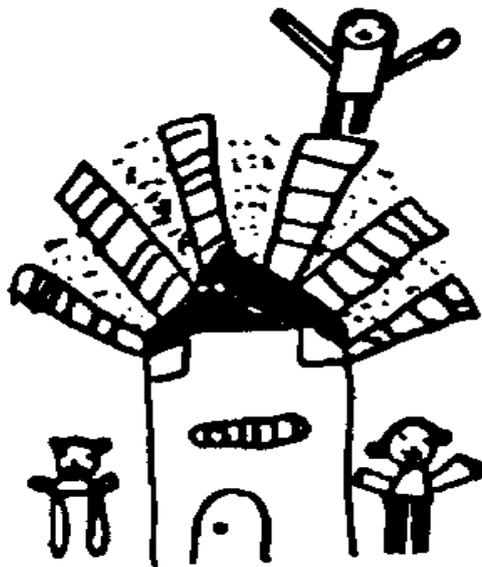


WILLIAM BOOTH PRIMARY SCHOOL

A POSITIVE APPROACH TO GOOD BEHAVIOUR



“Every child has a right to as much positive praise as possible”

and

“Every child also has a responsibility to ensure their behaviour does not interfere with their learning or that of their peers”

This policy was reviewed by: The Senior Management Team

This policy was ratified by: Tamasine Swift and Governing Body in

Policy Review date: Autumn 2018

What the Law Says

“The Head Teacher must set out measures in the behaviour policy which aim to:

- Promote good behaviour, self discipline and respect:
- Prevent bullying
- Ensure that pupils complete assigned work;

And which

- Regulate the conduct of pupils”

Aims and Expectations

It is a primary aim at our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school’s behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We recognise that children learn best when they know exactly what is expected of them.

At William Booth Primary School we like to work alongside parents/carers and encourage children to develop as fully as possible. We want to help our children to grow, socially, emotionally, personally and academically. This policy explains how we promote good behaviour through our Positive Behaviour Management systems and strategies.

At William Booth Primary and Nursery School, our principal aim is for all children to achieve their full potential and reach the highest standards in an ethos of learning, mutual support and respect. Each letter of the word **BELIEVE** is linked to our core values. These values enable us to achieve this principal aim.

Believe to Achieve

We are:

Brave enough to tackle challenges

Excited and motivated to achieve

Leading a healthy, responsible lifestyle

Individually contributing to make a difference

Excellent communicators

Valued and respected members of our community

Expected to aim high

Together, we are William Booth!

To support these values the school has developed six whole school rules that explicitly state our expectations for pupils' conduct. These apply to all children in school and are displayed in classrooms and corridors:-

- 1) **Do as you are asked the first time.**
- 2) **Put your hand up if you want to speak.**
- 3) **Keep your hands, feet and hurtful comments to yourself.**
- 4) **Listen carefully and with respect.**
- 5) **Do your best at all times.**
- 6) **Respect other people's property.**

We want to encourage positive behaviours and attitudes in every area of school life, for example: entering and leaving school; in toilets and corridors, at lunch and break times; in the playground; as well as during classroom hours.

The class teacher regularly discusses the school rules with each class, and these are displayed on the behaviour board in each classroom. This ensures that every child in school knows the standard of behaviour expected at William Booth. If there are incidents of anti-social behaviour the class teacher will discuss these with the whole class.

Whilst we are committed to operating a whole school policy which applies throughout the school, **staff will use their professional judgement based on the needs of individuals, including their age and stage, when implementing our systems.**

How we encourage good behaviour

At William Booth Primary School we want our children to feel that they have a personal investment in the running of the school. This in itself helps to promote good behaviour and to promote it further we:-

- praise, support and encourage, consistently and effectively
- have clear expectations about work and behaviour
- help children know what is 'good' behaviour, and what is not

The school rewards good behaviour (see Green Behaviours in Appendix 1), as it believes that this will develop an ethos of kindness and co-operation. The school praises and rewards children for good behaviour in a variety of ways:-

- staff congratulate children
- stickers are given, and certificates for those with 20 'positives' or more in a week
- teachers and other adults in school give children 'positives' (or super blobs in Unit 1) either for consistent good work or behaviour, or to acknowledge effort or acts of kindness in school and general application of the school rules. They are used to look at the positive ways in which a child behaves and **NOT** by drawing attention to negative behaviours or attitudes.
- positive behaviours are shared with parents at the end of the school day.
- each week, a child or children from each class are 'William Booth Stars of the Week' for gaining the most 'positives'; receiving a star of the week sticker, certificate and congratulations in assembly. During this assembly

the children's achievements are celebrated whilst reinforcing the school's expectations and policy.

- all classes have an opportunity to participate in our Golden Book assembly every few weeks – on these occasions children are put forward by the class teacher for consistent, or outstanding work or attitude relative to an individual child's abilities.
- class reward systems may also be used in individual classes at various points during the school year. Again, these systems focus on positive behaviours and NOT draw attention to negative behaviours and attitudes.

Sanctions: Low level disruptive behaviour

At William Booth we employ a number of sanctions to support the school rules, in order to ensure a safe and positive learning environment. We implement each sanction appropriately to each individual situation. **We recognise individuals have different needs so professional judgement always ensures a flexibility of response.** Negative ticks are given for the kind of behaviour we do not want to encourage, particularly breaking our school rules. This includes challenge for low level disruptive behaviour. This type of behaviour includes:

- talking unnecessarily or chatting
- calling out without permission
- being slow to start work or follow instructions
- showing a lack of respect for each other and staff
- not bringing the right equipment – including PE kits, book bags etc

Please see 'Yellow Behaviours' in Appendix 1 for a more detailed list of these low level disruptive behaviours.

In Unit 2 upwards, if a child chooses to break a school rule (we emphasise the word choose) then there is a clear set of sanctions, on a sliding scale, which come into effect each day:

- The **first** time – their name will be put on the board as a warning.
- The **second** time – a 'negative tick' will be put by their name, and they will miss 5 minutes of their break.
- The **third** time – a second 'negative tick' will be put by their name, and they will miss all of their break.
- The **fourth** time – a third 'negative tick' will be put by their name, and they will work in a different class for a session.
- The **fifth** time – a fourth 'negative tick' will be put by their name, and they will work in isolation with Mrs Paporozzi (Head Teacher) or another member of the senior team (This 'time out' will allow the rest of the class to be taught without distraction).

Additional Measures

- If a child has to sit a 5 minute sanction 3 times in a week, then on the third occasion the sanction will extend to all of a 15 minute break.
- If a child loses all of their break (2 negative ticks or more) twice in one week they will be issued with a half hour detention (3:00 – 3:30pm), to be served no later than the following Friday. Parents/carers will be informed in writing/or telephoned, ensuring appropriate notice is given where necessary. DfE guidelines are clear that parental support for these sanctions is expected as a result of the child attending the school –

however, as long as sufficient notice is given their consent is not required. During this detention, children will do the work that their behaviour had prevented them from completing at an appropriate standard and with the member of staff to whom the child had demonstrated such negative and non-compliant behaviours. Generally, detention is disappplied for our children in the Foundation Stage and Key Stage 1.

The sanctions are cumulative and the child will be expected to follow all of them. If a child chooses to break a school rule outside of the classroom then the same steps will be taken as if the behaviour had occurred in the classroom. Therefore, there would be a continuation of any “negative ticks” already received. This is in exception to a slightly different behaviour policy during the lunchtime break (see Appendix 2).

Each day will be a fresh day for sanctions with all the previous day’s names and negative ticks removed. It is important that children are visually reminded that a new day is a new start. However, any sanctions accrued would need to be served.

Sanctions: More Serious Behaviours

For cases of severe disruption (see Orange and Red Behaviours in Appendix 1), such as fighting, swearing or open defiance, the child will immediately be sent to a Senior member of staff, usually the Head or Deputy. On these occasions the child will be dealt with using the ‘Sanction Card’ system, which outlines different types of serious behaviours and appropriate consequences (see Appendix 1). On such occasions the loss of all privileges will be considered as an appropriate sanction for a fixed period and parents/carers will be informed.

Bullying

Zero tolerance is applied to all forms of bullying; the Head Teacher and all staff have a statutory authority to discipline pupils for behaviour which occurs in school and, in some circumstances, outside of school. Bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school can result in sanctions being applied at school. These sanctions could be as outlined within this policy.

Further details about our approach are found within the Anti-Bullying Policy.

The Staff

We are blessed with a very dedicated and experienced staff who are totally committed to this positive approach to behaviour management. Item 1 on any agenda for meetings in school is “Children First.” This allows for any pressing pupil matters or concerns to be communicated to all staff. Our behaviour strategies will be reviewed each term to ensure that this policy is understood by all and continues to be effective.

It is the responsibility of all staff to ensure that the school rules are enforced in his/her class, and that an appropriate environment that supports learning is maintained with pupils behaving in a responsible manner. Class teachers and all support staff 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.

All staff at William Booth treat all children fairly, and with respect and understanding, to ensure the school rules are consistently implemented through the fostering of mutual respect.

Senior Leaders have high expectations of behaviour and are consistent in dealing with disruptive pupils. They are visible around school, ensure all staff members deal with all disruption and regularly explain and enforce their expectations successfully to staff, pupils and parents.

Senior Safeguarding Leader

The school recognises the vulnerable nature of the community it serves and acknowledges that the turbulent life of many of its pupils has an impact on behaviours seen within school. The school employs a full time senior safeguarding leader to work with and support children, staff and parents in dealing with challenging behaviours. The senior safeguarding leader role is wide and varied, but primarily focusses on empowering staff and parents to develop effective strategies to successfully manage behaviours themselves. Only as a last resort should the senior safeguarding leader be called to intervene in a situation. The decision to call upon the senior safeguarding leader for support will be made on an individual basis and when all other strategies and options have been attempted.

NQTs (newly qualified teachers)

We recognise that classroom management and dealing with behaviour can be one of the greatest challenges for NQTs. As a result, they are given tailored support from their induction tutors and the senior safeguarding leader. This support includes professional development about children's behaviour followed by a series of observations and guidance personal to their class.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages at home and at school about how to behave.

The school rules will be explained at admission meetings and in a leaflet within our Admission Packs. We expect parents to read our rules and systems and to support us in their implementation. 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. All parents and children are asked to sign a home school agreement each year. This is a contract between home and school which sets out clear expectations about the ways in which school and home should work together.

"Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority make ask them to sign a parenting contract or may apply for a court-imposed parenting order."

(Ensuring Good Behaviour in Schools, DfE 2011)

We are proactive in our approach to behaviour, and will contact parents with positive and negative comments. This allows the home-school partnership to flourish and foster mutual support. At the end of each term the negative behaviour data will be analysed. Where children's behaviour is causing a concern the Headteacher will contact parents to discuss the matter and ensure that progress is made.

Fixed Term and Permanent Exclusions

The Head Teacher has the power to exclude a pupil from school, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Depending on the type of exclusion, in most cases parents have the right to make representations to the Governing Body.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a £50 penalty.

Parents are expected to attend a re-integration meeting following any fixed period of exclusion.

In Extreme Cases

- Head Teachers, and staff authorised by the Head Teacher, may be asked to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.
- All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. A range of personnel are trained in de-escalation techniques and positive handling. Pupils who are at risk of requiring such interventions will have their own personal handling policy along with a risk assessment.
- The general power to discipline enables a staff member to confiscate, retain or dispose of a pupil's property, this includes mobile telephones. Such confiscated items will be locked away for safe keeping until the end of the school day. If an item is then again confiscated it will be kept until the end of the week, and then a term if necessary. On such occasions the parent/carer will be asked to collect the item(s).

Monitoring

The Head Teacher and senior team monitors the effectiveness of this policy on a regular basis and discusses the systems and procedures with staff each term. The Head Teacher also reports to the governing body on the effectiveness of the policy, and if necessary, makes recommendations for further improvements.

At the end of a term, the Senior Safeguarding Leader and Head Teacher, study the contents of the behaviour book – looking at trends and patterns; they also use this information as one of the indicators of its effectiveness.

This Policy will be reviewed with Governors in Autumn 2017.

GREEN BEHAVIOURS

- Demonstrating the BELIEVE values:
 - Brave enough to tackle challenges
 - Excited and motivated to achieve
 - Leading a healthy, responsible lifestyle
 - Individually contributing to make a difference
 - Excellent communicators
 - Valued and respected members of our community
 - Expected to aim high
- Demonstrating the MINDITUDE 4 GEMS:
 - Having GRIT
 - Being an EFFECTIVE learner
 - Being MOTIVATED
 - Being SWITCHED-ON and ready to learn
- Following instructions or doing what you are supposed to.
- Putting your hand up if you want to speak.
- Listening carefully to adults and other children.
- Being kind and friendly to others.
- Being sensible, organised and mature.
- Taking part in lessons and trying your hardest.
- Bringing in homework, completing Rock-and-read or Athletics.
- Being helpful to adults or other children.
- Showing good manners and being polite.

GREEN CONSEQUENCES

- Verbal praise.
- Stickers and certificates
- ‘Positives’ or ‘Super-Blobs’.
- ‘Star-of-the-week’ or ‘Star-of-the-term’.
- Nominated for Golden Book.
- Win an award at the End of Year Celebration.
- Positions of responsibility (e.g. Librarians, Playground Buddy, Chatter Chum).
- Praise shared with parents/carers verbally or through text.
- Comments at Parents Evening and in school reports.
- Class specific initiatives (e.g. Table Points, Marble Jar challenges, Work Hard Play Hard).
- Child specific initiatives (e.g. Reward Charts, Positive Daily Reports)
- Whole class rewards (e.g. extra break).
- Sent to a member of SMT to receive special praise or rewards.

YELLOW BEHAVIOURS

- Talking unnecessarily or chatting
- Calling out without permission
- Being slow to start work or follow instructions
- Showing a lack of respect for each other and staff
- Not having correct uniform
- Not bringing the right equipment – including PE kits, book bags etc
- Not sitting on chairs correctly or rocking on chairs
- Not pushing chairs underneath the table
- Not tidying up equipment at the end of lessons etc. (the choose, use, tidy rule)
- Not taking care of school resources and equipment e.g. drawing on labels, bending rulers, sharpening pencils on both ends etc.
- Talking unnecessarily or chatting
- Running inside
- Being slow to come to the carpet and be ready to learn at group times
- Holding items in hands at group times
- Walking around the unit whilst eating fruit
- Pushing in the line, jostling during transitions
- Fidgeting, touching equipment or looking around the room when the teacher is talking
- Not transitioning between areas and/or activities sensibly
- Using much louder voices than necessary
- Use of inappropriate language.
- Annoying or disturbing peers.
- Trying to get others in trouble.
- Lying.
- Having sweets/toys or other unnecessary items in school
- Use of discriminatory language (e.g. racism, homophobia, sexism, derogatory comments about people with disabilities) through ignorance or lack of understanding.

YELLOW CONSEQUENCES

MINIMUM (AT LEAST ONE OF)

Verbal reprimand or challenge

Visual cue/reminder

Short 'Time-out' from an activity

Not getting rewards (e.g. Positives)

OTHER POSSIBLE CONSEQUENCES (AS MANY AS DEEMED NECESSARY)

Entry on the red board

- The **first** time – their name will be put on the board as a warning.
- The **second** time – a 'negative tick' will be put by their name, and they will miss 5 minutes of their break.
- The **third** time – a second 'negative tick' will be put by their name, and they will miss all of their break.
- The **fourth** time – a third 'negative tick' will be put by their name, and they will work in a different class for a session.
- The **fifth** time – a fourth 'negative tick' will be put by their name, and they will work in isolation with Mrs Paparozzi (Head Teacher) or another member of the senior team

Moved to a different seat in class

Parents/carers verbally informed of negative behaviour

ORANGE BEHAVIOURS

REPEATED YELLOW BEHAVIOURS

SIGNIFICANT DISRUPTIVE BEHAVIOURS IN CLASS/SCHOOL, FOR EXAMPLE:

- Making a deliberate loud/disruptive noise
- Repeated shouting out
- Throwing items

SIGNIFICANT NON-COMPLIANCE, FOR EXAMPLE:

- Initial refusal to comply with a sanction
- Initial refusal to go to or leave a specified area.
- Walking out of class or away from designated place without permission
- Not responding well when being spoken to by staff (e.g. laughing, walking away, shouting at staff)

OTHER BEHAVIOURS:

- Threatening to others in class
- First-time bullying behaviours or 'knowing' use of discriminatory language (e.g. racism)
- Lesser stealing
- Lesser graffiti or damage to property/building
- Encouraging another child to commit a Red Behaviour and/or lying or failing to report them for doing so

ORANGE CONSEQUENCES

PARENTS/CARERS INFORMED AND A MINIMUM OF:

Entry on the red board

OTHER POSSIBLE CONSEQUENCES (AS MANY AS DEEMED APPROPRIATE):

Internal isolation of at least 30 minutes in another class

Internal isolation outside Head's office (at least 60 minutes)

Lunchtime isolation (30 minutes-5 days)

Lunchtime inside - in studio, not in isolation (whole lunchtime to 5 days)

Removal from preferred/special lessons/sessions, e.g. PE, swimming, end of year party (half lesson)

Removal of privilege (e.g. After-school club)

Write an apology letter

Removal of responsibility role

Behaviour letter sent home

Formal meeting to discuss behaviour with parents/carers

RED BEHAVIOURS

REPEATED AND PERSISTENT YELLOW OR ORANGE BEHAVIOURS
EXTREME DISRUPTIVE BEHAVIOURS IN CLASS/SCHOOL, FOR
EXAMPLE:

- Walking out of class or away from where you are supposed to be without permission, in a way that is dangerous or disruptive
- Tipping over or throwing chairs/tables/other furniture
- Throwing large/expensive items or a large amount of small ones that create a lot of mess

EXTREME NON-COMPLIANCE, FOR EXAMPLE:

- Prolonged failure to follow instructions
- Prolonged refusal to go to or leave a specified area in a way that is risky or dangerous
- Prolonged refusal to comply with sanctions
- Verbally abusive to staff, especially swearing and/or physical threats

OTHER EXTREME BEHAVIOURS:

- Leaving the school building without permission
- Absconding from the school site
- Repeated use of discriminatory language (e.g. racism)
- Repeated bullying behaviours
- Physically aggressive to others in a way that causes injury or distress
- Any physical aggression towards staff
- Repeated or serious negative behaviour on a school trip or activity out of school.
- Serious stealing
- Serious graffiti or damage to property/building
- Bringing a dangerous item to school (e.g. knife, lighter)
- Illegal or serious misuse of the school's internet access
- Deliberately setting off a school fire alarm unnecessarily
- False accusations against staff

RED CONSEQUENCES

PARENTS/CARERS INFORMED AND AT LEAST ONE OF:

Internal isolation in another class (at least 60 minutes)

Internal isolation outside Head's office (at least 60 minutes)

Lunchtime isolation (45 minutes-5 days)

Lunchtime inside - in studio, not in isolation (whole lunchtime to 5 days)

OTHER POSSIBLE CONSEQUENCES (AS MANY AS DEEMED APPROPRIATE)

Removal from preferred/special lessons/sessions, e.g. PE, swimming, end of year party (half lesson)

Removal of right to attend trip/residential

Removal of privilege (e.g. After-school club)

Removal of responsibility role

Write an apology letter

Placed on Report

Behaviour contract

Behaviour letter sent home

Formal meeting to discuss behaviour with parents/carers

External isolation at another school

Fixed-term exclusions

Lunch-time exclusion

Permanent exclusion

APPENDIX 2

Lunchtimes at William Booth – Behaviour Policy

Getting Lunchtimes Right

At William Booth Primary School we see lunchtimes as an important part of the school day. As well as enjoying a healthy and nutritious meal, lunchtimes are an opportunity for: PSHE development; preparing pupils for their afternoon's learning; and having fun experiences with their peers.

The staff aim to promote and apply the same high expectations of behaviour that exist across the school day, whilst recognising that it is appropriate to allow children a degree of greater autonomy and choice during their lunch break.

Promoting Positive Lunchtimes

The school takes several steps to ensure that pupils have a positive and enjoyable experience of lunchtimes:

- children sit and eat together in the school hall, where they are joined by at least 2 members of the teaching staff to role-model good behaviour
- when they are not eating their dinner children have a choice of being outdoors or indoors (unless bad weather causes a 'wet-play')
- all areas are supervised by midday-supervisors and on the Key Stage 2 playground these staff are also supported by the Learning Mentor or a member of the Senior Management Team
- midday-supervisors, teaching staff and where appropriate external staff encourage positive play and initiate fun activities
- the school selects and trains specific children in Years 5 and 6 to act as 'Playground Buddies'. These children work with their peers to support them to resolve minor disputes and play cooperatively.

Sanctions

Where possible, the school aims to keep lunchtime sanctions separate from the rest of the school day. With this in mind the sanction protocol for lunchtimes in Key Stage 2 varies slightly from that used during the rest of the day. There are 5 levels of sanction that can be employed to address any negative behaviours at lunchtimes:

- Level 1: a verbal warning or reprimand
- Level 2: a short 'time-out' of 2-15 minutes
- Level 3: a longer 'time-out' which must be served indoors of 15-30 minutes
- Level 4: a period between 45 minutes and 2 whole lunch breaks in 'lunchtime isolation' with the Head Teacher
- Level 5: a period between 1 and 5 days of lunchtime exclusion where the child must be collected by their parent/carer for the duration of their lunch break

Any reported incidents of bullying or hate-based language (e.g. racism) are logged and treated as very serious. Such incidents must be reported to the Head Teacher and the need for any specific sanctions, direct-work and/or contact with parents/carers is considered. For more details see other relevant policies.