



Positive Behaviour Policy

Warboys Community Primary School

Date policy adopted: September 2017

Date policy to be reviewed: September 2020

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Positive Behaviour Policy

1. Governing Body Statement of Principles

We believe that school should be a calm and orderly place where everyone feels secure and valued. We believe that this is best achieved through the establishing of clear expectations of behaviour. These expectations need to be backed up by praising and rewarding good behaviour and dealing with unacceptable behaviour promptly and fairly, in line with guidelines. Parents are our most important partners in this process and need to be kept informed both about good behaviour and any problems.

2. Aims of the policy

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

3. Promoting Teaching & Learning

The effective implementation of the behaviour policy supports the delivery of disruption-free teaching and learning. The PSHCE curriculum including the SEAL programme supports the promotion of positive relationships and choices of behaviour.

4. Our School Rules

It is essential the children understand what is meant by good behaviour and that the rules we expect them to follow are clear and understandable. Our school rules are the same throughout the school and the school day, including lunch time. They are shared with pupils at the start of every year and reinforced at intervals through work in class and assemblies. The rules are displayed throughout the school and in classrooms. The rules are:

- **RESPECT**
- **RESPECT your self**
- **RESPECT others**
- **RESPECT property**

5. Reward Time

When pupils follow the School rules they are rewarded with a class treat.

Other Rewards

So that children can feel good about themselves and the school, we will give a range of rewards for good behaviour.

- Verbal praise, as much as we can
- Stickers and stamps
- Star of the Week

- House Points and related awards
- Notes home to parents
- Head teacher's awards
- Participation in a class reward chosen by the class

We hold an assembly every Friday to celebrate the good work and behaviour of pupils giving out different awards and praise.

6. Sanctions

When pupils do not follow the school rules we have a step by step approach in order to provide consistency across the school. Please see appendix A. Any member of staff can sanction a pupil for not showing respect. In most cases the first step is a reminder with no consequence, to allow pupils to correct their choice of behaviour. However if pupils continue to choose inappropriate behaviour then the next step applies.

Step 1 – Verbal Reminder is given.

Step 2 – Lose 5 minutes of lunch time/ break time walking with adult or in 'white room'

Step 3 – Lose 10 minutes of lunch time and removal to a paired class and a call home

Step 4 – Lose 20 minutes of lunch Time, a 20 minute lunchtime behaviour review with a member of the Leadership team and a letter sent home to parents/carers.

Step 5 - White Card – if a pupil has deliberately hurt someone or deliberately ignored an adult's direct instruction they are given a white card and taken to the Headteacher. A letter will be sent home. The Headteacher/Deputy Headteacher will decide what sanctions to apply, depending on the behaviour and the age of the pupil and this will be recorded. These could include the loss of break or lunchtime, removal from extra-curricular clubs or sporting teams or removal from the class – this is called an internal exclusion. Internal exclusion could be from one lesson to up to a week depending on the severity of the incident. On very rare occasions this isolation could take place at another educational establishment.

A pupil may also reach Step 5 having worked through the first 4 steps in one day.

It is important to note that pupils start each day at step 0. However any loss of lunch time is accumulated over the day. If the behaviour is persistent they may lose part of their class reward.

7. Recording

Staff record any behaviour steps in order to be consistent and fair. From records it may be possible to identify patterns or reoccurrences, which can then be addressed. Pupils who reach step 4 or 5 complete a behaviour letter, which is sent home to parents to be signed. Significant events should be recorded on pupil notes by the adult that dealt with the incident, where possible.

8. Lunchtime Detention and Behaviour Review [White Room]

Pupils who reach step 4 or 5 in a day will meet with a member of the Leadership Team for 20 minutes to reflect on their choices. This provides an opportunity to discuss the behaviour choices and how things can be improved. Children who reach 2 or 3 steps in a day will spend 5 or 10 minutes respectively with an adult [eg walking around with an

adult at play time/ lunchtime or could spend this time in white room at lunch time in order to reflect on their behaviour choices.

9. Partnership with Parents

When tackling poor choices of behaviour we believe that working with parents is important if we are going to be effective in making improvements. Parents are informed at step four and five as a matter of course, but we may discuss behaviour with pupils who regularly reach the earlier steps.

If a pupil has two white cards in a term, parents are invited in to school to discuss the matter and plan a way forward.

10. Behaviour Plans

In order to be proactive, it may be appropriate to develop a behaviour plan for pupils who regularly have problems with behaviour and this would replace the 'step' system for that child. This would normally involve the class teacher, pupil and parents. Sometimes the team leader, Inclusion leader or Headteacher may also be involved. The plan will address the key issues and state the rewards and the consequences of poor behaviour choices including removal from class. The plan would be in place for an agreed fixed period of time before being reassessed.

On the very rare occasions where specific behaviour problems may put the child or others in danger, a Risk Assessment will be written to identify and highlight key concerns. The issues raised through the Risk Assessment will be addressed through a specific individual behaviour plan as above.

10a

Strategies for 'runners'

When a pupil runs off site without permission, the school will automatically inform parents/guardians. The instant the pupil leaves the sight of the member of staff the police will be informed. On the return to school the incident will be discussed with the pupil, parents and Headteacher. A risk assessment will be completed and a behaviour plan set in place as above.

10b

Abuse and violence in school

All staff and children have a right to work and learn in a safe environment. Where a pupil is aggressive towards their peers and/or members of staff this may result in an exclusion. Parents will be informed and discussions will take place.

11. Exclusions

The school views external exclusion as a last resort when other strategies have been tried. The only exception to this is when there has been a severe breach of the behaviour code such as violence, aggression or threats towards others. Exclusions can be fixed for a period of days or specifically at lunchtimes for a number of days or in rare occasions permanent. School would follow the guidance (Document called Exclusion Guidance, December 2015) from the Local Authority when considering an exclusion.

12. Confiscations

The school reserves the right to confiscate any item, which it feels is inappropriate or dangerous for a school environment. Confiscation is applied in a reasonable and

proportionate way. In most cases parents will be asked to collect the item. If the item is a weapon then it will be confiscated and handed to the police.

13. Searches

The Headteacher will sanction the search of a pupil or their property if it suspected that a weapon is concealed. This can be done without the consent of the pupil where there is reasonable suspicion. The police will be involved if any weapon is found.

14. Behaviour to and from school

The school may also take action against pupils who misbehave outside the school (including on the school bus). The school expects all pupils to behave sensibly and responsibly when in uniform.

15. Anti-Bullying

Bullying as defined by the pupils of Warboys School: *When somebody continuously hurts another person or their feelings on purpose and makes them feel miserable.*

The school has a separate Anti-Bullying policy which is intrinsically linked with this policy. It aims to prevent all forms of bullying, including bullying related to:

- race, religion and culture
- homophobic bullying
- bullying of pupils with SEN or disabilities
- sexist or sexual bullying
- cyber-bullying (an increasingly prevalent form of bullying)

The school follows the LA guidance on Anti bullying.

15. Complaints

The school expects all staff to treat pupils fairly while maintaining high standards of behaviour. However should a parent have a complaint regarding the way their child has been treated they should consult the class teacher or team leader in the first instance. If this is not resolved then they should contact the Headteacher. The school has a complaints policy, which is available from school.

16. Policy Development and Review

The Governing Body consulted with stakeholders in devising the Statement of Principles. This policy has also been written in conjunction with:

- The Education and Inspection Act 2006
- The Violent Crime Reduction Act 2006
- School Anti Bully Policy 2015.

Consequence Grid

Please note that this grid is only designed to be a guide and each case will be judged individually

	EXAMPLES OF BEHAVIOUR	SANCTION
1	Disrupting the learning of others by Talking/Arguing/Out of seat	Step 1 - warning Step 2 - 5 minutes with adult for reflection Step 3 - 10 mins in paired classroom and 10 minutes loss of break/lunch /Class Teacher to phone home
	Inappropriate language inc. Swearing or sexual but not directed at anyone	Step 3 - 10 mins in paired classroom and 10 minutes loss of break/lunch Class Teacher to phone home.
2	Repetition of any 1or 2 offences in a day -	Steps 4 - 20 minute detention with SLT Letter home
3	Uniform/Appearance Homework not completed	First time - Reminder Second time - Phone call home Repeated in any ½ term – Letter 1 home
	Lack of PE kit repeated No PE kit	1 st Call home PE from teacher followed by letter 1 2 nd letter home from PE coordinator // 3 rd letter / appointment with SLT
	Using mobile phone/ MPS etc	Confiscation / letter home/phone call parents to collect
4	Refusal to follow instructions	step 4 Removed for rest of session or playground to team leader / SLT [20 min lunchtime detention, Letter home]
5	Swearing [at another student] Rudeness to a member of staff	Step 4 or 5 to investigate– SLT Step 5 to DHT/HT
6	Failure to attend detention or Misbehaviour detention	Detention doubled Letter home
7	Repetition of any offence Dishonesty/lying to a member of staff Walking away from a member of staff, Deliberate defiance	step 4/5 - Possible Behaviour plan ½ day/ full day isolation
	Bullying incident [investigated]	detention/ logged and Letter home Behaviour plan [No outdoor play for agreed length of time] may include Restorative justice One day isolation
	Racist or homophobic abuse	Step 5 - detention/ reported /letter home.
8	Persistent poor behaviour Swearing at or about a member of staff Physical Assault Persistent bullying Repeated Racist or homophobic abuse Inappropriate use of mobile phone/computer or equipment Serious Theft, Graffiti or Vandalism Violence towards a member of staff	Initial - Step 5 - letter home -behaviour plan Following investigation Isolation period possible fixed term exclusion
9	Possession of offensive weapon Serious theft or vandalism Possession of illegal drugs Repeated Violence towards a member of staff	Step 5 Immediate fixed term exclusion with review for Permanent exclusion