

Wheatfield Primary School

'High Achievement through Growing and Learning Together'

Behaviour Policy

(Statutory Policy)

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Wheatfield Primary School

Wheatfield Drive
Bradley Stoke
Bristol BS32 9DB

Tel: 01454 868610

Email: office@wheatfieldprimary.com

Website: www.wheatfieldprimary.com

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CHANGE RECORDS SHEET

Issue No.	Date	Summary of Change	Amended by
1	September 2012	New Policy Document	L Haydon
2	June 2013	Document reviewed and updated.	C Dursley & L Haydon
3	October 2014	Document reviewed and updated.	C Dursley
4	July 2016	Document rewritten.	L Haydon
5	February 2018	Document rewritten and renamed Behaviour Policy.	P Winterburn

SUMMARY

This policy should be read in conjunction with all other school policies.

This policy applies to all paid members of the school staff including teaching assistants and lunchbreak supervisors.

This policy does not apply to volunteers.

This policy will be reviewed every three years as a minimum or earlier if national guidance changes.

REFERENCE DOCUMENTS

DfE Documents

Behaviour and Discipline in Schools - Advice for Headteachers and School Staff (January 2016)

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

ABBREVIATIONS

The following abbreviations are used in the policy:

DfE Department for Education

SENCo Special Educational Needs Co-Ordinator

Behaviour Policy

MAIN DOCUMENT

1 RATIONALE

At Wheatfield Primary School we strive to create an environment that is underpinned by respect. We want every member of the school community to feel respected, valued and treated fairly.

We believe that promoting and rewarding respectful behaviour, and empowering staff to tackle disrespectful behaviour, is essential if children are to achieve the best outcomes they can at our school.

We recognise that we have a responsibility to teach children the behaviour we expect of them. Children should learn to take responsibility for their own behaviour and they cannot do this without respectful behaviours being praised and re-enforced, and disrespectful behaviours being challenged.

2 GUIDING PRINCIPLES OF THIS POLICY

The school expects every member of the school community to respect themselves, respect others and respect the school environment.

The school values respectful behaviour and views the promotion of respectful behaviour as one of its key responsibilities in order to provide an environment where children can learn effectively.

The school expects respectful behaviour from all children, requiring them to participate in all learning activities, co-operate with one another, engage with requests made by school staff and take responsibility for their actions.

Every member of staff has a duty to promote and reward respectful behaviour and to act if disrespectful behaviour surfaces.

The school treats all children equally and will apply its behaviour policy consistently and fairly (with reasonable adjustments being made for children with SEND).

As a member of Wheatfield Primary School, pupils are responsible for behaving respectfully both on and off site, ensuring that the school's expectations for respectful behaviour are upheld in the community within which they are living.

3 THE SCHOOL'S BEHAVIOUR CODE – OUR 'TRIANGLE OF RESPECT'

We have designed our behaviour code to be simple and memorable. It is not about having a long list of rules; it's all about the school value of 'respect' – we call this our 'Triangle of Respect'. We teach children to 'expect respect' – this is a two way process. The school expects children to behave in a respectful way and teaches them to expect to be treated with respect by staff and other children.

At Wheatfield, we expect respect

- ✓ Respect ourselves
- ✓ Respect others
- ✓ Respect our environment



4 EXEMPLIFYING THE BEHAVIOUR CODE FOR DIFFERENT AGES OF CHILDREN

We believe that every positive behaviour we expect from children can be framed around our 'Triangle of Respect'. At the start of each year, every year team will map out the behaviours they expect and link these to each of our three areas of respect.

<p>In Year 3 we respect ourselves by ...</p> <ul style="list-style-type: none">✓ Talking to ourselves positively if we get stuck✓ Trying our best at all times✓ Challenging ourselves to be even better✓ Staying calm and not losing our temper
<p>In Year 3 we respect others by ...</p> <ul style="list-style-type: none">✓ Trying to sort out any disagreements calmly✓ Using positive language with others✓ Thinking about other people's feelings
<p>In Year 3 we respect our environment by ...</p> <ul style="list-style-type: none">✓ Tidying up after ourselves✓ Hanging up our coats and bags✓ Always putting litter in the bin

These lists will not be exhaustive but they will highlight the main things expected of children in their year group. As children get older, staff will be able to explore more complex themes and ideas with children (linked to our PSHE curriculum).

5 A CONSISTENT LANGUAGE

For this policy to have maximum impact it is essential that all staff are consistent with the language they use when describing behaviour.

Staff should, wherever possible, use the terms 'respectful' and 'not respectful' to describe behaviour rather than phrases like 'being naughty', 'poor behaviour' or 'rude'.

Staff should always strive to describe the respectful behaviour they expect, rather than the disrespectful behaviour they do not wish to see.

Expectations around the school should always be framed in terms of what is expected rather than what we wish to avoid e.g. 'we walk down the corridor' rather than 'no running in the corridor'.

When dealing with incidents of disrespectful behaviour, staff should explain why the behaviour is 'disrespectful' and what they expect from the pupil instead e.g. 'it is disrespectful to interrupt the person who is talking, I expect you to listen and wait your turn'.

6 THE FOUR TIERS OF BEHAVIOUR MANAGEMENT

The school has four Tiers to its behaviour management approach.

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Tier 1 – <i>managing most behaviour</i>	Behaviour managed by the class teacher
Tier 2 – <i>behaviour causing concern</i>	Team leader involvement
Tier 3 – <i>persistent disrespectful behaviour</i>	Deputy Headteacher / family involvement
Tier 4 – <i>behaviour requiring intensive support and monitoring</i>	Intensive support and monitoring

The following sections of this policy examine what each of the Tiers mean.

6.1 Managing Most Behaviour (Tier 1)

Tier 1 - Behaviour Managed by the Class Teacher
Who is this for? The vast majority of children will fall into this category.
What is the trigger? Not applicable – all children are automatically on Tier 1.
How will this be monitored? No formal monitoring is required at this Tier.

We use a 'Ladder to Success' in **Years 1 to 6** to show children where they are in relation to the behaviour code.

Great Job
Good Choices
Ready to Learn
Think About It
Make a Change

Every child starts the day on 'ready to learn' and can move up or down on the ladder depending on their behaviour.

Each time an adult moves a child 'up or down' they will explain the reasons for this to the child.

Throughout the day, adults should be consistently recognising and praising children who display respectful behaviour.

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If a child ends the day on 'Great Job' they will receive a 'tag' from their teacher. When a child earns five tags they are allowed to choose a prize from the class prize box.

6.1.1 The Consequences of Moving Down the Ladder

The purpose of moving a child down the ladder is to help the child understand the behaviour which they need to change and provide an opportunity for the child to do so. The intention is to prevent the child from moving further down the ladder.

If a child falls below 'make a change', the class teacher will apply a sanction appropriate to the child's age and the behaviour which led to this e.g. they may miss a playtime or they may be asked to stay in to complete their work.

If a child is on the 'make a change' stage and they display further disrespectful behaviour they will be sent to the Team Leader for a period of time (a move to Tier 2 – see the next section for details).

6.1.2 Other Rewards Used in School

Teachers are free to use a variety of additional rewards which they feel are appropriate to the age of the children they teach. The most powerful of these is praise. We expect all adults in school to provide regular praise and positive reinforcement, throughout the school day.

Teachers will often choose to back up their praise with stickers, points and certificates – all of which are designed to motivate children and reward respectful behaviours.

Some year groups run 'class based reward' systems where the whole class work together to earn points towards a class treat. This encourages children to collaborate and co-operate in order to achieve a shared reward.

Each week, in our Friday Celebration Assembly, every teacher gives out two certificates – our Values Award and our Achievosaur Award (to recognise children who are upholding our School Values or displaying our Achievosaur learning behaviours).

In addition to the above, the school uses a variety of certificates and rewards to praise and motivate children e.g. for good attendance.

6.1.3 Reception Year

Reception year use a different version of the ladder to success. This has four levels and is illustrated by the weather. The rewards for moving up are usually stickers and the sanction for moving down will be appropriate to the age of the child.



Great job



Ready to learn



Think about it



Make a change

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6.2 Behaviour Causing Concern (Tier 2)

The following table shows how behaviour will be managed at Tier 2.

Tier 2 – Team Leader Involvement	
Who is this for?	Some children, each week, may fall into this category.
What is the trigger?	Falling below the 'make a change' stage on our 'Ladder to Success'.
What will happen?	<p>The Team Leader will talk to the child about their behaviour and remind the child of the behaviour we expect of them.</p> <p>The Team Leader will explain what will happen if the child is sent to see them again in the same week (Tier 3).</p>
What will the sanction be?	<p>The child will receive a sanction from the class teacher for reaching the 'sanction' stage of the ladder.</p> <p>The child will work in the Team Leader's class for a period of time (appropriate to the child's age).</p> <p>If the Team Leader believes that an additional sanction is required then they have the right to apply this e.g. <i>if a child is sent to them and does no work they may keep the child in, during a break, to complete the work.</i></p>
How will this be monitored?	Team Leaders will keep a record of all children who are sent to them and the reasons why.

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6.3 Persistent Disrespectful Behaviour (Tier 3)

The following table shows how behaviour will be managed at Tier 3.

Tier 3 – Deputy Headteacher / Family Involvement
Who is this for? A couple of children, each term, may fall into this category. If the child has a recognised Special Educational Need or Disability (SEND) the SENCo may oversee this process rather than the Deputy Headteacher.
What is the trigger? A child being sent to a Team Leader twice within one week or several times within one term.
What will happen? The Deputy Headteacher will talk to the child about their behaviour and remind the child of the behaviour we expect of them. The Deputy Headteacher will talk to the child's family about our concerns and explore if there are any specific factors which may be affecting the child's behaviour.
What will the sanction be? The Deputy Headteacher will not apply a specific sanction. The purpose of this stage is to explore the reasons for the deterioration in the child's behaviour and agree any actions which may be required to support the child. The Deputy Headteacher has the right to apply any appropriate sanction if there is a further deterioration in the child's behaviour whilst they are monitoring this phase.
How will this be monitored? The Deputy Headteacher will monitor the child's behaviour, alongside the class teacher, for two weeks. If there is an improvement, the child's behaviour will be managed, again, at Tier 1.

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6.4 Behaviour Requiring Intensive Support & Monitoring - Tier 4

The following table shows how behaviour will be managed at Tier 4.

Tier 4 – Intensive Support and Monitoring
<p>Who is this for?</p> <ul style="list-style-type: none">▪ A couple of children, each year, may fall into this category.▪ If the child has a recognised Special Educational Need or Disability (SEND) the SENCo will work alongside the Headteacher during this phase.
<p>What is the trigger?</p> <p>A child, who has been monitored at Tier 3, but whose behaviour has not improved and is still causing concern.</p>
<p>What will happen?</p> <p>The school's Core Behaviour Team (Headteacher, Deputy Headteacher & SENCo) will meet to review the child's behaviour.</p> <p>A member or members of this team will meet with the child and the child's family, to discuss the school's concerns.</p> <p>A plan will be drawn up which clearly identifies the school's concerns and the support that will be put in place for the child. This may include a referral to the Behaviour Support Team.</p>
<p>What will the sanction be?</p> <p>There is no specific sanction for reaching this stage.</p> <p>The Headteacher or a member of the Core Behaviour Team has the right to apply an enhanced sanction if there is a further deterioration in the child's behaviour whilst they are monitoring the situation e.g. a series of lunchtime detentions or removing the child from class for a fixed period.</p> <p>The Headteacher has the power to exclude the child if the situation warrants it (see exclusion section below).</p>
<p>How will this be monitored?</p> <p>The child's behaviour will be monitored closely for a two week period. The child will be required to report to a member of the Core Behaviour Team twice a day during this period. The child's family will be asked to come into school once a day, for an update, during this two week period.</p> <p>At the end of the two week period, a decision will be made as to whether the close monitoring can end.</p> <p>Some form of monitoring is likely to continue for several weeks so that the school can be sure that all concerns have been addressed.</p>

What if there is still no improvement?

The Core Behaviour Team will work with the child, their family and any other professional involved to support the child, and to plan what happens next.

Where behaviour becomes extreme and persistent, each case is unique and the school will consider all available options to ensure the child's needs are met.

7 SEVERE BEHAVIOUR WHICH OCCURS WITHOUT WARNING

The sections above describe how behaviour will be managed where there is a progressive deterioration. In some cases, extreme behaviour surfaces without warning. Examples include a physical altercation between two children or a child who uses inappropriate language. In such cases, moving the child down the behaviour ladder is an insufficient response. The school will therefore follow the procedures outlined below.

Serious breaches of the behaviour code will require the immediate involvement of a member of the Senior Leadership Team (SLT). Depending on the exact nature of the incident, this could lead to the child moving directly to Tier 2, 3 or 4 of the behaviour code.

Examples of severe behaviour include:

- Violence (where a deliberate act by one or more persons causes physical injury to another).
- Threats or intimidation.
- Racism, homophobia or any other prejudiced based behaviour.
- Bullying (see the school's Anti-Bullying Policy).
- Persistent defiance towards, or abuse of, school staff.
- Behaviour which is intended to cause injury to another child or member of staff.

The above examples are not exhaustive and staff are required to exercise their judgement as to whether or not an incident should be classed as severe.

In instances of severe behaviour a member of the Senior Leadership Team will investigate the incident fully. They will then make a judgement about an appropriate course of action, including any sanction. Sanctions could include:

- A lunch time (or several lunchtime) detentions.
- School based community service e.g. a child who has written on a wall may be asked to clean it off.
- Missing an upcoming privilege e.g. a class treat or a school disco (a child cannot be asked to miss something which is part of the curriculum unless they have been excluded).
- Working away from their peers for a fixed period.

Sanctions for severe behaviour will be applied in a way that is fair and proportionate to the incident itself, as well as to the age of the child. The circumstances behind each incident are unique and these will be taken into account when deciding any sanction.

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Where an incident has been judged severe, a member of staff will speak to the child's family (ideally this will be 'face to face' but it could be by phone). If the incident involves a victim, their family will also be contacted by a member of staff. Staff dealing with the incidents will record what has happened and any outcomes or actions they took.

Incidents of racism or bullying are logged separately. These incidents are also reported to Governors and the Local Authority for monitoring purposes.

If a pupil is found to have made a malicious accusation against a member of staff then this will be investigated fully by the Headteacher (unless the allegation is against the Headteacher in which case the deputy head will investigate). All evidence about the individual case will be considered and all sanction options will be available, including permanent exclusion.

If an incident of severe behaviour warrants exclusion, only the Headteacher can make this decision (see section on 'exclusion' below).

8 OTHER RIGHTS AVAILABLE TO THE SCHOOL

The DFE publication 'Behaviour and Discipline in Schools' makes it clear that schools have certain powers which they can use to enable them to provide a safe, orderly environment in which pupils can learn. At Wheatfield Primary, we anticipate using these powers rarely but reserve the right to do so where the situation warrants it.

8.1 The Option to Confiscate (and Dispose of) Inappropriate Items

The law allows a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Staff at Wheatfield Primary have the right to confiscate items which are judged to be inappropriate or which could have a detrimental effect on the behaviour of an individual or class. For example, a teacher or teaching assistant may confiscate an item, brought in from home, if it is causing a distraction. They could also confiscate an item of clothing that is not part of the school uniform e.g. a hoodie top.

In most circumstances the person who has confiscated the item will either send it home with the child at the end of the day (and ask them not to bring it in again) or return it to the person collecting the child (and request that it is not brought back in to school). This will be dependent on the age of the child.

In certain circumstances, the school may retain (and dispose of or pass on to the police) a confiscated item e.g. a weapon, drugs, fireworks or any other item that it would be inappropriate for a child to have in their possession. In such circumstances, the child's family will always be contacted. It is likely the pupil will be excluded for bringing such an item into school (see section on 'exclusion' below).

8.2 The Option to Search Without Consent

Schools have the power to 'search without consent' for prohibited items including:

- Weapons.
- Drugs (legal and illegal).
- Stolen items.
- Fireworks.
- Pornographic images.

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- Or any item which has been or is likely to be used to commit an offence, cause personal injury or damage to property.

As a primary school, we anticipate needing to do this rarely but reserve the right to search for such items to ensure the safety and welfare of pupils and staff. Only the headteacher, deputy headteacher or a member of the Senior Leadership Team (with permission from the head or deputy) are allowed to conduct such a search.

8.3 The Option to Discipline Pupils for Conduct Outside the School Gates

Guidance issued to schools make it clear that teachers have the power to discipline pupils for misbehaving outside the school gates **'to such an extent as is reasonable'** (Section 90 of the Education and Inspections Act 2006).

Wheatfield Primary School has the right to discipline pupils for misbehaviour which occurs when a pupil is:

- Taking part in any school organised or school related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a pupil of the school.

Wheatfield Primary School has the right to discipline pupils for misbehaviour where the above four statements do not apply but the behaviour is judged to:

- Have repercussions for the orderly running of the school.
- Pose a threat to another pupil or member of the public.
- Adversely affect the reputation of the school.

Wheatfield Primary School will act in the following way where poor behaviour from pupils is witnessed off site by a member of staff or reported to the school by a member of the public:

Criminal behaviour will be reported to the police – the pupil's family will then be informed unless doing so could place the pupil at risk of harm.

Other incidents will be investigated fully (usually by the Headteacher or a member of the Senior Leadership Team) to establish the credibility of the allegation.

Where the school is satisfied that there is sufficient evidence to indicate that an incident took place (or is highly likely to have taken place) a sanction will be applied. This will be in line with the sanctions set out in previous sections of this policy (ranging from a missed playtime through to exclusion depending on the severity of the behaviour).

8.4 The Option to Exclude a Pupil

Only the Headteacher (or the deputy Headteacher in his/her absence, but with his/her agreement) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.

It is the Headteacher's responsibility to consider when exclusion may be appropriate. Exclusions may be considered for the following behaviours:

- Physical assault against another pupil or member of staff
- Verbal abuse / threatening behaviour against another pupil or member of staff
- Bullying including homophobic or racist bullying
- Racist abuse

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- Sexual misconduct
- Drug or alcohol possession
- Damage
- Theft
- Persistent disruptive behaviour
- Other categories which are judged severe but do not fall into any of the above categories

This list is not exhaustive and there may be other serious behaviours which arise where exclusion is applied.

If the Headteacher excludes a pupil, s/he informs the parents immediately by phone, giving reasons for the exclusion. When the parent collects the child from school, the Headteacher will provide them with a letter detailing the duration of the exclusion and reasons for it. The Headteacher will make it clear to the parents that they can appeal against the decision, to the governing body. The school will inform the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

If the family of an excluded child lodge an appeal the governing body will convene an appeals panel.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the exclusion was warranted.

The Headteacher keeps a record of any pupils who are excluded for a fixed-term, or who are permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

9 ADDITIONAL INFORMATION

The following items were not included in this update but may be worth considering for the next update:

- Separate arrangements for lunchtimes and lunchbreak supervisors.
- Re-working the 'ladder to success' to reflect 'respect' as a core value.
- Examining the use of external rewards e.g. prizes.
- The use of house points and house teams (if the school chooses to organise itself in this way in the future).
- The specific learning behaviours the school is looking for (if the achievosaur approach is slimmed down).