



# Outwoods Primary School

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Review Date: March 2018

## Behaviour Policy

1. **Role of Governors** To review and monitor the behaviour policy and procedures drawn up by the Headteacher, staff and pupils.
2. **Role of Headteacher** To prepare the School's Behaviour Policy working alongside staff and pupils. Outwoods Primary School's behaviour policy will secure acceptable standards of behaviour and also:
  - Promote self discipline and proper regard for authority;
  - Encourage good behaviour and respect for others;
  - Prevent bullying among pupils.
3. **General Principles** the aims of the School's Behaviour Policy are to develop, in the pupils:
  - Self-respect, self-esteem and self-discipline
  - The ability to work in co-operation with others
  - Respect for the views of others
  - Accept responsibility of their own actions
  - The ability to reflect upon their own attitudes, values and beliefs
  - A proper concern for the environment

These general principles will promote an orderly community in which effective learning can take place and foster an environment where children feel valued, safe and secure.

To support these general principles members of Outwoods Primary School will endeavour to:

- Use praise, encouragement, incentives and inducements to foster good practice and behaviour
- Use a hierarchy of rewards for positive behaviour that exemplifies the high expectations that Outwoods Primary School has
- Use a hierarchy of sanctions for unacceptable behaviour in proportion to the nature, extent and frequency of the incident, also regarding the age and level of development of the pupil
- Emphasise in practice the positive rather than negative aspects of behaviour
- Create a motivating atmosphere, where pupils are able to give of their best and are stimulated to fulfil that potential and meet expectations of others
- Provide a relevant and appropriate curriculum, the use of motivational teaching methods and the full involvement of all pupils
- Develop a child centred approach, where teachers act in a pastoral role and are aware of pupils' personal problems and difficulties that may contribute to poor behaviour
- Maintain close relationships with external support services, so that the background understanding of the needs of pupils can be addressed and the right support given
- Provide a clear code of behaviour expectations, consistently and fairly applied – with regard to pupils' special needs

- Have a clear and effective policy of pupil supervision at all times when pupils are undertaking authorised school activities
- Provide a positive role models by staff demonstrating positive attitudes and commitment that promote the positive ethos of the school
- If staff are experiencing incidents of unacceptable behaviour from a pupil the class teacher will inform parents verbally and initiate dialogue over the issues surrounding the behaviour
- Parents will be asked to support the child and the school in changing the unacceptable behaviour

It is very important to make this contact with parents so that should the situation worsen they will already be aware of underlying concerns.

### **Hierarchy of Rewards and Sanctions**

<b>Rewards</b>	<b>Sanctions</b>
<ul style="list-style-type: none"> <li>• Class behaviour system</li> <li>• Praise from adults or children</li> <li>• A visit to another member of staff for praise or reward (including Headteacher);</li> <li>• Team points</li> <li>• Green cards</li> <li>• Termly reward system – raffle tickets etc.</li> <li>• Achiever of the week</li> <li>• Referral to Year Leaders when deemed appropriate</li> <li>• Deputy Headteacher or Headteacher for praise</li> </ul>	<ul style="list-style-type: none"> <li>• Class behaviour system.</li> <li>• Sit beside a teacher / TA in assembly.</li> <li>• Catch-up time for incomplete work .</li> <li>• Kept in by class teacher for disruption in class.</li> <li>• Stand / sit working on a designated spot in classroom / playground where they can be seen by adults for a short period of time.</li> <li>• Walk with the teacher or other member of staff if unable to walk around school/ play correctly/ safely.</li> <li>• Yellow card – given by and recorded by Key Stage Leader</li> <li>• Denial of all or part of playtime / lunchtime.</li> <li>• Denial of use of play equipment.</li> <li>• Sent to lunchtime time out with SLT</li> <li>• Home/ School Report Card</li> <li>• 1 red card – given by and recorded by Mrs Wells, Mrs Grant or Mrs Winter and card sent home- child will miss next good behaviour disco.</li> <li>• If subsequent red cards that half-term, parents asked to come in to discuss poor behaviour.</li> <li>• Temporary exclusion from school or lunch breaks – up to 45 days per year.</li> <li>• Behaviour Support Plan put in place.</li> <li>• Behaviour Support Service Involved.</li> <li>• ED Psych involved if required.</li> <li>• Permanent exclusion</li> </ul>

### **Outwoods Classroom Behaviour System**

The following behaviour system is adopted throughout the school and links into / corresponds with, the systems used at The deFerrers Academy and all the other member schools of the Burton Co-operative Learning Trust.

- EYFS, KS1 and KS2 use the same structure but it is presented in different ways.
- The aim of the behaviour system is to promote and celebrate positive behaviour.



Key Stage 2



Key Stage 1 and EYFS

There are various stages to the system:

- Positive behaviour is praised and emphasised with a clear explanation. Children to have two praises before moving to very good. From there they will have a further one chance to move between each stage.
- A child is given two chances about inappropriate behaviour, with an explanation. On their third chance they move down a level on the behaviour chart.
- At each stage they are given two fresh chances, with the third chance seeing them being moved down to the next stage.
- Children are given the opportunity to redeem themselves. They are given the chance to receive positive behaviour praise in order to move up the behaviour chart. Each child can only move back up one stage at a time.
- Whilst teaching in sets during the morning, verbal instructions will be given to inform the children about their place on the behaviour system. Teachers will communicate with others colleagues to update them about the children in their class. Where appropriate post it notes could be provided to pass on information to staff and pupils.

**Recording by class teachers of each step and all behaviours is extremely important to ensure that the system can be both analysed and justified should that be required.**

### EXPLANATION OF EACH STAGE

- **Ready to Learn** - Every child starts each day on it. Children follow established routines and instructions.
- **Very Good Attitude to Learning Behaviour** - A child can move up from 'Ready to Learn' if they demonstrate a very good attitude to learning. They are rewarded with a team point and a raffle ticket for awards assembly.
- **Excellent Learning Behaviour** – Moved up a stage if excellent behaviour is displayed on a further occasion. This is followed by a green card, another team point and an additional raffle ticket for awards assembly.
- **Outstanding Attitude to Learning** – After another positive praise a child could move up to the very top of behaviour system. This is rewarded by a certificate being sent home to inform parents about their outstanding attitude. They will receive another team point and additional raffle ticket.

If a child's behaviour is not meeting the school's expectations the following stages will be adhered to:

1. **Thinking Time** – Child to discuss with the teacher what they need to improve on and given reflective time within the classroom.
2. **Time out - Year Leader** – Child to be sent to work in their Year Leader's classroom. If that is their class teacher then they will be sent to another Year Leader. Class teacher to record on the child's behaviour log when any child requires to be sent to Year Leader. Children to attend catch up only if required by work not being completed. Parents to be informed of their child's behaviour through the home school contact book. If Year Leader issues a Yellow card this must be recorded in the Yellow Card book held by the Year Leader.
3. **Key Stage Leader** – If child again misbehaves after being sent during the day to the Year Leader, the child will be sent to discuss their behaviour with their Key Stage Leader and the visit recorded on their behaviour log by the class teacher. Class teacher to ensure the child misses five minutes of playtime by keeping them in.
4. **Assistant Headteacher, Deputy Headteacher and Headteacher** – If during that same day the child is sent to the Year Leader again then the Year Leader will send the child to the appropriate member of staff following the hierarchy. Their poor behaviour will be discussed with them. Parent will be informed about their child's behaviour by the appropriate member of staff. A yellow or red card is issued.

***The above process is restarted from the beginning each day. At Outwoods each new day is a fresh beginning for every child.***

### **Green, Yellow and Red cards**

This system uses green, red and yellow cards as a means of managing and rewarding behaviour and is to be used by all teaching and non-teaching staff and used at all times both in and out of the classroom.

#### **Green Card:**

- Used to reward and praise positive behaviour e.g. courteous behaviour;
- The reason for giving the green card to be recorded on the card;
- The green card to be shown to the class teacher who will give a team point and then the card is taken home;
- It should not just be reserved for children who display positive behaviour when they usually demonstrate poor behaviour, but to reward all children who demonstrate the behaviour we expect from all children;

The following are reasons for giving Green Cards: (This list is not exhaustive)

- Polite behaviour
- Helping adults
- Helping injured children
- Picking up litter
- Tidy trays, tables and classrooms
- Neat and tidy porches
- Lining up on the playground quietly and in straight lines
- Walking in the corridor
- Good work
- Greeting people politely

- Taking care of the environment
- Positive attitudes to work
- Remembering kit and equipment
- Homework

### **Sanctions**

- A hierarchy of sanctions from mild to severe are available and should be followed to prevent an inappropriate sanction being applied to any pupil (see attached hierarchy)
- ***Any sanction will lose its effect if over-used***
- Staff should avoid by-passing lower sanctions so that the next step is always available and the Headteacher does not find them self forced to implement an extreme measure for lack of alternatives
- Similarly, staff should avoid threats or statements that leave the Headteacher with no room for manoeuvre.
- The threat of the next sanction should act as a deterrent and a motivation to improve behaviour.
- No child should be sent to Head or Deputy Head for minor breaks of rules
- In all disciplinary actions it is essential that the pupil understands fully that it is the behaviour which is not acceptable rather than the pupil as a person (hate the sin, love the sinner)
- ***When sending any child to another member of staff ensure that:***
  - The member of staff is rung and told why the child is arriving / needs to be fetched
  - The child is, if possible accompanied by an adult whilst moving to the member of Staff
  - The child is sent with work if it is during lesson time as it is not an acceptable punishment to stop a child from having the opportunity of working.

### **Yellow Card: - Level 2**

- This is a warning of inappropriate behaviour and can only be given by Year Leader or more senior member of staff.
- The child's name and the reason why the card is issued is to be recorded in the Yellow card book kept by each Year Leader.
- The child is sent to their class teacher who records it on the child's behaviour log sheet.
- Behaviour log sheets must be sent at least half-termly to the Headteacher for copying/analysis.
- If a child gets 2 yellow cards in the same day, the child should be sent to the Headteacher/Deputy Headteacher and a red card is issued as this demonstrates repeated events of totally inappropriate behaviour that is unacceptable. Year Leaders - please ensure that both yellow cards have been issued for serious breaches of the rules as a red card is a very serious punishment.
- 3 yellow cards in one week also earns a red card (Monday to Friday) and the child should be sent to the Headteacher/Deputy Headteacher.

### **Red Card: Level 3**

- This is usually cumulative but can be automatically given for extremely serious behaviour;

**Dated logs of all disruptive / poor behaviour should be kept by each Class Teacher for each individual child on the appropriate form available from the staff room. These forms should be sent to the Headteacher for filing and analysis when full or termly whichever comes soonest.**

**The following behaviours are not acceptable at Outwoods Primary School**

Level 1	Level 2	Level 3
<p><b>Behaviour to be dealt with by the classroom teacher.</b></p>	<p><b>Behaviour that may involve other members of staff and may result in a Yellow Card.</b></p>	<p><b>Behaviour which would require the involvement of the Year Leader and Leadership Team. This behaviour may result in a Red Card or a fixed period / permanent exclusion depending on its severity.</b></p>
<ul style="list-style-type: none"> <li>❖ Teasing</li> <li>❖ Talking out of turn</li> <li>❖ Shouting out</li> <li>❖ Avoiding work/ wasting time</li> <li>❖ Being noisy</li> <li>❖ Name calling</li> <li>❖ Arguing</li> <li>❖ Stopping others from working</li> <li>❖ Inappropriate comments</li> <li>❖ Put downs</li> <li>❖ Constant fiddling</li> <li>❖ Inconsiderate behaviour</li> <li>❖ Graffiti on books/files</li> <li>❖ Chewing</li> <li>❖ Incorrect uniform</li> <li>❖ Inappropriate use of the Internet</li> <li>❖ Using MP3 players/mobile phones</li> </ul>	<ul style="list-style-type: none"> <li>❖ Failure to respond to positive strategies at Level 1</li> <li>❖ Disrespectful behaviour</li> <li>❖ Interfering with the learning of others</li> <li>❖ Leaving the room without permission</li> <li>❖ Constantly arguing back</li> <li>❖ Refusal to follow instructions</li> <li>❖ Use of inappropriate language</li> <li>❖ Aggressive Play fighting</li> <li>❖ Being in an area of the building without permission</li> <li>❖ Breaking school rules</li> <li>❖ Deliberate lying</li> <li>❖ Name calling – first instance</li> <li>❖ Defacing or destroying books and equipment</li> <li>❖ Persistent bad language</li> <li>❖ Throwing objects</li> <li>❖ Leaving school without permission</li> <li>❖ Disrespectful behaviour towards any school member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Vandalism</li> <li>❖ Fighting</li> <li>❖ Deliberate Injury to another student</li> <li>❖ Refusal to comply with requests or instructions</li> <li>❖ Racial abuse</li> <li>❖ Stealing</li> <li>❖ Physical abuse</li> <li>❖ Verbal abuse to staff</li> <li>❖ Assault on any school member</li> <li>❖ Bullying</li> <li>❖ Two yellow cards in one day</li> <li>❖ Three yellow cards in one week</li> <li>❖ Possession of a laser pen</li> <li>❖ Inappropriate use of mobile phones/ technology/internet</li> <li>❖ Bringing drugs/weapons onto school premises.</li> </ul>

**Senior Supervisor Responsibilities.**

The Senior Supervisor deals with misdemeanours reported to her. These are documented in a notebook so that there is a record.

**Discipline issues dealt with at dinnertime do not need to be dealt with by the teaching staff as well.**

The Senior Supervisor also undertakes discussions with the Deputy Headteachers or Headteacher when necessary.

The Headteacher will inform parents, in writing, when the child has been kept inside three times. This is considered an appropriate point at which to involve parents.

### **Catch-up Time**

When unacceptable behaviour from children prevents them from completing the work set, there will be catch-up time during morning break when a member of staff, on a rota system, will supervise children to enable them to catch up on their work. This will be held in the rotated teacher's classroom and any child being sent will need to bring the work and the necessary equipment to complete the work.

**Children who have been disruptive but who have completed their work should not be sent to catch-up but be kept in by the class teacher.**

### **Procedures for Dealing with Pupils with Challenging Behaviour**

Having followed the discipline procedures as outlined above: for children exhibiting more challenging behaviour a further system is in place.

A diary of incidents will be kept for two weeks prior to actions being taken, as this will give examples of the type of behaviour being exhibited.

The child's name would then be entered on the SEN register, if the LA criteria for this allow. If not, a behaviour register will be used. This entry will invoke the writing of individual behaviour modification/pastoral support plans.

(Assuming no major incidents occur requiring more immediate consideration of Step 3). The following steps will then be followed:

#### **Step 1**

- a) Staff member and Head to discuss the issues
- b) A meeting with parents follows when issues will be shared and possible actions explored. Parents will already have been made aware of concerns about behaviour by the class teacher and this phase will be built on actions previously taken.
- c) Report Card to be kept for two weeks following discussion with parents and child, together or separately. Behaviour to be reviewed at the end of the two weeks.
- d) A second two weeks on report card to follow with a review at the end of this period. If improvements have been made the diary will be discontinued. If not the process moves on to the next step.

#### **Step 2**

- a) Staff member, Head and parents to meet and discuss issues. It is at this stage that outside agency support (Behaviour Support / CAMHs / Ed Psych etc) may be requested.
- b) A detailed Behaviour Diary will be introduced; written comments will be shared with parents. This will be reviewed weekly internally and fortnightly with the parents. It will be kept for one month when, if improvements are shown week on week, its use will be reviewed. There are cases where this diary will be an ongoing item throughout the year.
- c) If improvements are shown over a two-month period then the diary can be discontinued. If no improvements are shown staff will move on to the next step.

#### **Step 3 Exclusion**

- a) By the time this step is reached a period of time may have elapsed. It is usually when all strategies and steps are exhausted that short periods of exclusion become the next phase for persistent low-level disruption but not for more extreme events.

- b) If playtimes and dinnertimes are the flare points, parents may be requested to have their child at home for dinner for fixed periods. It should be noted that each of these counts as one fixed term exclusion. If parents do not co-operate with this then full day fixed term exclusion becomes the next option.
- c) The Local Authority procedures with regard to exclusion will be followed.

Throughout these steps teachers will employ both reward and sanction strategies as outlined in this policy. In the case of these failing to bring about improvement other sanctions need to be explored which need to be supported by the parents. A consistent approach both in school and between school and home is important. (Refer to the current LA and DfE guidance on fixed and permanent exclusions).

All pupils' Special Educational Needs are catered for in all subjects in the following way:

- By considering an individual's particular learning style, lessons will be planned, wherever possible, in a multi-sensory way so that activities will cater for all students in the spirit of inclusion.

Appendices:

1. School Rules (should be displayed in all classrooms)
2. Class rules (should be displayed in all classrooms.)
3. Home-School agreement
4. Equal Opportunities Policy
5. Use of force To Restrain Pupils Statement
6. Supervision of Pupils (Appendix to Risk Assessment Policy)
7. Child Protection Policy
8. Anti-Bullying Policy
9. Staff Behaviour Policy

The following is a guide to the three broad categories of behaviours encountered in school.

## Level 1

Behaviour usually dealt with by the classroom teacher	Positive strategies used as part of the management of the classroom
<ul style="list-style-type: none"> <li>• Teasing</li> <li>• Talking out of turn</li> <li>• Shouting out</li> <li>• Avoiding work/ wasting time</li> <li>• Being noisy</li> <li>• Name calling</li> <li>• Arguing</li> <li>• Stopping others from working</li> <li>• Inappropriate comments</li> <li>• Put downs</li> <li>• Constant fiddling</li> <li>• Inconsiderate behaviour</li> <li>• Graffiti on books/files</li> <li>• Chewing</li> <li>• Incorrect uniform</li> <li>• Inappropriate use of the Internet</li> <li>• Using MP3 players/mobile phones</li> </ul>	<ul style="list-style-type: none"> <li>• The look</li> <li>• Proximity – standing near to the student</li> <li>• Non verbal signs</li> <li>• Rule reminders</li> <li>• Giving choice</li> <li>• Change of activity</li> <li>• Clear explanation of required behaviour</li> <li>• Tactical ignoring of behaviour</li> <li>• Group responsibility</li> <li>• Giving verbal warning of consequence</li> <li>• Refocusing</li> <li>• Move seat/review seating plan</li> <li>• Isolate within classroom, if possible</li> <li>• Keep behind at end of the lesson</li> </ul>

Where students are unresponsive to positive strategies at Level 1 staff should move to Level 2.

## Level 2

More serious incidents	Strategies to be used	Other strategies available
<ul style="list-style-type: none"> <li>❖ Failure to respond to positive strategies at Level 1</li> <li>❖ Disrespectful behaviour</li> <li>❖ Interfering with the learning of others</li> <li>❖ Leaving the room without permission</li> <li>❖ Constantly arguing back</li> <li>❖ Refusal to follow instructions</li> <li>❖ Use of inappropriate language</li> <li>❖ Aggressive Play fighting</li> <li>❖ Being in an area of the building without permission</li> <li>❖ Breaking school rules</li> <li>❖ Deliberate lying</li> <li>❖ Name calling – first instance</li> <li>❖ Defacing or destroying books and equipment</li> <li>❖ Persistent bad language</li> <li>❖ Throwing objects</li> <li>❖ Leaving school without permission</li> <li>❖ Disrespectful behaviour towards any school member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Withdrawal of breaks/lunch to complete work.</li> <li>❖ Note of apology written by the student</li> <li>❖ Seek advice from Leadership Team</li> <li>❖ Removal to another classroom within the curriculum area</li> <li>❖ Apology to staff.</li> <li>❖ Discussion/letter home</li> <li>❖ Behaviour report</li> </ul>	<ol style="list-style-type: none"> <li>1. Change of teaching group/class</li> <li>2. Making up of missed work</li> <li>3. Individual behaviour contract with incentives</li> <li>4. Parental involvement               <ol style="list-style-type: none"> <li>a. Involvement of EWO</li> <li>b. Involvement of other agencies</li> </ol> </li> </ol>

## Level 3

Behaviour which would require the involvement of the Leadership Team and may result in Fixed term or Permanent Exclusion

Behaviour which would require the involvement of the Leadership Team	Strategies/Options	Interventions/Options
<ul style="list-style-type: none"> <li>❖ Vandalism</li> <li>❖ Fighting</li> <li>❖ Deliberate Injury to another student</li> <li>❖ Refusal to comply with requests or instructions</li> <li>❖ Racial abuse</li> <li>❖ Stealing</li> <li>❖ Physical abuse</li> <li>❖ Verbal abuse to all staff</li> <li>❖ Assault on any school member</li> <li>❖ Bullying</li> <li>❖ Two yellow cards in one day</li> <li>❖ Three yellow cards in one week</li> <li>❖ Possession of a laser pen</li> <li>❖ Inappropriate use of mobile phones/ technology/internet</li> <li>❖ Bringing drugs/weapons onto school premises.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Behaviour Report</li> <li>❖ Internal exclusion</li> <li>❖ Headteacher referral</li> <li>❖ Timetable modification</li> <li>❖ SENCo intervention</li> <li>❖ Fixed term exclusion</li> <li>❖ Referral to Inclusion Panel</li> <li>❖ Pre-permanent exclusion meeting</li> <li>❖ Managed move</li> <li>❖ Permanent exclusion</li> </ul>	<ul style="list-style-type: none"> <li>❖ Parental contact meeting</li> <li>❖ Governors' Discipline Committee</li> <li>❖ EWO involvement</li> <li>❖ BIP initiated</li> <li>❖ PSP</li> <li>❖ CAMHS</li> <li>❖ Relate</li> <li>❖ Other appropriate stakeholders</li> <li>❖ Police involvement</li> </ul>

## Social Networking Sites

As we all know, social networking sites such as 'Facebook' are widely used and enjoyed by the majority of parents and older children. However, sometimes these sites are used to publicly discuss matters which may include personal disagreements between pupils at the School or for parents' to vent frustration about school matters.

You may not be aware that comments made on Social Networking Sites about an individual can be considered to be 'defamatory' and lead to the onset of legal action being taken against those who made them, therefore I feel it is important to remind users of Social Networking Sites to bear this in mind before posting comments.

Social networking sites are not as 'private' as we might like to think and careless or inconsiderate use of these sites can cause unnecessary distress to the individuals concerned, or have an adverse impact on the School in general, or both and this is something the School seeks to avoid.

The School works hard to create a safe and happy environment for its staff and pupils and should any parent have concerns about either their child, or the School in general, I would urge them to contact the School.

*The School will impose a sanction, where the School is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the school premises or under lawful control of a member of staff, could, in the opinion of the School;*

- *have repercussions for the orderly running of the school;*
- *pose a threat to another pupil, a member of staff or member of the public; or*
- *could adversely affect the reputation of the school.*