



# West Jesmond Primary School

## Behaviour Policy

Revision Record of Published Versions			
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West Jesmond Primary	22/3/2014	2.0	Annual review and update DHT & AHT
West Jesmond Primary	1/4/14	2.0	Annual review by Governing Body
West Jesmond Primary	28/1/16	2.0	Annual review by DHT
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### Rationale:

We believe in establishing high expectations for behaviour from all children. We consider good relationships to be at the heart of everything we do. We must provide Quality First Teaching to promote high levels of motivation and outstanding behaviour for learning. Enduring values must be taught through work in all subject areas. Reward and praise for the daily aspects of good behaviour should be essential for all children. We need to provide a safe and positive environment in which to learn, allowing our children to thrive upon every opportunity within our provision.

### Aims of the policy:

- To support the whole school community in maintaining high standards of behaviour following a consistent approach throughout the school.
- To develop increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To maintain a calm, purposeful and happy atmosphere within the school.
- To value parental co-operation and involvement in ensuring positive behaviour in and out of school.
- To exemplify appropriate behaviour through role modelling and setting of high expectations.
- To take all reasonable steps to ensure that the individual needs of any child is considered in the application of this policy.

## RESPONSIBILITIES

### **School Staff:**

All school staff have an equal responsibility for the welfare and discipline of children in school. Staff have agreed the school aims and strategies to encourage good, and discourage bad behaviour and bullying.

### **Children:**

All children are made aware of the school code of behaviour (the West Jesmond Way) and the consequences of inappropriate behaviour.

### **Governors:**

School governors have agreed to the school policy with regard to behaviour and discipline and support the school staff in its implementation.

### **Parents:**

Parents are asked to read this school policy, with regard to behaviour and discipline expectations, and thereafter support school staff in meeting the school aims.

*As a school community we share these values:*

- We are all as important as each other
- We support and encourage each other
- We want everyone to feel safe and secure
- We want everyone to enjoy being at school
- We always try our best
- We respect each other and our environment
- We have high expectations
- We value and learn from many cultures and backgrounds
- We are committed to the all round development of the child.

*Behaviour in school is affected by:*

- The quality of the physical environment
- The quality of teaching
- The quality and resilience of relationships: children and their peers; children and adults; adults with adults
- High expectations and a supportive, flexible approach to learning
- The degree to which effort, results in curriculum and behaviour is acknowledged
- The degree to which independence, self-reliance and pupil accountability are expected and encouraged
- Adults maintaining an active, positive professional presence
- A consistent approach to behaviour; that considers the individual and favours the least intrusive interventions

- Pupils' experience outside of school.

At the beginning of each school year class teachers and their children create a set of Class Expectations reflecting whole school values. Class Expectations and routines are re-visited/reviewed as part of normal classroom routines.

These whole school values are summarised in the 'West Jesmond Way':

We:

- \* are polite, respectful and treat people like one of our family
- \* are generous, honest and considerate
- \* walk calmly and sensibly around school
- \* take responsibility for our actions
- \* include everyone and help others
- \* are proud of ourselves and always try our best

Our approach is to encourage good behaviour(s) in and around school, rather than punish, to help children develop self-confidence and self-discipline.

### GUIDELINES

The key to good behaviour and discipline is teaching and learning that is challenging. It should motivate children, set clear expectations and offer the appropriate support to make those expectations attainable.

This is underpinned by consistent and well-managed classrooms, systems and procedures that make explicit what is expected, and when followed by all staff set children up to succeed rather than fail.

### **Application to vulnerable pupils:**

Reasonable adjustments will be made in the application of this policy to vulnerable pupils including those who are disabled, children with SEN including behavioural issues and children at risk. This will include specific training and support for staff as appropriate.

Children at risk or vulnerable children will be identified through our provision map and on our SEN register. Our SENDCO will ensure good links with home and act as a reference point for staff.

### **Positive reinforcement:**

A positive environment built upon excellent relationships underpins our approach.

Some examples:

- A smile

- Thumbs up
- A 'thank you'
- Acknowledgement of appropriate behaviour
- Genuine interest in activity
- Enthusiasm for pupils' learning
- Reinforcement of learning
- Listening
- Positive comments specifically relating to effort or behaviour
- Comment to parents verbally or in a reading diary/homework book
- Sharing children's successes with peers
- Honest, specific feedback.

### Rewards:

Our expectation is that pupils will demonstrate exemplary behaviour and an excellent attitude to work at all times. As a result, our whole school reward scheme 'Class Dojo' focuses on promoting, encouraging and rewarding learning behaviours that will benefit children during their time in school and beyond, as life-long learners. Class teachers or other members of staff can acknowledge the behaviours by awarding Dojo Points. After a child has received either 250 or 500 Dojo Points they can visit the Executive Head Teacher or Head of School to receive recognition for consistent behaviour and attitude to work. A special recognition is made at 750 points with a badge. Within Class Dojo, Dojo Points can also be awarded when children display one or more of the 'Magnificent Seven': seven qualities of an effective learner. These are detailed below. Each of the 'seven' has an associated symbol to act as a visual prompt for children. The 'Magnificent Seven' may also be included in 'success criteria' for different lessons, where the class teacher feels it is appropriate.

### The Magnificent Seven:



I can take risks (risk takers)



I can think for myself (independent enquirers)



I can reflect on my learning (reflective learners)



I can work in a team (team workers)



I can join in with others (effective participators)



I can organise myself as a learner (self-managers)



I can think of creative ideas and solutions (creative thinkers)

Staff may also wish to individually reward and celebrate outstanding effort, work and behaviour. The following bullet points give examples of rewards a member of staff may wish to use, in addition to the 'Magnificent Seven':

- Direct verbal praise to the child and recognition of their effort
- Written comments in work books and a note made in Home School Reading Records
- The use of stickers to reward specific behaviour or success in a task which can be attached to work or worn by the child
- Certificates which can be sent home to alert and communicate to parents the child's success
- Sharing of good work with the Assistant Head Teachers, Head of School and Executive Head Teacher with appropriate rewards
- Recognition in the Young Achievers Section of the weekly newsletter.

All of the above can be celebrated by allocating additional Dojo Points. It is crucial that strategies used in individual classrooms are communicated by the class teacher to the linked member of the PPA HLTA team, so that there is maximum continuity for pupils during the school week. Regular communication in PPA sessions by Year group teachers will help to ensure a high degree of consistency across parallel classes.

### **Responding to low-level disruption:**

Low-level disruption, at any point during a lesson, can have a detrimental impact on learning for individuals or the whole class group. As a result, members of staff will move quickly to address any 'low level disruption' or 'off task behaviour'. The following are examples of how staff may address and challenge 'low level disruption' or 'off task behaviours':

- Using a consequence on Dojo and removing a Dojo Point.
- A firm 'look' from a teacher or support assistant
- Proximity praise (praising a child nearby who is behaving appropriately, verbally or by using Dojo Points as an incentive.)
- Tactical ignoring
- Waiting and scanning
- Pause in talk
- Moving towards the child or group while talking, using non-threatening body language
- Restatement of request followed by repetition of class rule

- Use of individual's name within sentence, to remind them of the behaviour you want to see
- Repetition using 'name...pause...direction'
- The use of privately understood signals
- The use of a signal, familiar to the whole class or group
- Reminding the child of the consequences, if they continue to show inappropriate behaviour, and the opportunity they have to make a different choice
- 'When...then...' instructions
- The use of humour (but never sarcasm) to defuse or deflect challenges.

### Responding to repeated disruption:

Should low level disruption persist or be repeated, during the course of a lesson, the following strategies may be used by staff:

- Speaking quietly, calmly and assertively
- Refocusing on the task, asking if the child needs any help
- Continuing to use the language of choice-being clear with the children that they are able to make choices in managing their behaviour
- Giving a face-saving choice when possible
- Allowing take-up time – moving away in the expectation that the child will do as expected
- Describing the behaviour, not the child as the problem
- Using 'I' messages, not 'you' messages
- Removing the child, where possible, from being the centre of attention
- Giving the child time to calm down, before following up the incident with discussion
- Staff discussing the child's difficulties with year group colleagues.

### Sanctions:

Where appropriate, staff will impose a sanction, as consequence, to deter future poor behaviour. When imposing a sanction staff should ensure:

- Relationships are maintained – making it clear that a sanction is to support the alteration of behaviour, rather than punishment
- Behaviour expectations are reviewed and revisited with the child
- The child has clarity about the specific rules that are being broken; the impact of this and the consequence.

Wherever possible, consequences should occur immediately after the 'incident' and reinforce the desired behaviours. Whilst staff aim to be consistent, fair and transparent when implementing these sanctions, they also look at each incident carefully and respond to children as individuals; aware of their history within the school and the specific context in which each set of behaviours occurs.

The following are examples of possible sanctions:

- If a child is thoughtless, or careless with school property, or property belonging to a pupil, they may be asked to spend some of their time tidying or reorganising the aforementioned property
- If a child damages school property, or property belonging to another pupil, parents may be asked to support the school, by making a contribution towards the cost of the damaged item - if damage to school property is sufficiently serious, a formal letter warning pupils about their future conduct, may be sent home to parents at the Head teacher's discretion.
- If a child hurts someone, they may be asked to write a letter of apology in their own time and give a verbal apology
- If a child breaks playground rules they will have 'time out' from playtime and will attach themselves to an adult on duty or remain under supervision inside the school building
- If a child is repeatedly wasting learning time, they may be asked to make up that time at playtime or lunchtime, under the supervision of the teacher in question.

### **Recording behaviour on CPOMS (online monitoring system):**

Should behaviours consistently fall short of those expected, over a period of time, or be deemed sufficiently serious in a single instance, staff will discuss with a member of the Leadership Team in addition to recording incidents on the online monitoring system (CPOMS). When documenting on CPOMS Mr McVittie and Mr Jones need to be alerted to all instances relating to behaviour. This will ensure a clear and accurate picture is gathered about behaviour across school and to ensure consistency in the ways in which issues with behaviour are addressed.

Incidents recorded on CPOMS need to be concise, objective and factual. Staff are encouraged to write incidents in clear bullet points using the format of incident, actions and outcomes. This format will ensure all actions are followed up and the outcomes of discussions which take place are also recorded.

In addition to recording events on CPOMS, staff may also consider:

- Discussing difficulties with a member of the Senior Leadership Team.
- Requesting the SENDCO to carry out observations of the child in class, to identify possible causes for inappropriate behaviour
- Set up an Individual Behaviour Plan (IBP) with the child and his/her parents stating clear short term targets, which will be revised daily with the child, and weekly with the parents
- Deciding on the time scale for implementation (approximately 1-2 weeks)
- Reflecting, with named colleague, on child's progress with IBP targets and effectiveness of additional / amended provision or support.

If the IBP has been in place for the agreed timescale and the inappropriate behaviours continue, resulting in the continued disruption of lessons or break times, inhibiting the learning or play of the other children in the class, the child may be removed from class, with the agreement of the Executive Head Teacher, Head of School or one of the Assistant Head Teachers, for a set period. Following a child's removal from class, parents will be informed at the end of the day, by telephone or meeting after school, and a plan will be agreed for the following day. A record of these events will once again be recorded on CPOMS.

## Dealing with violent or offensive behaviour:

The Counter Terrorism and Security Act 2015 places a duty on schools to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. All schools must have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. School staff understand when it is appropriate to make a referral to the Channel programme<sup>1</sup>, which is a programme which focuses on providing support at an early stage to people identified as being vulnerable to being drawn into terrorism. Further details can also be found within our Safeguarding and Child Protection Policies.

If a child is violent or offensive (homophobic, racist or discriminatory language / behaviour) towards another child or a member of staff, the Executive Head Teacher, Head of School or one of the Assistant Head Teachers will remove the child from the classroom or the situation. This ‘internal exclusion’ will give the child time to calm down and reflect on his/her behaviour. Furthermore, appropriate actions will be discussed and apologies made to the injured parties. A record of the events will be documented on CPOMS. Racist, Homophobic or Discriminatory behaviour may also be logged on Newcastle City Council’s ARCH website<sup>2</sup>. As well as recording the incident, parents will be informed, either via telephone or when the child is collected at the end of the school day. If necessary a further meeting will be arranged between parents, the class teacher and the senior member of staff. The outcome of this meeting should be a clear plan of action to support the child to improve their behaviour in school.

West Jesmond Primary school acknowledges that, in exceptional circumstances, staff may be required to physically intervene to remove a child from a situation, prevent pupils from threatening the safety of others, putting themselves at risk or causing damage to property. Staff will do this in accordance with the guidelines set out in the West Jesmond Primary School Care and Control of Pupils Policy.

If a child continues to be violent towards his/her peers or a member of staff, a meeting will be held with parents, the class teacher and a senior member of staff in order to agree on an action plan to support the child, involving outside agencies such as:

- School Nurse
- Attendance Officer
- Behaviour Support Services
- Educational Psychologist
- Community Paediatrician
- Social Services

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<sup>1</sup> Further details about preventing radicalisation, The Counter Terrorism and Security Act 2015, Channel programme and Prevent Agenda can be found in the Safeguarding and Child Protection Policies.

<sup>2</sup> Further details about ARCH can be found at: <http://www.newcastle.gov.uk/your-council-and-democracy/equality-diversity-and-citizenship/our-equality-services/reporting-racist-and-homophobic-incidents#what>

- Child and Adolescent Mental Health Service.

### **External Exclusion:**

If a child continues to behave violently or offensively towards staff or other children, over a period of months, after a number of intervention strategies have been tried and provision adjusted, the Executive Head Teacher, Head of School and Governors may consider either short-term or longer term 'external exclusion'. Appropriate paperwork will be completed and parents informed within the required timescale. A record of significant incidents and recurrent behaviours will be kept in the Senior Leadership Suite. All 'external exclusions' will be documented and retained by Administrative staff for future reference.