

# *Weston Park Primary School*



## **Positive Behaviour Policy**

Date of last review: February 2018

Date of next review: February 2019

# POSITIVE BEHAVIOUR POLICY

## Our vision

At Weston Park Primary we recognise the importance of providing a safe, happy and secure learning environment in which excellent learning can take place. We believe that everyone should be equally valued in this environment, enabling children to become independent, confident members of the school community.

**'Behaviour is the way we act and respond to others and situations we find ourselves in.  
Good behaviour is necessary for effective learning to take place'**

Our Positive Behaviour Policy establishes clear boundaries and a secure understanding of rewards and consequences linked to choices. All members of the school community have created our Weston Park School "Positive Behaviour Policy".

## Aims

We aim to provide equal opportunities for all groups of children and therefore our main objective is to safeguard the interests of all children and staff and enable them to learn and to teach. We believe that preventing inappropriate behaviour is more effective than simply reacting to it when it occurs. Our aim is to create a safe, positive and productive learning environment based on the principles of consistency, fairness and engagement.

All pupils should have the opportunity to join fully with their peers in the curriculum and the life of the school.

We aim to pay particular attention to the provision for, and the achievement of, 'different groups' within the school, providing extra resources and support where possible.

We expect all children to behave respectfully and within the School Code and Learning Powers.

We will praise and reward children for appropriate behaviour.

We will use behaviour management strategies such as distraction, addressing inappropriate behaviour quickly and quietly, listening to the pupil voice or other sanctions to help children understand when their behaviour is unacceptable.

We will deliver this policy fairly and consistently for all children, adapting it as necessary to meet the needs of individuals.

We will acknowledge and celebrate the talents, gifts and differences between individual pupils.

Weston Park Primary School Code	Weston Park Learning Powers
1. Be safe	Independence
2. Be respectful	Interdependence
3. Be responsible	Creativity
4. Be a learner	Thinking
	Spirituality
	Resilience

## **Responsibilities**

### **All staff will:**

- Set high standards of professional behaviour, be polite, demonstrate self-discipline and show respect to all.
- Have high expectations that **all** children will behave respectfully and within the School Code regardless of their class, year group.
- Follow the Positive Behaviour Policy and its guidelines fairly and consistently at all times.
- Ensure they have a thorough working knowledge of the contents of this policy and their role in its delivery.
- Use positive praise and rewards to celebrate good behaviour in a fair and consistent manner and use sanctions to help children to understand when their behaviour is unacceptable.
- Give children a reasonable chance and opportunity to behave appropriately ensuring that they listen to pupils, making it clear that pupils' comments are taken seriously and are of importance.
- Ensure that the class teacher is informed of any warning that has been given and the reason.
- Seek advice from Senior Leaders and report any concerns regarding the implementation of this behaviour policy.

### **Headteacher/Deputy Headteacher and Assistant Headteacher will:**

- Ensure that all staff are following the Positive Behaviour Policy fairly and consistently.
- Help, support and advise staff as and when necessary.
- Be the only staff with responsibility for excluding a child from school.
- Ensure that all resources are available for the implementation of this policy.
- Hold regular meetings with stakeholders to review the effectiveness of this policy.
- Fulfil their roles as identified in the Positive Behaviour Policy.
- Be involved as appropriate with a child's Individual Behaviour Plan.

### **Phase Leaders /Assistant Phase Leaders will:**

- Ensure that any children of concern are discussed at Phase/Year meetings and appropriate action is taken including seeking advice from other professionals and implementing an Improving Behaviour Plan
- Raise any concerns about children with the Senior Leadership Team.

### **Classroom Teacher**

The Class Teacher is specifically responsible for the behaviour of **ALL** children in their class.

They will ensure that they:

- Are fully familiar with **ALL** children's needs and have made every effort to establish good working practices ensuring they are proactive rather than reactive in managing the children's behaviour.
- Are involved with any outside agencies working with families in any child's care in consultation with the Head/Deputy Head/Assistant Head (SENCo).
- Liaise with parents.
- Award an additional Learning Power Point at the end of the day if no warnings have been given to the child.
- Report to parents on the progress of any Improving Behaviour Plans and ensure any agreed rewards/sanctions are implemented fairly and consistently as agreed.
- Keep parents informed if a timeout has been given at break or lunch time and confirm the reasons why.
- Record any timeouts given including the date, time and reason in their class book.

**Teaching Assistants will:**

- Ensure they are fully familiar with the Positive Behaviour Policy and implement it fairly and consistently.
- Ensure they make every effort to establish good working relationships ensuring they are proactive rather than reactive in managing the children's behaviour.
- Refer to the Class Teacher if incidents continue or are of a high level.
- Engage the children in positive behaviour and play at break and lunchtime, or as part of an agreed de-escalation strategy/Improving Behaviour Plan.

**Pupil Support Team will:**

- Refer to the Phase Leaders/Assistant Phase Leaders if there are any incidents of repeated behaviour issues depending on and as long as teaching is not interrupted.
- Refer to the Headteacher/Deputy Headteacher/Assistant Headteacher if incidents continue or are of a high level.
- Engage the children in positive behaviour and play at break and lunchtime, or as part of an agreed de-escalation strategy/Improving Behaviour Plan.
- Assist Class Teachers to ensure Improving Behaviour Plans are in place for children who require them and that the resources are available for the child's needs to be met including a daily 'check in'.
- Collate behaviour incidents weekly from across the school and report to the Senior Leadership Team.
- Will inform parents and admin staff if a break/lunch timeout has been put into place including the date, time and reason.

**Admin Staff will:**

- Ensure that all exclusions are tracked and data is collated.
- Record parental contact and requests e.g. if the parent is requested to attend a meeting at school.

**Pupils will:**

- Be polite- demonstrate self-discipline and show respect to all.
- Be safe- thinking of themselves and others. Following appropriate plans which have been set in place to support them e.g IBP
- Be respectful- in how we speak to members of our school community, showing appropriate emotions when communicating with others.
- Be responsible- for their own learning and their own choices.
- Be a learner- complete their work to the best of their ability.
- Be proud- of their uniform, learning environment and of what they have achieved.

**Parents will:**

- Support the school to promote positive behaviour by praising and celebrating their child's achievements and showing an active interest in what they are doing at school and not promoting or supporting any inappropriate behaviours at school.
- Ensure they inform the school of any incidents or issues that may impact on the child's behaviour.
- Ensure their child arrives at school on time, appropriately dressed in a clean school uniform, well rested and in a calm frame of mind ready to learn.

- Ensure they work with the school to improve their child's behaviour where needed e.g. by responding promptly at the request of the school if there is a behaviour problem; discussing behaviour with their child, their Class Teacher and (if necessary) the Headteacher; signing Improving Behaviour Plans and returning these to school as required.
- Ensure their child is picked up on time after school and ensure the school is given prior notice if their child needs to be picked up early from the school office.
- Ensure they discuss any timeouts with the class teacher.
- Ensure they closely supervise their child during any exclusion from school, not allowing them to come within the vicinity of the school and ensuring any work given during the exclusion is completed and returned to school on time.
- Ensure they provide up to date contact details to the school office for our records.

**Governors will:**

- Refer all matters regarding discipline to the Headteacher who in consultation with relevant parties, will investigate and respond as appropriate.
- Know, support and promote the school's Positive Behaviour Policy and hold senior leaders to account for its implementation.

**Rewards**

The emphasis of this policy is on the positive and consistent reward of acceptable and good behaviour, recognising positive efforts, praising pupils and building mutual respect between staff and pupils and between pupils themselves. All staff in addition to verbal praise will use stickers to recognise and praise good behaviour.

**Stickers**

Stickers may be given by ANY adult working with any pupil at any time throughout the school day for demonstrating our school code and learning powers. These will be supplied by the school and will represent the colours associated with the school code:

- Be safe (Blue)
- Be respectful (Purple)
- Be responsible (Green)
- Be a learner (Yellow)

Stickers will be awarded for working within the school code and learning powers e.g.

- Demonstrating good behaviour
- Following instructions
- Working hard
- Co-operating
- Achieving well
- Improving
- Meeting a target
- Showing initiative
- Demonstrating good manners

Exceptional work will be sent to the Headteacher/Deputy Headteacher/Assistant Headteacher and a sticker will be given to celebrate.

## Learning Dojo Points

Each class will use class dojo to record and collect **individual** Learning Dojo Points and class Learning Dojo Points as a **class team**. The class dojo will be open all day. The class dojo will be set up for individual pupil points and the class team points. Learning Dojo Points will be awarded 1 at a time during the school day for showing they can:

- Be safe
- Be respectful
- Be responsible
- Be a learner

An additional Learning Dojo Point may be awarded in exceptional circumstances at the discretion of the teacher at the end of the day to either an individual or to the class team.

**Learning Dojo Points accumulated (over a half term) will lead to the following individual rewards:**

**Accumulation of Learning Dojo Points will lead to the following individual rewards in Celebration assembly (over a half term):**

Level of award	Years R & 1	Years 2 & 3	Years 4, 5 & 6	Reward
Bronze	50	75	100	Certificate & Dojo message
Silver	100	150	200	Certificate & Dojo message
Gold	150	225	300	Certificate & Dojo message
Platinum	200	300	400	Certificate & Dojo message

## Class Team Learning Dojo Points

Each class will have a Dojo Monster on their board where any whole class points will be added. The Monster will be named after the class animal eg: Falcon, Turtle etc

Each week the class team in each phase with the most points will win the Learning Power Point trophy and will have their class team name displayed on the school website.

The class teacher will set a target number of Learning Dojo Points with their class at the beginning of each half term and if this total is reached as a class team they will take part in a class team reward e.g. extended play time, team games, film, snack. The class reward will be agreed by the class at the beginning of the half term so that they have a clear Learning Power Point total reward to aim for. The total being aimed for and the progress towards it will be displayed in the classroom.

If a child has consistently earned warnings and not modified their behaviour they will be at risk of not being included in the class reward.

## Learning Power Animals

Children who demonstrate one or more of our 6 'Learning Powers' will be praised and given the opportunity to collect a learning power animal from a member of the Senior Leadership Team at the end of the session. The children will be sent to the Senior Leadership Team with the reason why they have earned the animal. The animal will stay with the child during the day on their table and will be returned at the end of the day. The number of animals collected by a class over the half term will be recorded and the class with the most in the school will receive an agreed upon reward.

## **Celebration Assembly**

Celebration assemblies will take place every Friday across the school and will be led by a member of the Leadership Team.

Each assembly will celebrate attendance. The winning class in each phase will win attendance Ted or Frog to keep in their classroom for the week in addition to a 'sweet treat' to take home.

The Class Team Learning Dojo Points Trophy will be awarded for the class with the most Learning Dojo Points that week in their phase.

Teachers will nominate a **Pupil of the Week** each week. The reasons for the pupil of the week nomination will be shared in assembly and recorded on a certificate and shared with all pupils and will relate to working hard, behaving well or completing an excellent piece of work.

## **Attendance**

At the end of each term pupils will be awarded certificates for attendance and punctuality as follows:

Gold - 100%

Silver - 98%+

Bronze - 96%+

## **Use of class behaviour system for rewards and consequences**

Each class will display the School Code and Learning Powers.

Each class will display the Behaviour Chart with pupil names which will be moved as appropriate.

## **Year R and Key Stage 1**

Each class will display the class Amazing Rainbow, Happy Sun (ready to learn), Sad Grey Cloud and Thunder Cloud. All pupils will start the day with their name on the sun.

If the child demonstrates appropriate behaviours, collects Learning Power Points, earns class Learning Dojo Points or collects learning power animals their name will remain on the sun. If exceptional behaviours (above and beyond) are demonstrated they will have the chance to move onto the amazing rainbow and receive a special sticker at the end of the day.

If a child behaves inappropriately a verbal pre-warning must be given to inform the child that they are about to be given a warning (which would move them onto the sad grey cloud) unless they modify their behaviour. All warnings must be explained to the child as to why they have been given. The warning or explanation may be given after a calming down period.

If the child behaves inappropriately again their name will be moved to the thunder cloud.

The children can move up and down the Behaviour Chart throughout the day. If they rectify their behaviour, warnings can be removed by the teacher who gave them and the child's name will be put back onto the sun.

At the end of each session the Class Teacher will ensure that any warnings have been recorded on the class warning chart.

Warning	Action	Further Action
Pre-verbal Warning	Explain to the child and give them a warning, an opportunity to modify their behaviour.	
Reminder	Explain to the child that they have already been spoke to	
1 <sup>st</sup> warning	Name moved to amber traffic light.	Child at risk of a timeout at lunch time.
2 <sup>nd</sup> warning	Name moved to red traffic light.	Key Stage 2 will have a 15 minute timeout at lunch time.
Thinking Table	Children given an opportunity to modify their behaviour at the thinking table	Make sure CT engages with the child within 5 minutes of them being sat at the table to support with their calm down
3 <sup>rd</sup> warning	Child visits the buddy class for a 15 minute time out.	Work and reading book must be brought with the child. Additional behaviour strategies may be considered for repetitive behaviours.
4 <sup>th</sup> warning	Child will be given a 30 minute detention. (The child doesn't leave the classroom)	Parents spoken to by the Pupil Support Leader, concerns raised, reasons explored and followed up in writing. Improving Behaviour Plan will be considered for repeated behaviours.
5 <sup>th</sup> Warning	Child visits a Senior Leader to explain their actions.	Meeting with the child's parents and Senior Leaders is arranged and followed up in writing.

At the end of each session teachers must record any child who has received a timeout. This will be monitored by Phase leaders and Senior Leaders to support behaviour management.

Teachers will inform parents in person or by phone/text at the end of the day if their child has received a timeout.

Timeouts will be run by the class teacher in their own classroom.

### **Key Stage 2**

Each class will display the class Traffic Light System. All pupils will start the day with their name on the light green traffic light (ready for learning).

If the child demonstrates appropriate behaviours, collects Learning Power Points, earns class Learning Dojo Points their name will remain on the light green traffic light. If exceptional behaviours (above and beyond) are demonstrated they will have the chance to move onto the dark green traffic light and receive a special sticker at the end of the day.

If a child behaves inappropriately a verbal pre-warning must be given to inform the child that they are about to be given a warning (which would move them onto the amber traffic light) unless they modify their behaviour. All warnings must be explained to the child as to why they have been given. The warning or explanation may be given after a calming down period.

If the child behaves inappropriately again their name will be moved to the red traffic light.

The children can move up and down the behaviour chart throughout the day. If they rectify their behaviour, warnings can be removed by the teacher who gave them and the child's name will be put back onto the light green traffic light (ready to learn).

At the end of each session the Class Teacher will ensure that any warnings have been recorded on the class warning chart.

Warning	Action	Further Action
Pre-verbal Warning	Explain to the child and give them a warning, an opportunity to modify their behaviour.	
Reminder	Explain to the child that they have already been spoke to	
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Thinking Table	Children given an opportunity to modify their behaviour at the thinking table	Make sure CT engages with the child within 5 minutes of them being sat at the table to support with their calm down
3 <sup>rd</sup> warning	Child visits the buddy class for a 15 minute time out.	Work and reading book must be brought with the child. Additional behaviour strategies may be considered for repetitive behaviours.
4 <sup>th</sup> warning	Child will be given a 30 minute detention. (The child doesn't leave the classroom)	Parents spoken to by the Pupil Support Leader, concerns raised, reasons explored and followed up in writing. Reflection Sheets to be completed Improving Behaviour Plan will be considered for repeated behaviours.
5 <sup>th</sup> Warning	Child visits a Senior Leader to explain their actions.	Meeting with the child's parents and Senior Leaders is arranged and followed up in writing.

### Buddy Classes

First Term Year R sends to other classes within year R

Year R - Year 1

Year 1 - Year 4

Year 2 - Year 5

Year 3 - Year 6

Teachers will inform parents in person or by phone/text at the end of the day if their child been moving down the behaviour systems or received a timeout.

Timeouts will be administered by the Class Teacher or the person who gave the timeout to the particular pupil.

**Detentions will be given instantly for the following:**

- Aggressive spitting
- Fighting
- Deliberately putting themselves or others in danger
- Tearing or defacing work
- Wilfully damaging property
- Swearing

**If a lunch time detention is given for any of the above it must have been observed and/or investigated by an adult. Instant detentions will take place in the class teacher's classrooms. All instant timeouts will be recorded on the high level behaviour tracker on the staff drive. Detentions will be overseen by class teachers and will last 30 minutes.**

**Children will do their detention and then eat their lunch in the main lunch hall after being dismissed from their lunch time detention.**

**Children will complete a reflection sheet during their detention or time out and this can be used as evidence when class teachers are speaking to parents about the incident that their child was involved in. These then need to be filed in the class behaviour file.**

### **Low Level behaviour**

All low level behaviour is the responsibility of the Class Teachers to manage in accordance with the teacher standards. It is a barrier to teaching and learning and will not be accepted. It is essential for all staff to understand that it is the behaviour that is unacceptable, not the child as a person. All behaviour is a communication and staff need to look at the underlying needs that are being met and seek advice where necessary to address any unmet needs.

The behaviour system may not work for some children and other methods will need to be used which include an Individual behaviour Plan and contract. The Headteacher/Deputy Headteacher will contact parents immediately if children are giving any cause for concern so that they are made fully aware of the problems and arrange a meeting to discuss the next appropriate steps to take.

In some cases, where it has not happened previously, a vulnerable pupil meeting will be held in order to ensure appropriate action is taken and that everyone is aware of the problems and can set targets for improvements in behaviour. The child's needs will be placed at the centre of any decisions made. The consequences and actions which follow are in place to reinforce the expectation that the good behaviour of everyone in the school community is important and positively promotes learning and progress.

The examples given are not exhaustive and do not directly correlate to the behaviours described in a linear way. All incidents will be dealt with at the appropriate stage. In all circumstances' our knowledge of the children and the context of the incident and behaviour exhibited will be factors brought under consideration. The chart will be displayed in every classroom.

<p><b>Examples of Low Level behaviour</b></p> <p>Calling out/attention seeking  Interrupting others  Ignoring instructions  Incomplete learning tasks  Being off task  Unkind comments to others</p>	<p><b>Highlight positive behaviours</b></p> <p><i>Reinforce the expectations through verbal praise and use examples of positive behaviour</i>  <i>Move others up the behaviour chart</i>  <i>Pre-empt situations</i>  <i>Reinforce other good choices with stickers</i>  <i>Quiet reminders given</i>  <i>Provide tactile resources to help focus (with prior agreement)</i>  <i>Verbal pre-warning</i>  <i>Checking provision</i></p>
<p><b>Examples of Medium Level behaviour</b></p> <p>Deliberately creating a disturbance  Increasing incidents of ignoring instructions  General/persistent lack of effort in learning  General/persistent lack of engagement  Taking possessions belonging to others  Increasing incidents of unkindness to others  Leaving classroom without permission  Repeated and sustained ignoring of instructions  Tearing or defacing work</p>	<p><b>Apply positive behaviour strategies as above</b></p> <p><i>Warnings issued/name moved onto sad grey cloud or amber traffic light</i>  <i>Name moved onto thunder cloud or red traffic light if behaviour continues and timeout given</i>  <i>Work supported by the teacher/TA</i>  <i>Implement IBP (if behaviours are repetitive) overseen by the Class Teacher (targets set)</i>  <i>Discuss concerns with parents (Class Teacher/Phase Leader)</i>  <i>Visit to year leader</i>  <i>De-escalation strategies - seek advice and work with SENCO</i>  <i>Possible vulnerable pupil meeting set up</i>  <i>After school detentions issued - with class teacher</i>  <i>Consideration for part time timetable (SLT to oversee)</i></p>
<p><b>Examples of High Level</b></p> <p>Serious challenge to authority  Intentional physical harm to others including fighting/retaliation - <b>physical violence is not acceptable</b>  Wilfully damaging property/classroom displays  Aggressive spitting  Deliberately putting themselves or others in danger  Swearing and offensive language</p>	<p><b>Actions</b></p> <p><i>All incidents to be recorded on high level behaviour tracker</i>  <i>Improving Behaviour Plan in place</i>  <i>Risk assessment put into place</i>  <i>Advice sought from outside agencies including PHIG / EP referral</i>  <i>Internal exclusion</i>  <i>Fixed term exclusion</i>  <i>Permanent exclusion</i>  <i>Information recorded on high level tracker</i>  <i>Use the Walkie-Talkie to call for support from pupil support team.</i></p>

### **Improving Behaviour Plans**

Improving Behaviour Plans are to be set up by the Class Teacher if a child's behaviour causes concerns. The teacher will focus on the positive things that are happening and ensure that they only target the undesirable aspects of the child's behaviour. The targets are agreed with the child and shared with the parent who will also sign the plan. The targets will be achievable so that the child is able to experience success and learn from their success.

The teacher will agree with the child the number of ticks which need to be earned in a session/day in line with their target. If the required number of ticks are achieved by the end of the day the child will receive a short period of reward time by prior agreement.

A record of the number of ticks achieved will be kept in school and parents will be kept informed. The focus for targets and rewards will depend on the behaviour which needs modifying.

### **Lunchtimes**

All members of the Lunchtime Team will award stickers to children for following the school code and demonstrating learning powers. They will speak to a member of the Leadership Team if there are any incidences of poor lunchtime behaviour. The Class Teacher should be told verbally, as soon as possible after the event or warning has been given and the reasons for this.

Any incidents of high level behaviour will be reported to the class teacher.

All lunch time staff will have a thorough working knowledge of the Positive Behaviour Policy, the School Code and Learning Powers and will remind children of these in order for pupils to have an opportunity to modify their behaviour. High level behaviours at lunch time will lead to a timeout at lunch time for that day/following day at the discretion of Senior Leaders in order to support behaviour management at lunchtime.

A child may be invited to attend a club or be engaged in games/social activities off the playground as part of an Improving Behaviour Plan.

### **School Trips/After School Clubs/Breakfast Clubs**

If a child is deemed to be at risk of putting themselves or another child in danger or is assessed as having behaviour likely to cause problems then they may be excluded from trips or after school clubs. In the case of school trips, it is the responsibility of the Class Teacher to assess any possible risks and to consult with either the Headteacher or Deputy Headteacher to make the decision.

On occasion a parent may be asked to accompany their child on a school trip so that the child is not excluded from the trip. In extreme circumstances a parent of a child causing concern may be asked to collect their child from a trip. They must therefore ensure they are contactable for the time of the trip.

*If the school deems that a pupil repeatedly fails to adhere to the school behaviour code, the Headteacher reserves the right to withdraw the child from attending an off-site activity or a school club. The school will aim to inform parents/carers of any such decision 5 working days prior to the event. Where reasonably possible the school may provide an alternative activity.*

### **Exclusions**

In circumstances of high level behaviour the Headteacher will make the decision to exclude (both internal and external) a child from the school for a fixed length of time and will work closely with parents to prevent reoccurrence of poor behaviour.

An exclusion will only be given when **all** other options have been explored. We will always aim to contact parents and invite them in to school and help settle their child before an exclusion is put into place.

In very exceptional circumstances the Headteacher may issue a permanent exclusion.

The Leadership Team reserves the right to use these sanctions as they see fit i.e. without following the order above. Any exclusion will result in work being sent home to be completed during the exclusion and a reintegration meeting will take place with the parent/carer, the child and a member of the Senior Leadership Team. Time will be spent in this meeting, reflecting on the behaviour choices and discussing any provisions that need to be put in place in order to secure future successes for the individual and to ensure that the child is in a calm frame of mind and ready for learning.

The school deems exclusions to be very serious and will only apply them after a range of interventions; strategies have been applied and evaluated.