

January 2015

## Behaviour policy

### Introduction and philosophy

Children come to school with a variety of experiences and expectations. They are learning how to respond and act in a wider variety of situations and with a larger group of people beyond their immediate family.

At West Cliff we see a key role of the school is to be in partnership with parents / carers in teaching children the personal, social and life skills necessary for success in school and to make a positive contribution to the life of the school and the wider community. In order to achieve this we need the commitment to and from pupils, parents, staff and governors.

We recognise that the quality of relationships at all levels in the school is fundamental to providing the type of environment necessary for effective learning to take place and for the promotion of positive self esteem.

In our school we aim to promote an atmosphere of mutual respect where caring and sharing predominates.

Our relationships are based on mutual respect:

- Pupil to pupil
- Pupil to adult
- Adult to pupil
- Adult to Adult

It is expected that all staff and visitors to school will provide role models that demonstrate a caring attitude and respect for others.

All pupils need guidance through clear expectations of how they should behave. All staff recognise their responsibility to model and teach these expectations. They are committed to supporting children in achieving high standards of behaviour through promoting positive self esteem and responding to all behaviours fairly and consistently.



Our vision is of a school that is:

**Caring, Happy, Inspiring, Achieving**

And we want:

- every child to reach his or her full potential in a climate which is fun, stimulating and exciting
- to be a school where children are safe and happy, have pride in themselves and are valued
- to be a place where there is mutual care and respect.

Aims of the behaviour policy

- All children feel happy and secure in school
- Children feel valued as individuals and know that their achievements and efforts are recognised and celebrated
- Children are enabled to develop self-discipline and encouraged to become independent learners
- Children learn how to behave in a variety of situations
- Children accept responsibility for their own behaviour
- That West Cliff School is a caring, warm environment for all where everyone, including visitors, feel welcome.
- Bullying of any kind including racist, homophobic, bi-phobic, transphobic is not tolerated and nor is being a bystander to this.





## School rules

We will:

- Ⓢ Always be kind to others
- Ⓢ Always be fair to others
- Ⓢ Do our best to learn and play together peacefully and happily
- Ⓢ Do our best to make sure each of us is safe in school
- Ⓢ Do our best to look after the world around us
- Ⓢ Walk in classrooms, school corridors and when asked to walk outside
- Ⓢ Usually use small voices
- Ⓢ Be polite
- Ⓢ Be truthful
- Ⓢ Help each other
- Ⓢ Listen to each other
- Ⓢ Think for ourselves
- Ⓢ Always help if we think someone is being bullied
- Ⓢ Seek help if we are unhappy



## Rules

Classes will draw up a set of 'Class Rules' at the beginning of the year. These will be displayed prominently in the classrooms.

Staff will help children to understand how they might follow these rules on a daily basis, and staff will also follow them.

## Routines

- Children will walk in a sensible, quite and orderly manner around school
- Children coming into assembly will enter in silence, accompanied by their class teacher, and will leave in the same fashion. Staff will model this behaviour.
- Class room routines will be established and taught in a consistent fashion. This will include appropriate movement within classrooms, acceptable noise level, ways of attracting an adult's attention, procedures for tidying up and activities upon completion of work. These routines will vary between classrooms. The Headteacher will monitor these routines and expectations during 'learning walks' in school.

## Rewards

The main rewards are:

- Verbal praise
- Showing work to another adult or other children
- Clean plate / empty lunchbox award
- Speak to parent ~ praising good performance directly to parent.
- Team Tokens – each child is a member of a team – Pacific, Arctic, Indian, Atlantic
- Extra playtime ~ or extra time on a particular piece of equipment
- Golden time ~ a time each week for choice of activities.
- Stickers may be awarded for good effort with tasks or good behaviour.
- Friday Assembly Certificate
- Individual class awards – eg star of the day etc

## Sanctions

Sanctions will be applied fairly and consistently, without losing the need to be sensitive to individual circumstances. Sanctions are 'hierarchical' starting with the least severe intervention. De-escalation should be used in all situations.

Each session of the day begins with a clean sheet

- Children are given a reminder – verbal or a look or gesture
- A warning is given – this is recorded on a tracking sheet – you have been given a warning for .....
- If behaviour is repeated, consequence 1 applies – loss of playtime (or part in KS1) this is recorded on sheet. Remind children they were warned and have chosen this sanction.
- If behaviour is repeated again (in same session) consequence 2 applies – 10 mins timeout in another classroom (with work) and the loss of playtime
- If after time out occurs behaviour continues – consequence 3 – send to Deputy HT or HT. Letter sent home and appointment made with parents if necessary. (see appendices 1,2,3)
- HT will monitor behaviour tracking sheets weekly, and if a child reaches consequence 1 regularly, an appointment will be made
- Children may miss Golden Time – this is dependent upon the class.



Children can immediately reach consequence 3 for severe behaviour including physical violence, defiance and rudeness to staff. These incidents must be recorded on sheets (see appendix 1) and reported to the DHT or HT. For some children a home /school book will be set up.

#### At lunch time

The Midday Supervisory Assistants will keep daily diaries of behaviour and rewards will be those used in school. Liaison with class teachers and teaching assistants is essential. Lunchtime supervisory staff must ensure that they discuss any incidents in relation to the children in their class with the class teacher or teaching assistant.

#### Team Tokens

Team tokens are awarded by all staff. House Captains from each team collect and count these and the winning house is revealed in assembly on Friday. The winning house has their ribbons on the cup for a week. At the end of a term it is calculated which team has collected the most tokens, and this team go on a winning house trip. If a child has been on the behaviour sheet more than 12 times that term, they are not permitted to go on the trip and parents are informed.

#### Behaviour Certificates

Certificates are given out at the end of each term for children who have not been on the behaviour sheet at all.

#### Headteacher responsibilities

The headteacher will monitor the implementation of the behaviour management policy. The headteacher will regularly report to the governing body of the school about the standards of behaviour in school.

The headteacher will be responsible for involving external agencies if situations develop which require such an approach. This would be the case if the strategies have been used over a period of time but there is no improvement in the behaviour of an individual or group of children. In such a case the headteacher will hold meetings with parents or carers in parallel with consultation with external agencies.

In the last resort the headteacher may implement the exclusion policy of the school.

#### Governing body responsibilities

The governing body will review this policy annually. The governing body will monitor the implementation of this policy. The governing body has specific responsibilities in respect of exclusion, these are detailed in the exclusion policy.

#### Special educational needs

The Code of Practice for special educational needs will be followed (DfES 2001). Some behaviour management difficulties can be experienced with some children with SEN



because of their particular needs. Staff should be sensitive to the needs of these children and consider that adjusted standards might be more appropriate. The Individual Education Plan (IEP) for children with SEN will give targets and guidance in respect of the management of behaviour of children with SEN when that is considered appropriate, these will assist staff in making judgements on a day to day basis. If in doubt staff should seek advice from the special educational needs co-ordinator (SENCO) of the school. The SENCO can obtain further advice and support from the Behaviour Support Service of North Yorkshire County Council.

## Health and safety

All staff will follow the 'safer handling' policy when dealing with behaviour incidents.

## Monitoring and evaluation

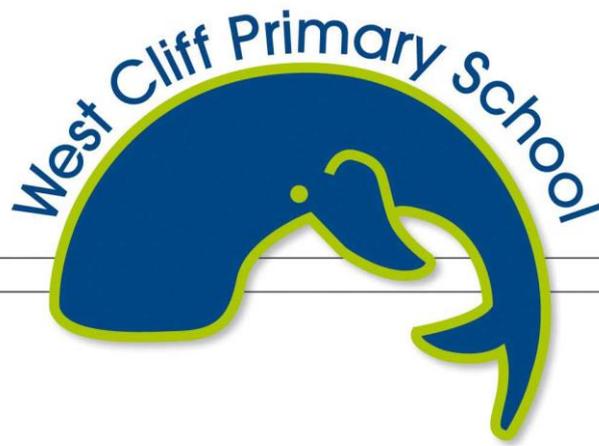
This policy will be monitored by the headteacher and the governing body of the school. The headteacher may monitor behaviour policy and its implementation in the course of monitoring teaching and learning. There is a clear reference to the behaviour management of pupils in the observation schedule used for the monitoring of teaching.

## References

This policy should be read in conjunction with the Anti-bullying Policy; Safer Handling Policy, Anti-racist Policy; Equal Opportunities Policy; Exclusion Policy; Social, Moral; Personal and Cultural Education Policy; Social, Emotional Aspects of Learning (DfES 2005); "Personal, social, health education and citizenship at key stages 1 and 2" (QCA 2000), "Curriculum guidance for the foundation stage" (QCA/00/587).







Appendix 1  
Inappropriate behaviour, racist incident, homophobic,  
transphobic, biphobic bullying record sheet

When: (date)

(time)

Names of children involved:

- Child / children who initiated the incident
  
- Subject(s) of incident
  
- Witnesses

Names of staff involved:

Nature of incident:

(racism, homophobic behaviour, biphobic behaviour, transphobic behaviour bullying, physical behaviour etc)

Location:

Description of incident:



Children's views of incident:

- Child / children who initiated the incident
- Subject(s) of the incident
- Witnesses

Signed by witness(es):

Signed by person making the report:

Name printed:

Passed on to senior management      Yes       No

Parents or carers informed:

- Child / children who initiated the incident
- Subject(s) of the incident
- Witnesses

Action taken by the school:

Local authority informed:





## Appendix 2

### Letter to parents or carers informing them that their child was involved in an incident in school as an initiator of an incident.

(Teachers only may use this letter – the headteacher must be made aware it has been sent)

Date

Dear Mr and Mrs / Mrs / Mr / Ms \*\*\*\*\*

I am writing to inform you that \*\*\*\*\* (child's name) \*\*\*\*\* was involved in an incident in school today.

I am sorry to inform you that (\*\*\*\*\*child's name\*\*\*\*\* ) - (description of the incident) - .

You may wish to make an appointment to discuss this incident with me. Please telephone the school office if you wish to do this. I will be available (give possible times and dates)

OR

Please telephone the school office to make an appointment to meet me at your earliest convenience.

Yours sincerely,

(Your name)





### Appendix 3

Letter to parents or carers informing them that their child was involved in an incident in school as subject of an incident.

(Teachers only may use this letter – the headteacher must be made aware it has been sent)

Date

Dear Mr and Mrs / Mrs / Mr / Ms \*\*\*\*\*

I am writing to inform you that \*\*\*\*\* (child's name) \*\*\*\*\* was subject to an incident in school today.

Your child (\*\*\*\*\*child's name\*\*\*\*\*) was - (description of the incident) - .

You may wish to make an appointment to discuss this incident with me. Please telephone the school office if you wish to do this. I will be available (give possible times and dates)

Yours sincerely,

(Your name)

