



Policy Header

Policy Title	Behaviour Policy
Version No	Three
Written / Adopted Date	Written Feb 2016 Reviewed Jan 2017 Reviewed Sept 2017
This policy complies with WBC guidance	Yes
Linked Policies	Curriculum, anti-bullying, Safeguarding & Child Protection
Written By	School
Date shared with Staff	September 2017
Date Ratified by Governors	Take to Governors Sept 2017
Review Date	September 2018

Behaviour Policy

Our Mission Statement and our ethos promote Christian values based on the teachings of Jesus which focus upon respect and treating others as we would wish them to treat us. We believe that our pupils have the right to learn in a supportive, caring and safe environment.

Our school behaviour policy is designed to support the way in which all members of our school community can live and work together. It aims to promote an environment which helps children develop into confident, well-motivated and hard-working pupils who enjoy school and have a high self-esteem, and who go on to achieve their full potential.

We endeavour to achieve this in many ways, but the most important include:

- being genuinely interested and concerned for all the children and staff in our school;
- recognising and praising the many positive qualities our children can show;
- holding the belief that a child's self-image, can change in a positive way through seeing and feeling their successes;
- always being willing to take the time to help the children feel better about themselves and to listen seriously to any of their concerns.

Key Staff

Behaviour lead	Karen Wall
Safeguarding Link Governor	John Patterson
Safeguarding DSL	Katie Welch and Karen Mowbray
SENDCO	Katie Welch

Schools Values

We work to create a learning environment where everyone feels valued, secure and motivated to learn. We encourage high standards of work and behaviour emphasizing praise and positive reinforcement. We ensure that all adults and children treat each other with mutual respect and consideration. This is verbalized in our school's clear expectations to;

- Listen to others
- Work hard
- Be honest
- Look after property
- Be kind and gentle
- Respect each other

We believe the key to having good behaviour is to have high expectations that are applied consistently and fairly throughout the school. The school rules are on display around the school and in the classrooms. The rules are regularly referred to in collective worships and throughout the school day. They support the pupils understanding of the schools expectations.

RIGHTS AND RESPONSIBILITIES

Everyone within our school community has rights and responsibilities to ensure that Glazebury C of E Primary School is a safe place in which to learn, work and play.

- Children and staff have the right to learn, work and play in a friendly, safe and helpful school, which is supported by the community.

- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

Role of the Headteacher/Assistant Headteacher

It is the responsibility of the Headteacher/ Assistant Headteacher to implement the school behaviour policy consistently throughout the school, and for the Assistant Headteacher to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher/ Assistant Headteacher support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism and the Assistant Headteacher monitors all records kept for high and low level incidences once a week.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules and guidelines are adhered to in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Children are less likely to be distracted if planned activities are stimulating and are 'hands on'.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher and involves the parents of the child.

The class teacher liaises with the Special Needs Coordinator as well as external agencies when appropriate, as necessary, to support and guide the progress of each child.

The class teacher reports to parents at the termly parent's evenings about general progress and behaviour of each child in their class. The class teacher may also contact a parent if there are more immediate concerns about the behaviour or welfare of a child.

Teaching assistants

Our teaching assistants are valuable members of staff who are normally class based, assisting the class teacher in differentiating the curriculum, to ensure pupils can access work at their level. They help to ensure that our behaviour policy is consistently applied. Where they lead groups they refer to class rules and guidelines. Where children demonstrate difficult behaviour despite applying a range of positive strategies, the assistant will refer to the class teacher either directly during the lesson or after.

After school and Breakfast Club

It is the responsibility of the adults running the clubs to ensure that the school rules and guidelines are adhered to and that the children behave in a responsible manner during the sessions.

All adults treat each child fairly and enforce the behaviour code consistently making sure that all the children are treated with respect and understanding.

If a child misbehaves repeatedly during the session, the adults keep a record of all such incidents, whether low or high level, in a designated file. In the first instance, the adult deals with incidents him/herself in the normal manner.

However, if misbehaviour continues, the adult seeks help and advice from the behaviour lead or headteacher and involves the parents of the child.

The Role of Parents

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school. We have an open door policy and actively encourage parents to come into school to clarify any issues at the start/end of the day or to make an appointment. We also send out questionnaires to parents to get their views on a variety of subjects.

We explain the school rules in the school prospectus and we expect parents to read these and support them. If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated they should initially contact the class teacher. If the concern remains they should contact the headteacher. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented to the School Governors in accordance with our complaints policy.

Rewards and sanctions

Our school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. Our approach is designed to promote good behaviour, rather than merely deter antisocial behaviour.

We praise and reward children for good behaviour in a variety of ways and teachers and teaching assistants celebrate children's work and achievements through:

- Positive verbal feedback
- Written feedback following a piece of work
- Displaying work throughout the school
- Children may be asked to show their work to another class teacher or to a curriculum coordinator or to the Headteacher.

To celebrate achievements:

- a) Class dojo points to be shared with children and parents. Children who receive 10 dojo points a week will receive a golden raffle ticket, which can be collected to receive a suitable reward.
- b) Weekly certificates (Merit award, Learning Behaviour Award). Name on the weekly newsletter for working 'above and beyond'
- c) Weekly 'Celebration' collective worship, where the successes of the children are shared with the teachers, parents and children.
- d) Head teacher's awards linked to learning (three visits results in a reward from a treasure box)
- e) Individually termly attendance certificates and weekly class attendance certificates. 100% attendance to be celebrated at the end of the academic year with a suitable reward.
- f) Giving children opportunities to succeed through responsibility, such as being members of our school council, library monitors, play leaders, class monitors and other roles, however seemingly small

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment.

In order to support staff with implementing the behaviour policy, guidance notes have been drawn up.

- Graduated behaviour code
- High & low behaviour incidents (see attached APPENDIX)

LEADERSHIP TEAM INVOLVEMENT

If pupils continue to make the wrong choice about their behavior, staff will apply the graduated behaviour code

Graduated Behaviour Code		
STAGE	PERSON	ACTIONS
Stage 1 <ul style="list-style-type: none"> • Low level incidents- shouting out, chatting, nudging, wandering around the classroom. 	Class Teacher/TA/MDA	<ul style="list-style-type: none"> • Child's name moved to amber • When behaviour is modified, child highly praised and name goes back to green.
Stage 2 <ul style="list-style-type: none"> • Persistent repetition of stage 1 behaviour <p style="text-align: center;">Or immediately if...</p> <ul style="list-style-type: none"> • Name calling or not keeping hands and feet to themselves 	Class Teacher/TA/MDA	<ul style="list-style-type: none"> • Child's name moved to red • When behaviour is modified, child highly praised. Child to apologise and name is moved back to amber then eventually green. • 5 minutes play lost • Teacher completes low level incident form.
Stage 3 <ul style="list-style-type: none"> • Continuation of disruption throughout stages 1 and 2. <p style="text-align: center;">Or immediately if...</p> <ul style="list-style-type: none"> • Child is not compliant to previous sanctions or their behaviour could be dangerous 	Class Teacher & Parallel Class Teacher	<ul style="list-style-type: none"> • Contact with parent/carer at either dinner time or the end of the day. (In person if possible otherwise by telephone) • If child has missed work, complete this at break time or at home.

<p>Stage 4</p> <p>Or immediate if...</p> <ul style="list-style-type: none"> Fighting/hurting a child Swearing at a child or adult 	<p>Class teacher, Behaviour Lead and Parents</p>	<ul style="list-style-type: none"> If appropriate, child sent to behaviour leader Parents attend a behaviour meeting Apologise, make up work time Daily behaviour diary to be set up for 2 weeks and reviewed by Behaviour Lead and Head teacher at the end of the period.
<p>Stage 5</p> <p>See Behaviour Incident Record – High Level</p> <ul style="list-style-type: none"> persistent stage 4 behaviour <p>Or immediate if...</p> <ul style="list-style-type: none"> Physical assault/possible harm to self or others Bullying Threatening Leaving Spoiling with intent 	<p>Head teacher/Assistant Head of School</p>	<ul style="list-style-type: none"> Parent meeting with class teacher and Head or Assistant teacher Behaviour and support plan and risk assessment. Loss of full play time(s) Involvement of external agencies- SEN/CAF High Level Behaviour form completed <p>(Decision dependent on the context of incident)</p>
<p>Stage 6</p> <p>Repeated high level incidents or an incident that endangers self and other</p>	<p>Headteacher/ Assistant Headteacher</p>	<p>Exclusion where appropriate</p>

Notes:

This system relies heavily on the use of praise to modify behaviour using the strategy of PIP (Praise in Public) and RIP (Reprimand in Private) where appropriate. Any evidence of child self-modifying must be highly praised by all staff. It is primarily a non-verbal sanction. The child's name should be moved with little or no disruption to the lesson.

Stage 1- All classes and the hall have a RAG (red, amber, green) displayed with a gold star at the top.

Stage 2- Move to red, low level form completed.

Stage 3- More than one low level form has been completed. This file will be monitored by the behaviour lead fortnightly.

Stage 4- Daily sticker chart may be used to monitor behaviour by behaviour lead and parental involvement.

Stage 5- Incidents recorded in the blue file which is kept centrally.

Vulnerable Pupils

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

The incident forms from each class will be monitored weekly by Karen Wall. The information will be collated to provide an overview of pupil progress in order to enable targeted support for vulnerable pupils.

Children who continue to cause concern will be referred to the welfare care meeting within school to be discussed with a view to providing additional support.

This information will contribute towards:

- Individual Behaviour Plans
- Pastoral Support Programmes
- Support from outside agencies

Record Keeping

Any incidents that are judged to be high level are held centrally and these are formulated by the person involved and the behaviour lead. These are monitored and evaluated weekly by Louise George.

Lower level incidents are recorded through the use of reflection sheets if class teacher is at stage 3. Minimal notes are collected for stages 1 and 2 and are recorded through class teacher diaries or planning files.

Staff use graduated response guidance to identify high or low levels incidents and the steps to take.

Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. Glazebury has adopted a standard list of reasons for exclusion. We refer to this guidance in any decision to exclude a child from school.

Only the Headteacher or the Assistant Headteacher, acting on the Headteacher's behalf, has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Pupils whose behaviour at lunchtime is disruptive may be excluded for the duration of lunchtime. In such cases parents must be notified. A lunchtime exclusion is counted as half a school day.

If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, they will make 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. The Assistant Headteacher may write to parents informing them that their child has been excluded but this will always have been done in agreement with the Headteacher.

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.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Disruptive behaviour may be an example of unmet needs. The school will try to identify casual factors and intervene early to reduce the risk of exclusion.

The school will take reasonable steps to set and mark work for pupils during the first 5 days of an exclusion and make alternative provision on the 6th day.

On return to the school a plan will be developed to support pupil's reintegration.

Exercise of Discretion

In reaching a decision on temporary or permanent exclusion, the Head will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Head will consider a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the Pupil's Behaviour Policy and b) the effect that the student remaining in the School would have on the education and welfare of other students and staff. Nonetheless, in the case of a pupil found in possession of an offensive weapon, whether there is an intention to use it or not, it is the School's usual policy in this particularly serious matter to issue a permanent exclusion and possibly involve the Police.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Management Team when it meets to consider the Head teacher's decision to exclude. This committee will require the Head teacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's school record, witness statements and the strategies used by the School to support the student prior to exclusion.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the schools reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the schools

In the incidences above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools
- Good behaviour on the way to and from school.

- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action off Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school

The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Drug and Alcohol Related Incidents

It is the policy of our school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The schools will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified immediately. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed immediately.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and the appropriate action will be taken including informing social services.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be re-admitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social care will also be informed.

Multi Agencies and External Advice

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- Individual behaviour plans
- Support from the SENDCo (Special Educational Needs Coordinator), identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional English or Mathematics support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Alternative curriculum provision
- Temporary reduced timetable
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists etc.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Monitoring

The Headteacher and Assistant Headteacher monitor the effectiveness of this policy on a constant basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents in their behaviour file; the action taken is also recorded. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Behaviour Incident Record (High Level intervention)

Name of Child.....

Class.....

Date of Record	Recorded by:		
Date of Incident			
Time of Incident:	Location of Incident		
Names and Classes of children and all staff involved: (Please indicate victim (v) or perpetrator (p))			
Type of High Level Incident please detail:			
High frequency of low level behaviours			
Religion and belief bullying		Age discrimination	
Gender bullying		Gender reassignment	
Transgender bullying		Gender	
Racist bullying		Sexual orientation	
Disability bullying		Bullying	
Spoiling things with intent			
Threatening behaviour; high probability they may be hurt (victim impact)			
Leaving without permission			
Cyber bullying			
Engaging actions that could harm self or others			
Physical assault			
Action Taken please tick			
◇ Children concerned interviewed			
◇ Adult involvement			
◇ Interview			
◇ Phase leader informed. If not then this should be dealt with by the class teacher.			
◇ Behaviour Lead informed			
◇ Parent/Carer informed			
◇ Positive Handling			
◇ Other (please state)			
Consequences/Further action please tick			
◇ Monitor and evaluate.			
◇ Put in place agreed sanctions.			
◇ Escalate to high level intervention			
◇ Put in place appropriate support plans			

Person reporting.....

Designation.....

Signed.....

Signed.....Head teacher Date.....

Behaviour Incident Record (Low Level intervention)

Name of Child.....

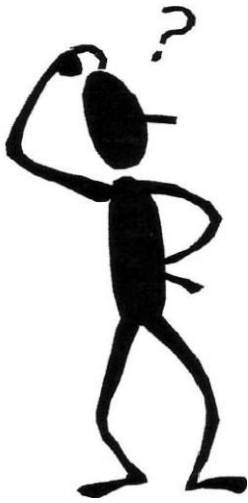
Class.....

Date of Record	Recorded by:
Date of Incident	
Time of Incident:	Location of Incident
Names and Classes of children and all staff involved: (Please indicate victim (v) or perpetrator (p))	
Type of Low Level Incident please detail:	
Discourteous	
Shouting out	
Name calling	
Pushing	
Not responding to reasonable requests	
Talking at inappropriate times	
Time wasting in learning time	
High levels of unnecessary movement	
Brief description of Incident:	
Action Taken please tick	
◇ Children concerned interviewed	
◇ Adult involvement	
◇ Interview	
◇ Phase leader informed. If not then this should be dealt with by the class teacher.	
◇ Parent/Carer informed	
◇ Other (please state)	
Consequences/Further action please tick	
◇ Monitor and evaluate.	
◇ Put in place agreed sanctions.	
◇ Escalate to high level intervention	
◇ Put in place appropriate support plans	

Person reporting.....

Designation.....

Signed.....



The 4 W's

. What did

..

. Why did it

. What expectation I
didn't meet

What can do to
put right?



Date-----

What I did_.



How I feel...



How I would like to feel...



How _____
may feel...



How _____
may like to feel...



What I can do to show I'm sorry...