



# **Western House Primary School**

## **Behaviour Policy 2014**

## Version History

Version	Date	Status and Purpose	Changes overview
1	10 <sup>th</sup> June 2014	Draft for comment	Previous policy adjusted for Western House Primary School use

## Approval History

<b>Chair of Board (signature)</b>
<b>Approved on (date)</b>
<b>Next review:</b>

## Notes on Document Control

This document is the property of Western House Primary School and its contents are confidential. It must not be reproduced, loaned or passed to a 3rd party without the permission of the authoriser.

It is controlled within Western House Primary School Admin Server where the electronic master is held and can be accessed on a read only basis, subject to security permissions.

Users of the document are responsible for ensuring that they are working with the current version.

Paper or electronic copies may be taken for remote working etc. However, all paper copies or electronic copies not held within the Admin Server are uncontrolled. Hence the footer 'DOCUMENT UNCONTROLLED WHEN PRINTED' which must not be changed.

Once issued, as a minimum this document shall be reviewed on an annual basis by the originating team/function. Any amendments shall be identified by a vertical line adjacent to the right hand margin.

To enable continuous improvement, all readers encouraged to notify the author of errors, omissions and any other form of feedback.

## **1. Principles of good behaviour**

1.1 Western House Primary (WHP) School believes that an effective school is one in which the learning environment is underpinned by an ethos shared by all adults and pupils.

1.2 The positive values promoted by the school are encompassed in the following three of the school aims:

- To foster a sense of friendship, community and citizenship through an effective home and school partnership in which children are valued, encouraged and supported.
- To develop consideration and tolerance, sensitivity and honesty, courtesy and mutual respect, resilience, independence and enquiring minds in all our children.
- To work together to nurture a sense of well-being and an awareness of the academic, physical, social, cultural, emotional and spiritual needs of others.

1.3 As adults within the school community, our objectives in promoting this policy are:

- To promote equality and fairness in the school community
- To encourage children to develop good relationships with peers and adults
- To enable children to take on appropriate responsibility
- To promote good behaviour in classrooms and in the playground between children working together around our school and towards all adults who work with our pupils.
- To discourage inappropriate behaviour (for definition, see 6) to encourage regular and punctual attendance at school
- To ensure that principles of equal opportunities for all children underpin these objectives and the implementation of this policy, as further described in the Equal Opportunities Policy.

## **2. Aims of the policy**

2.1 To identify and clarify expectations of standards of behaviour and discipline within school.

2.2 To communicate such expectations to all members of the school community including children and parents.

2.3 To provide practical and procedural guidelines in relation to both positive and negative behaviour.

2.4 To enable the development of this policy through the active participation and agreement of the whole school community, including the pupils and parents.

## **2. Expectations and standards**

3.1 WHP expects all members of the school community to behave in ways consistent with the school's aims and school rules. We aim to promote these values by setting a good example by recognising children's good behaviour and through means of positive encouragement.

3.2 WHP firmly believes in partnership with parents in promoting the ethos of the school and in resolving any difficulties should they arise.

3.3 WHP believes in rewarding positive behaviour which embodies the school's ethos and values (see 5).

3.4 We believe that negative behaviour should be dealt with consistently and fairly in consultation with parents where appropriate (see 6-8).

3.5a In order to assist in the smooth running of the school, some school rules have been agreed. In addition each class may choose to adopt further rules for their own particular needs based on their Golden Rules.

3.5b Agreed rules will be displayed in the school, and discussed in classes in a way that is appropriate to the age and maturity of the year group. Parents will be informed of the rules through the school prospectus, Welcome Meetings and school newsletters.

3.6 Additional information is available in the Appendix 'Western House Way'.

### **3. Communication**

4.1 Where the school has a concern about an individual child/ incident that it wishes to discuss with parents, a member of the Leadership Team (phase leaders/team leaders or the assistant/vice principal) or the Behaviour Coordinator will communicate via either written or verbally requesting an opportunity to meet. A specifically set up email group will be emailed to be informed of this meeting request; staff to be emailed include the Behaviour Coordinator, SENCo, CP officer, Principal and Executive Principal (Acting Head of School and Executive Headteacher until September 2014).

4.2 The school actively encourages parents to discuss their concerns on matters of behaviour of children either with the relevant class teacher, or the Team Leader as appropriate.

### **4. Rewards for good behaviour**

A positive reward system operates across the school. Example rewards may include: House points, raffle tickets, certificates including those issued by the Acting Head of School (Principal from 2015 onwards).

### **5. Unacceptable behaviour**

6.1 Western House Primary classes several choices for behaviour as unacceptable:

- Physical assaults (to either staff or pupils) e.g. punching, kicking, spitting, pulling hair, biting
- Verbal abuse (to either staff or pupils): including name-calling and insults based on a child's race or ethnic origin, gender, background and capability; threats, bribery or intimidation; and insulting gestures (e.g. v signs)
- Psychological abuse: including mimicking speech or accent, spoiling of a child's work or possessions, hiding of another person's things or classroom equipment and

scapegoating

- Cyber abuse e.g. inappropriate use of social messaging and visual images
- Ridiculing someone's physical characteristics e.g. someone's size, wearing glasses etc.
- Coercion: this may include persuading others to act in any of the above ways but may also imply elements of exclusion of children from their group
- Racial /Sexual harassment: any of the above behaviour that is rooted in racial or sexual innuendo or similar. These incidents are specially logged for particular monitoring and filed in the Incidents File in the Principal's office.

See the Anti Bullying policy for detail on some of the above choices for behaviour by pupils.

6.2 We believe that there is a distinction between a one-off incident (unless of a very serious nature) and behaviour that is repeated or continuous. Repeated unacceptable behaviour in most instances constitutes bullying and is dealt with under the Anti Bullying Policy.

6.3 Special allowances may need to be made for the behaviour of some children with a categorised High Level of Need or a Vulnerable Child. Any such children will need to be carefully and individually monitored in order to manage their behaviour and risk assessments will be put into place if needed.

6.4 The procedure for dealing with the exclusion of pupils is as per Local Authority procedures.

## **7.0 Bullying**

The school has a separate policy on Anti-Bullying. This details the definition of bullying and outlines the school guidelines for dealing with incidents.

## **8.0 Restraint**

8.1 Restraint is a last resort to prevent a pupil doing or continuing to cause personal injury to any person, including themselves.

8.2 Members of staff do not restrain children unless the member of staff has had the appropriate training, such as TeamTeach.

8.3 A list of staff who are trained in the above will be kept in the Head teacher's office.

8.4 Any incident of restraint will be logged in the Incident File, kept in the Headteacher's Office.

## **9.0 Procedural arrangements**

9.1 Any teacher or relevant playground supervisor will investigate an incident of unacceptable behaviour. This will involve listening carefully to what the child in question has to say and to any other children involved in the incident. These incidents will be dealt

with appropriately including giving out of consequences and then shared with the Behaviour Co-ordinator for any required follow-up/monitoring.

9.2 The child's class teacher will be informed as soon as possible. All undesirable choices for behaviour are logged in the Red File which exists in each classroom.

9.3 Where the unacceptable behaviour is considered to be serious the matter will be reported to the Acting Head of School (Principal from January 2015) or Deputy Principal or Assistant/Vice Principals for investigation. Such incidents may be recorded in the 'Incident Book'. This book is monitored by the Executive Headteacher and kept in her office. The child's class teacher will be notified of the outcome of the investigation and will note in his/her Red File in the classroom.

9.4 Teachers, including the Principal/Acting Head of School, Deputy Principal, Vice Principals, will use their experience and professional judgement in deciding whether or not parents should be informed of minor infringements of school rules or inappropriate behaviour.

9.5 Serious incidents or incidents of a repeated nature will be investigated under the Bullying Procedure.

## **10.0 Sanctions**

10.1 Resolution of incidents by the school alone may include a reprimand by the teacher, lost Golden Time, withdrawal from morning, lunchtime or afternoon playtime or special class time activity, and/or referral to the Deputy and then to the Principal/Acting Head of School.

10.2 Where parents have been involved, sanctions may include the above and/or an agreement between the school, parent and child concerning expectations about future conduct and sanctions concerning further breach. This process may include the involvement of outside agencies.

10.3 Fixed term exclusion. This sanction may only be imposed by the Principal/Acting Head of School or Executive Headteacher only. Its main purposes are to provide a 'cooling off period' – pending agreement with parents and pupil about future conduct as above – and to protect staff and pupils from the unacceptable behaviour listed in section 6.1. Parents/carers may appeal a decision made concerning an exclusion and write to the Chair of the Interim Executive Board: Mr Chris Cole using the school address.

10.4 Permanent exclusion. This sanction may only be imposed by the Executive Principal. It is a measure of the last resort where the school has taken all reasonable steps to avoid excluding the child and allowing the child to remain in school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school. Again, the parent has the right of appeal.

Pupils' behaviour outside school on school business, for example on residential trips, away school sports fixtures, or school trips, is subject to the school's behaviour policy. Poor behaviour in such circumstances will be dealt with as if it had taken place in school.

Pupils' behaviour in the immediate vicinity of the school, or on a journey to or from school, can be grounds for exclusion. For behaviour outside school, but not on school business, the Principal/Acting Head of School may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This will be a matter of judgement for the Principal/Acting Head of School in liaison with the Executive Principal.

Updated June 2014

To be reviewed: June 2016