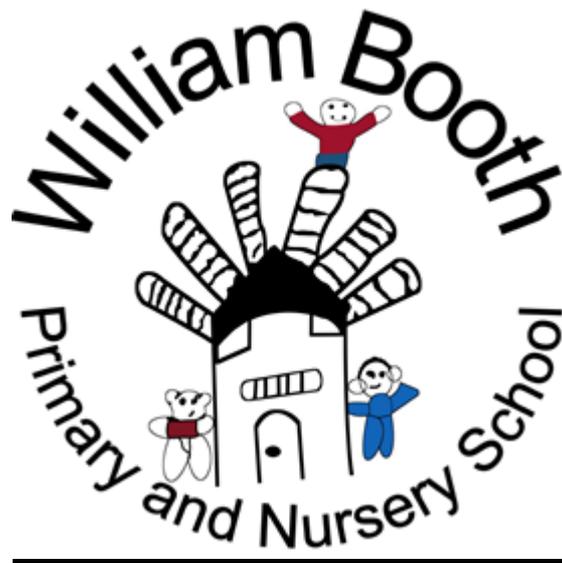


WILLIAM BOOTH PRIMARY SCHOOL

BEHAVIOUR POLICY



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”

September 2022

Aims, Expectations and Principles

The school's behaviour policy aims to promote an environment where everyone feels happy, safe and secure in an ethos of learning, mutual support and respect. 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.

Each letter of the word **BELIEVE** is linked to our core values. These values enable us to achieve this principal aim.

At William Booth, we want children to:

Be kind

Earn respect

Live responsibly

Include others

Embrace others

Value difference

Experience life

Together, we are William Booth!

To support our BELIEVE values we have three whole school rules that outline our most basic expectations for pupils' conduct.



WILLIAM BOOTH
PRIMARY & NURSERY SCHOOL

OUR RULES

OUR AGREEMENT

- 1) WE ARE SAFE
- 2) WE ARE RESPECTFUL
- 3) WE ARE CO-OPERATIVE



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.**

Aspects of our Behaviour Provision

The Staff

Strong relationships and people who feel safe create an environment which enables good behaviour to flourish. Consistency is essential, as is the ability to be flexible to the needs of individual children. Staff knowledge, skills and behaviours are key to ensuring good behaviour in schools.

We are blessed with dedicated and experienced staff who are totally committed to our 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.

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.

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.

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.

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.

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)

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 every half-term, the Senior Safeguarding Leader and Head Teacher study behaviour data in relation to whole school areas and individual pupils.

How we recognise good behaviour

The focus in school is on positive, proactive and effective behaviour management strategies at a whole-school level and for specific pupils.

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 and they are given praise or rewards, for: demonstrating our BELIEVE values; demonstrating our 4 GEMS (Grit, Effective, Motivated and Switched-On); consistent good work; following school rules and general positive behaviour. They are used to look at the positive ways in which a child behaves and NOT by drawing attention to negative behaviours or attitudes.
- Each week, a child or children from each class are ‘William Booth Stars of the Week’; 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. A Golden Envelope is



also opened, which will contain a mystery prize that may be given to the class with the best behaviour, all of the Stars of The Week or one lucky child with good behaviour.

- All classes have an opportunity to participate in our Golden Book Assembly every few weeks – on these occasions children may be put forward by the class teacher for outstanding behaviour and attitude to learning.
- School uses a range of other rewards and incentives for individual children and whole classes such as stickers, prizes and special trips.

How we deal with low-level behaviours

At William Booth we employ a number of consequences to support the school rules, in order to ensure a safe and positive learning environment. We implement each consequence appropriately to each individual situation. **We recognise individuals have different needs so professional judgement always ensures a flexibility of response.**

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

In Year 1 upwards, if a child chooses to break a school rule (we emphasise the word choose) then there is a clear set of consequences, 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 – they will miss 5 minutes of their lunch break.
- The **third** time – they will miss 10 minutes of their lunch break.
- The **fourth** time – they will miss 15 minutes of their lunch break.
- ...and so on...

In the Foundation Stage and Year 1 we use an adapted version of time-outs to meet the needs of younger children. Children may be moved to the 'white cloud' for low-level behaviours which serves as a warning. They can then 'turn their behaviour around' and go back to the sunshine, but if behaviour persists then they will go to the 'grey cloud' and then have to serve a time-out at the next available opportunity.

An adapted consequence procedure is used at break and lunch times (see appendix 2).

How we deal with more serious negative behaviours

Extreme 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. On these occasions the child will be dealt with using the 'Consequence 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 consequence for a fixed period and parents/carers will be informed.

B.I.P's and After-school Detentions

If a child's behaviour (Years 3-6), is deteriorating then school may initiate a Behaviour Improvement Process (BIP for short):

1. The need for a BIP is agreed. This could be from an increase in red board consequences, an increase in Extreme Behaviours, a conversation with parents/carers/colleagues, a child being highlighted at the half-termly behaviour review or professional observation.
2. School professionals set the length of the BIP (usually 10 days but can be shorter or longer). Date for potential after-school detention is also set (should be final day or day after the last day of the BIP).
3. School will discuss with parent/carer, face-to-face or by telephone if necessary to explain situation. A letter will be issued confirming details of conversation.
4. A report card will be completed every day, usually against specific targets.
5. If the BIP is successful school will notify parent/carer that after-school detention is cancelled. If not, and behaviour has not improved sufficiently, then 1 hour after school detention will be served by pupil. DfE guidelines are clear that parental support for these consequences is expected as a result of the child attending the school – however, as long as sufficient notice is given their consent is not required.

Bullying

Zero tolerance is applied to all forms of bullying, including online 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 consequences being applied at school. These consequences could be as outlined within this policy.

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

Prejudice Driven Behaviours

The school has specific protocols and recording systems for dealing with any prejudice driven behaviours:

- All incidents are treated seriously, regardless of context.
- All incidents are logged and these records are reviewed regularly.
- Appropriate actions (including as necessary direct work and escalating consequences), are taken following every incident and parents/carers of both victims and perpetrators are informed on every occasion.

See the school's Anti-Bullying Policy and Equality Policy for more details.

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).

APPENDIX 1

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 Mathletics.
- Being helpful to adults or other children.
- Showing good manners and being polite.

GREEN CONSEQUENCES

- Verbal praise.
- Stickers and certificates
- '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

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 Paporozzi (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 consequence

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 consequences

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 or whole session)

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.

Consequences

Where possible, the school aims to keep lunchtime consequences separate from the rest of the school day. With this in mind the consequence protocol for lunchtimes in Key Stage 2 varies slightly from that used during the rest of the day. There are 5 levels of consequence 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 consequences, direct-work and/or contact with parents/carers is considered. For more details see other relevant policies.

