe, happy, caring and productive working atmosphere where the well-being of all learners is a priority.
- To provide a common code of conduct, that is clearly understood by all staff, children, and visitors.
- To share concerns with parents and carers.
- To support children who may find it difficult to follow our Core Values.
- To share successful strategies, which support particular children.
- To provide an effective system of rewards and sanctions.

**All children in this school are the responsibility of every member of staff. We all work together for the benefit of all the children.**

Core Values simplified for Key Stage 1

| <b>Our Core Values</b>  |  |
|---|--|
| <b>Do...</b><br>Be gentle.<br>Be kind and helpful.<br>Be honest.<br>Work hard.<br>Look after property.<br>Listen to people. | <b>Do not...</b><br>Hurt anyone.<br>Hurt people's feelings.<br>Cover up the truth.<br>Waste time.<br>Waste or damage things.<br>Interrupt. |

**We have a clear system of rewards and sanctions:**



### **REWARDS**

- Consistent praise throughout the school.
- Behaviour awards - all classes have a variety of systems in place for rewards which are clearly communicated to the children.
- We have a team points system in Key Stage 2
- Each Year group chooses one child each term to receive the Outstanding Achievement Whale Award.
- Each week teachers choose a child to be class achiever, spelling achiever and maths achiever.
- Children are presented with Lexia certificates as they achieve at each level
- Extra special work by individual children is shared with the headteacher.

- Individual children with termly and annual attendance of 100% receive a special prize.
- End of year cinema trip for all children with 100% attendance.
- Regular reading awards; special books termly and 'dip in the box' as milestones are met.
- Lunchtime Well Mannered Whale Award.
- Breakfast club Well Mannered Whale Award.
- Key Stage 2 have a Gold Star accumulator resulting in an end of term treat.
- A selection of leaver's awards and trophies are presented at the end of year 6.
- Seesaw messages sent by all staff to communicate with parents



## SANCTIONS

Some children experience difficulties which require a great deal of adult support and intervention. In all matters staff will endeavour to treat children fairly and equally, praising good behaviour and trying to pre-empt problems. We believe that staff must try at all times to be approachable, listening to what children say and give them the respect that we expect them to give us. When dealing with a serious incident, staff should always remain calm, using a quiet voice and always making certain that situations are diffused and handled in a fair, non-threatening manner. Children are patiently encouraged to share their concerns and frustrations and to work with adults to resolve conflicts.

All staff including students and supply teachers will use the following consequences consistently:

**In the first instance a calm but stern reminder of expectation. If the behaviour is repeated a range of age appropriate strategies are used:**

### NURSERY/RECEPTION

- Children given a verbal reminder of expected Nursery behaviour.
- Children sit on the Thinking Step where the behaviour is talked through and shared with other children as a learning experience to reinforce expected behaviour.
- Children sit in the quiet area (Time Out) for a maximum of 5 minutes (with a timer)
- Children are taken to see another member of staff. At this stage the Nursery staff will speak to parents as appropriate.

**More serious incidents** will be recorded in the incident book and the child removed from the Nursery to a senior designated member of staff and parents must be informed and if necessary a behaviour plan will be implemented.

## **Key Stage 1: R/Y1/Y2 - The following sanctions will be applied consistently:**

All classes use the **Pebble in the Jar** strategy to promote expected behaviour; pebbles are added or deducted accordingly. A full jar of pebbles will earn a class treat. However, if a child is on an Individual Behaviour Plan, a separate jar will be issued so the consequence of their actions does not affect the class.

- Step 1          Polite but firm request
- Step 2          Reminder about expected behaviour and a pebble removed from the pot
- Step 3          Use the agreed phrase 'this is your final warning. Do you understand?'  
Consider repositioning within the classroom.

From now on no more warnings will be issued.

### **Time Out**

Step 4          Children sent to a designated area in the Team Leader's classroom with a time out card. This will state the expectations. Team Leaders will set a timer equivalent to age.

e.g. 7 years old= 7 minutes

### **The time out card will state the following:**

Time out is time to give you space to think

- I will sit properly
- I will sit quietly
- I will think about why I am here

Team Leaders will log pupil behaviour on CPOMS.

### **Step 5**

On returning to the class, the child is reminded that if the behaviour continues they will miss the next playtime.

### **Step 6**

Child will be taken to the Head Teacher/Deputy Head to be spoken to.

Contact parents at the end of the day and remind them that further incidents will result in a report being issued.

### **Step 7**

Issue a red report and inform the team leader and parents. 3 consecutive days of ticks will result in removal from report.

### **Step 8**

**After 2 weeks** of being placed on a red report, parents will be invited to attend a behaviour plan meeting, where strategies will be discussed that are to be implemented and a behaviour plan will be completed & signed by all concerned. Refer to the red report/behaviour management procedures below.

### **Step 9**

After 2 weeks on a behaviour plan, a review meeting will take place. Other strategies will then be considered.

Other strategies could include: behaviour support and the ELSA programme. The ELSA programme offers support for emotional and social skills.

## **Key Stage 2:**

Step 1        Polite but firm request.

Step 2        Reminder about expectations and warn about repositioning within the classroom if working within a group or next to an adult if working alone.

Step 3        Use the agreed phrase 'this is your final warning. Do you understand?'  
Reposition within the classroom.

From now on no more warnings will be issued.

### **Time Out**

Step 4        Children sent to a designated area in the Team Leader's classroom for 10 minutes with a time out card. This will state their expectations. In the designated area a time out book will need to be completed by the child (When? Who? Why?) and recorded on CPOMS.

#### **The time out card will state the following:**

Time out is time to give you space to think

- I will sit properly
- I will sit quietly
- I will think about why I am here
- Complete the time out book

After the 10 minutes, the completed book is given to the Team Leader and they will be asked if they think that they are ready to re-join the class. If yes, the child re-joins the class but if no they return back to the designated area for a further 10 minutes.

Team leader will remind them to miss the next playtime and sit in silence in their classroom.

### **Step 5**

If in the same day steps 1-3 are implemented then move to step 6.

### **Step 6**

Child will be taken to the Head Teacher/Deputy Head to be spoken to and remain for the rest of the lesson if necessary. Ensure that the Team Leader is informed.

Class teacher to contact parents at the end of the day and remind them that further incidents will result in a red report being issued. Log this on CPOMS.

If steps 1-6 occur on 3 occasions within a 2 week period then a red report will be issued.

### **Step 7**

Issue a red report and inform the team leader and parents. 5 consecutive days of ticks will result in removal from report.

### **Step 8**

**After 2 weeks** of being placed on a red report, parents will be invited to attend a behaviour plan meeting, where strategies will be discussed that are to be implemented and a behaviour plan will be completed & signed by all concerned. Refer to the red report/behaviour management procedures below.

### **Step 9**

After 2 weeks on a behaviour plan, a review meeting will take place. Other strategies will then be considered.

Other strategies could include: behaviour support and the ELSA programme. The ELSA programme offers support for emotional and social skills.

## **PROCEDURES FOR REPORTS**

We have high expectations for our children and expect them to aspire to be the best that they can be. Our system of reports is designed to help children to develop a good attitude to learning so they do not miss an opportunity to improve.

Children are under close scrutiny when on report; reports are signed and ticked by teachers after each lesson and children are required to report to the head teacher. If the child has not attempted to make a significant improvement in the lesson the teacher will insert a cross; when this happens the child will spend playtime in the head teacher's office doing more school work.

Children must be clear about the reason why they have been placed on report.

We have 3 types of report:

**Red Behaviour Report:** Used when behaviour has not improved following initial sanctions (Step 7)

**Attitude to Learning Report:** Used when their attitude to work is an issue, they are becoming distracted and they are lacking focus.

**Blue Home Report:** Sometimes parents ask for children to be on home report so we can work together to improve behaviour at home.

**When a child is put on red report the following applies:**

- Parents will receive a letter reminding them of procedures.
- If a child has 2 **red** reports in a two week period, a meeting with parents will be held and a plan for sustained good behaviour will be agreed.
- School trips and residentials are a privilege, so children who are on a red report at the time a trip takes place, will not be allowed to join in. Children must be made aware of this consequence at the time of the report being issued.

A member of staff must collect the report with the child and record this in the Report Log folder in the office.

### **Behaviour Management Plans**

In some instances the 'report' system does not always improve a behaviour situation. (see step 8) It is then time to consider different options; the first option to be considered is a behaviour management plan.

The behaviour management plan is completed with the child and teacher and discussed with the parent.

The teacher and the child will discuss what is considered to be acceptable and unacceptable behaviour. Resulting from this discussion, consequences of actions & choices are determined. The plan when completed is signed by the teacher and at the meeting with parents discussed and signed. This plan will be reviewed daily by the class teacher and head teacher. Whilst on a behaviour management plan the child will not be able to attend school visits, playtimes and lunchtimes may require alternative arrangements and the child will not be welcome at afterschool clubs. The plan will be reviewed after 2 weeks during this review it will be decided if the child has corrected their behaviour and comes off behaviour report completely or if they need one more week on the behaviour management plan. After a third week, if there is still concerns then school will arrange a period of internal exclusion.

### **Internal Exclusion**

If the plan fails to improve behaviour in the 3 week period within the child's year group, a fixed time of internal exclusion will apply and playtimes will be spent in the Head teacher's office. This will be reviewed at the end of the day and extended if necessary. During an internal exclusion the child will:

- Have work set by their normal class teacher
- Will not have ANY engagement with any other children
- They will not do 'jobs' or be 'helper' for the class teacher whose class they are in.

When there has been a case of extended internal exclusion a reintegration plan will be agreed to support the child in re-entering their year group.

When there has been a number of internal exclusions, school may consider a fixed period of external exclusion.

### **Exclusion**

- In extreme cases, where disruptive behaviour continues or children's and staff's safety is compromised the child may be excluded from school. This could be lunchtime exclusion initially or if appropriate an agreed fixed period of time.
- Following exclusion from school a reintegration meeting with parents and the head teacher will be held before the child is re-admitted.
- **In some cases this could be followed by a respite period at an appropriate specialist provision.**

### **Playtimes/lunchtimes**

Playtimes are organised in year groups and a member of staff will be on duty. The aim of the staff is to prevent conflict, unhappiness and injury. Rough, physical games need to be prevented by making pupils aware of the reason for the concern. Often children do not realise what they are doing may result in an accident or quarrel. It is also important that children realise that a hit may be accidental and caused unintentionally.

Midday supervisors supervise children at lunchtime. They are responsible for the safety and well-being of pupils during this period. It is important that our expectation of behaviour is high during this period.

Should they behave in a manner which puts others at risk or challenges the authority of the midday supervisors the incident is logged in the Incident book and given to the team leader. This will then be recorded on CPOMS. It is at the discretion of the team leader as to what action is taken.

### **Team Teach**

A productive educational environment is not possible if children and staff share a sense of anxiety and feel unsafe. Staff need to know what they are expected to do when they are faced with a child in crisis. They need to know which de-escalation skills to use and what to do when these fail to bring the situation under control. They need effective techniques and strategies which are detailed in policy and supported by leadership. Safe work settings require staff who are competent, and confident to intervene when a child endangers themselves, others or property. Risk cannot always be eliminated but if there is a foreseeable risk it must be assessed, and where possible reduced. This is achieved by Team-Teach training for staff by qualified instructors on a regular basis. Team teach is a positive handling strategy, which allows trained staff to physically hold and restrain children when de-escalation strategies have not been successful.

For more information please visit the Team Teach website: <http://www.teamteach.co.uk/>

**Anti-bullying log:** all incidents will be recorded on CPOMS (Refer to Anti-bullying policy).