Positive Behaviour Policy

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<tr>
<th>Member of staff responsible</th>
<th>Assistant Head Teachers</th>
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<tr>
<td>Sub-Committee responsible</td>
<td>Curriculum</td>
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<tr>
<td>Date agreed with staff</td>
<td>06/09/17 – Staff Meeting</td>
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<td>Date discussed with pupils</td>
<td>Shared with classes Sept 2017</td>
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<tr>
<td>Date agreed at Sub-Committee</td>
<td>Nov 2017</td>
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<tr>
<td>Date approved at Governing Body</td>
<td>September 2017</td>
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<tr>
<td>Frequency of policy review</td>
<td>Tri- annual</td>
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<td>Date next review due</td>
<td>September 2020</td>
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Document Version Control

<table>
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<tr>
<th>Issue Number</th>
<th>Issue Date</th>
<th>Summary of changes</th>
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<tr>
<td>1.0</td>
<td>Feb 1995</td>
<td>Original Issue</td>
</tr>
<tr>
<td>1.1</td>
<td>May 1997</td>
<td>Updated</td>
</tr>
<tr>
<td>1.2</td>
<td>June 2005</td>
<td>Updated</td>
</tr>
<tr>
<td>1.3</td>
<td>Jan 2009</td>
<td>Updated</td>
</tr>
<tr>
<td>1.4</td>
<td>July 2012</td>
<td>Updated with new ‘Whole School Incident Form’, code of conduct and whole school list of sanctions</td>
</tr>
<tr>
<td>1.5</td>
<td>Sept 2015</td>
<td>Reviewed</td>
</tr>
<tr>
<td>1.6</td>
<td>July 2017</td>
<td>Reviews and updated with new ‘Behaviour Consequence Ladder’ as well as new Golden Rules posters displayed in each classroom.</td>
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<tr>
<td>1.7</td>
<td>September 2018</td>
<td>Updated with links to KCSIE 2018</td>
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<tr>
<td>1.8</td>
<td>March 2019</td>
<td>Reviewed and update to include statement of positive behaviour principles.</td>
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<td>Formatted in line with updated policies, including contents page.</td>
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1.9 October 2019

Update and additional statement linked to restorative practice.

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2 Role of the staff
3 Expectations and pupils behaviour
4 Restorative Practice
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   Appendix 4: Behaviour Consequence Ladder
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INTRODUCTION

Good behaviour and discipline are essential to a good education. Without an orderly atmosphere, effective teaching and learning cannot take place. We endeavour to help children grow up with a clear and acceptable view of what is right and wrong, appreciating the needs of others and of the society around them. Our ultimate aim is to help children become independent, self-disciplined and responsible adults.

1) AIMS AND SCOPE

Our aim is to create a happy and stimulating environment for the children. In order to create this we will:

- Encourage children to have an awareness of other people and to treat peers, teachers and all adults with courtesy and respect.
- Be respectful of the school environment and expect all children to be responsible for litter and general tidiness.
- Be respectful of property belonging to the school and their peers.
- Promote good, positive behaviour.

This school believes that happy, well behaved children foster a stress free environment for all to work in. A consensus about behaviour management will generate a high morale and sense of purpose amongst staff and pupils. A well-established policy will also be supportive to new members of staff and students. The staff are required to follow the policy which encourages a positive approach to behaviour management wherever possible - with a strong emphasis on the positive. The opinions of parents and the community about the effectiveness of Warden Hill are strongly influenced by how the children behave inside and outside school.

Children should be aware of a uniform approach towards behavioural issues by the adults caring for them. They need to know from the outset what is acceptable in the various areas of school and to understand that all adults will react in the same way in given circumstances.

Children should also be able to expect consistency in adults’ manners and behaviour towards them. Although it is right that staff should make allowances for the child’s personal problems, staff are not justified in letting these considerations influence the running of the class as a whole.
2) **ROLE OF THE STAFF**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Reprimanding the behaviour of the child should be a private matter between the teacher and the child to avoid resentment.

3) **EXPECTATIONS AND PUPILS BEHAVIOUR**

As the children grow older, we encourage them to become increasingly self-disciplined and, at all times, to be considerate to other people.

Children and staff are expected to promote a caring, sharing and welcoming ethos. This should ensure a safe and happy school in which to learn and develop.

We expect behaviour to be consistent at all times of the day, including playtime and lunchtime.

We do not condone bullying (whether verbal or physical), rudeness or a disregard for rules. (See Anti-Bullying Policy for further guidance)

Everyone at Warden Hill is encouraged to be well mannered at all times. Children will learn by example as well as rule. Together with parents, we have a substantial responsibility for setting a good example. All at Warden Hill follow the 'Code of Conduct’ (see Appendix 3) to ensure that we maintain a safe, secure and happy environment in which to learn and work.
4) **Restorative Practice**

Here at Warden Hill, we aim for our children to become resilient, independent, and supportive members of our school community who have a sense of belonging. We encourage all of our children to build and maintain healthy relationships within our school in order for all children to work with and alongside each other successfully.

When our children experience conflict, we work closely with our children to give them the tools to be able to resolve conflict together and to help to restore relationships. Our children are empowered to find solutions to their own problems to help lead to a positive change where children can make amends for their actions.

We work with our children to focus on building positive and healthy relationships that create change in a supportive, yet challenging environment. We truly believe that by teaching our children these problem solving skills when learning how to repair relationships that need strengthening will equip our children with the skills that they will undoubtedly needs as serving members of the community.

5) **Children’s Rules**

The school adopts the “Golden Rules” for the classroom and the playground.

**EYFS and Key Stage 1:**

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

**Key Stage 2:**

- We work hard, we use our time effectively.
- We are kind and gentle, we treat others the way we would want to be treated.
- We look after our school, we keep it clean and tidy and we don’t damage property.
- We are honest, we don’t cover up the truth.
- We wear our school uniform with pride.
- We walk around the school safely, we don’t stay in areas without supervision.
- We respect others, we listen to each other and we don’t interrupt.
- We follow teachers’ instructions with respect at all times.
- We always say, “PLEASE, THANK YOU and EXCUSE ME.”

In addition to these, at the start of each academic year, each class draws up their own specific rules which should be positively phrased, displayed clearly in the classroom and regularly brought to the children’s attention. These are based on the ‘Code of Conduct’ (see appendix 3) and link to the ‘Golden Rules’.
Children should only be allowed in the classroom during lunch and morning breaks in the presence of a teacher or other responsible adult.

During wet playtimes a member of staff or MDSs (Midday Supervisors) patrol the school and wet playtime monitors from year 6 help to supervise the Junior children. If there are any incidents during a playtime or lunchtime the teachers and/or MDSs on duty deal with it initially and then refer to the Behaviour Consequence Ladder (see appendix 4).

6) **Rewards**

There are a variety of ways in which we reward children who display good behaviour in school. Each class teacher also uses their own tried and trusted techniques for developing a positive atmosphere where children have the opportunity to learn, including verbal praise, house points and, when appropriate, merit marks.

7) **Sanctions**

It is inevitable that some behaviour has to be curtailed and this is done firmly and consistently.

Each classroom will display a traffic light system to visually represent our Behaviour Consequence Ladder (see Appendix 4 for Behaviour Consequence Ladder). Every child will start the day off on the green stage. We then have a series of consequences if someone breaks a rule, moving through the yellow to the red stage of the traffic light system, where parents are informed.

Persistent low level behaviour issues will also be treated in a consistent way, with all staff adhering to the same procedures. Serious misbehaviour (e.g. disrespect to staff, property or cultures, swearing, fighting) is very rare at Warden Hill. Such behaviour would mean warnings are automatically bypassed to 3.3 on the Behaviour Consequence Ladder (see Appendix 4).

When a child’s behaviour reaches level 3 and the Head of Key Stages are involved, a behaviour incident form (see Appendix 2) is used to record the nature of the incident and parents are contacted although it is likely that they will have already been spoken to. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school.

Behaviour incident forms are used to record unacceptable behaviour and, once completed by the member of staff dealing with such an incident, are kept centrally on our shared public drive. These forms detail the incident and the action taken and are reviewed fortnightly at SLT meetings to monitor any emerging patterns. If a form is completed, the parents of the child/children are informed.

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature. We aim to remove the personal judgement so children understand and accept the school rules. We allow for differentiation of sanctions where appropriate. This is to reflect different levels of culpability (or fault) while maintaining consistency and fairness of the treatment of pupils.
We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task. We expect children to make good choices and older children to set a good example to younger ones. We expect children to not support the misbehaviour of their peers. We expect and encourage children to tell an adult of any misbehaviour.

The safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The Head of key stage is informed and parents will be contacted.

8) **Exclusions**

If misbehaviour is serious and continues, the Head Teacher will follow the LA exclusion guidelines. (See Appendix 1)

**Behaviour Outside School**

The behaviour of children outside school can be considered for grounds for exclusion. Our policy sets out the expectation of behaviour on and off the school premises.

The head teacher could exclude a child for any misbehaviour while the child is:

- taking part in a school related activity
- travelling to/from school
- wearing our school uniform or in some other way identifiable as a child at our school

Exclusion could also be used for misbehaviour at any time that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

9) **Equal Opportunities**

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgmental way.

10) **Links with other policies**

This policy is to be read in conjunction with the following policies:

Anti-Bullying Policy
ICT Acceptable Use Policy
Safeguarding and Child Protection Policy
This policy complies with Section 89 of the Education and Inspections Act 2006 and Keeping Children safe in Education September 2018
Appendix 1: Fixed-term and permanent exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The head teacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. A committee, made up of between three and five governors, considers any exclusion appeals on behalf of the governing body. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated. If the governors’ appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The link below gives more information for parents and carers:

http://www.gloucestershire.gov.uk/article/107601/What-to-do-if-your-child-is-excluded-from-school

A less extreme form of exclusion may also be considered: this may, for example, involve lunchtime exclusion or learning exclusion, where a pupil learns away from the class. School staff would consult with parents but do not need to report this.
Appendix 2: Behaviour Incident Form

BEHAVIOUR INCIDENT FORM

<table>
<thead>
<tr>
<th>Child/Children involved:</th>
<th>Class:</th>
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<table>
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<tr>
<th>Details with regard to the incident</th>
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| Person completing form  | …………………………………………………………………………… |
| (signature notes that this is a true and accurate record) |

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<tr>
<th>Date:</th>
<th>………………………</th>
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<tr>
<th>Action Taken, By Whom and Outcome</th>
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<th>Seen by Head Teacher? (initial, date)</th>
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Appendix 3: Code of Conduct

Code of Conduct for everyone at Warden Hill Primary School

IN GENERAL

Politeness
* Use an appropriate volume of voice
* Use language which is neither abusive nor offensive
* Offer to help others
* Eat sensibly and quietly at lunch times
* Be welcoming to visitors

Listen to others and expect to be listened to
* Try to understand other people's point of view
* Do not interrupt
* Be silent when required
* Do not answer back.

Take care of our school
* Take care of our displays
* Keep the walls and furniture clean and unmarked
* Put all litter in bins (even if this means carrying it until you find a bin)
* Wear the correct uniform
* Report any damage you see to a teacher
* Use toilets in an acceptable way.

Respect for property
* Leave things alone that are not yours
* Return things to whom they belong
* Use things in a sensible way
* Leave things in the best condition possible
* Tidy up even if it’s not your mess
OUT OF CLASS

* Keep to the left when walking along corridors or stairs
* Walk rather than running, pushing or barging past others
* Be ready to help by opening doors
* Be ready to help by offering to carry things

IN THE PLAYGROUND

* Be considerate
* Allow everyone to choose what they want to do
* Leave others alone if that is what they want
* Choose what you say carefully
* Think about how others will feel about your actions
* Don’t be rough
* Line up properly
Appendix 4: Behaviour Consequence Ladder can be found as a separate document in our Positive Behaviour folder.

See website for separate flowchart
Appendix 5: Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (behaviour in schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour. This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

This statement has been adopted by the Governing body as a whole, following consultation with the Headteacher, parents, staff and pupils.

The Governors at Warden Hill believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life. At Warden Hill, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The Governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

All pupils, staff and visitors have the right to feel safe, valued and respected at all times at school.

All pupils have the right to learn free from the disruption of others.

High standards of behaviour are an expectation of all school community members. These should be clearly set out in the Behaviour Policy.

Warden Hill is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies.

The school rules should be clearly set out in the Behaviour policy and displayed around the school. The Governors believe children should be at the heart of the development of the school rules and these should be reviewed regularly, with the involvement of the School Council.

Governors would like to see a range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.

Sanctions for unacceptable behaviour must be clearly set out in the Behaviour policy and consistently applied by all school community members.
It is recognised that the use of rewards and sanctions must have regard to the individual situation and individual pupil and the Headteacher can exercise discretion. Sanctions, however, should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children and offering support as necessary.

We believe that children should be given opportunities and openly encouraged to support each other in personal reinforcement and personal growth, learning and recognising good behaviour.

Pupils should be helped to take responsibility for their actions.

Parents/carers should be involved in behaviour incidents, where appropriate, to foster good relationships between the school and the pupils' home life. We expect pupils and parents to co-operate to maintain an orderly climate for learning.

Pupils, staff and parents are expected to follow the Code of Conducts outlined for their behaviours.

Exclusions, particularly those that are permanent, must only be used as the very last resort.

The Governors expect the Headteacher to include guidance and clarification for staff on:

- their powers to search (for banned items)
- the use of reasonable force/physical restraint
- their powers to discipline pupils for misbehaviour outside school, witnessed by a member of staff or reported to school.

The Governors wish to emphasise that violence, threatening behaviour or abuse towards the school's staff will not tolerated. If a parent does not conduct him/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.