



Behaviour Policy

(Adopted Autumn 2018 for review Autumn 2019)

Water Hall Primary School

Behaviour Policy

This policy should be read in conjunction with the schools values and the following policies

- Health and safety
- Equalities
- SEND

AIMS AND EXPECTATIONS

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels safe and secure.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We expect every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We expect the whole school community to behave appropriately. We do not reward good behaviour as this is the expectation of the norm.

We as a school always look for the positive however, there are occasions where we have to employ strategies to promote and model good behaviour to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and Key Stage.

Children are expected to attend school appropriately dressed in school uniform. The uniform consists of:

- Grey or black trousers, smart shorts, skirts or pinafore dresses.
- White or royal blue polo shirts.
- Royal blue sweatshirt.
- Indoor plimsolls.
- P.E. kit consisting of black shorts and a school PE t shirt

Children should not wear any jewelery other than a small pair of stud earrings or sleepers which must be removed or covered for P.E. They should not wear any makeup or nail varnish.

Long hair must be tied back and hair styles must be appropriate. Styles such as Mohawks or shaved patterns are not acceptable.

Parents of children not in uniform will be contacted and asked to provide the appropriate uniform. The school will help with uniform if parents are experiencing financial hardship and lend uniform if necessary.

FOUNDATION STAGE

All incidents and actions are recorded and added to the child's pastoral records on DCpro and on the google behaviour log.

We expect children to listen carefully to instructions and behave appropriately and safely in sessions. If they do not do so, distraction strategies are used (focusing on good behaviours) until they calm down and are ready to continue learning.

All children start the day with their names on a 'smile'. If behaviour is inappropriate, then the child's name moves to a 'straight face'. If behaviour continues to be inappropriate, then their name moves to a 'sad face'

Children's names can move back up to a 'straight face' or 'smiley face' if they make sustained effort to improve behaviour.

If the child continues to be disruptive they are encouraged to move away from the main group (positive language and modelling of good behaviour is used) with distraction strategies. The child is talked with about what they have done that was not appropriate and how they should have behaved. When the child is calm and ready they are returned to the main group.

More serious incidents are logged on an 'Incident Report Form' on Google Drive and kept in the file in the Head / Deputy's office and logged in red on DCpro in the child's pastoral records. Parents are informed by the class teacher.

If the behaviour does not improve the child is taken to another key worker within the unit for time out (5 mins). The child is then supported to re-integrate back with their key worker.

If a child continues to display disruptive behaviour patterns, the parents/carers will be invited to discuss a Positive Behaviour Plan with strategies to support the child.

This Positive Behaviour Plan will be regularly reviewed. If this does not prove to be successful there will be a meeting with pupil, parents, Headteacher and/or SENCO and the pupil may be subject to a fixed term exclusion.

In severe cases if fixed term exclusions do not help the pupil a permanent exclusion can be enforced

In extreme circumstances where the child is creating a situation where they are a danger to themselves or others a member of the Senior Leadership team will be sent for.

KEY STAGE 1 & 2

All incidents and actions are recorded and added to the child's pastoral records on DCpro and on the google behaviour log.

We expect children to listen carefully to instructions and behave appropriately.

All children start the day with their names on a 'smile'. If behaviour is inappropriate, then the child's name moves to a 'straight face'. If behaviour continues to be inappropriate, then their name moves to a 'sad face'. The child will then miss 5 minutes of their playtime on that day.

Children's names can move back up to a 'straight face' or 'smiley face' if they make sustained effort to improve behaviour.

A log of lost play times is kept on DC Pro. If a child misses 3 play times in a week this is logged in red on DCpro. Parents are informed at the end of the day by the class teacher.

More serious incidents are logged on an 'Incident Report Form' on Google Drive and kept in the file in the Deputy's office and logged in the pastoral records on DCpro. Parents are informed by the class teacher.

Only in extreme circumstances where the child is creating a situation where they are a danger to themselves or others should a member of the Senior Leadership Team be called.

Where a child's behaviour is causing concern and usual sanctions have been applied without success the SENCO is informed and other agencies may be contacted, e.g. Milton Keynes Inclusion and Intervention Specialist Teacher Team and a Positive Behaviour Plan is drawn up with parents.

If the class teacher feels the behaviour of a child is continuing to disrupt the learning of others and has been in the behaviour log more than 4 times in a month the class teacher will take all of the evidence to the Head or Deputy and a decision is made by the Head or Deputy as to what the best option for that child is. This could be:

The child goes 'On Report' and a letter is sent home. The child has specific targets set and at the end of the day these are reviewed by the Head or Deputy.

The child is put on 'short term seclusion'. *(in accordance with DfE advice - Behaviour and discipline in schools February 2014. NB: At Water Hall Primary Seclusion is where a child works away from their peers with an adult - this may be in a group room, another class or the Library.)* A letter is sent home. The child is told that should their behaviour be unacceptable they will be removed and will work in seclusion for the rest of the day. Children in seclusion have short breaks in the room and have lunch away from their peers.

If a child continues to disrupt the learning of others then a 'long term seclusion' will be considered. All the evidence is reviewed by the class teacher and Head or Deputy.

Parents/carers are called into a meeting. The child is brought to school by an adult at 9 am and collected by an adult at 3.20 pm Monday to Thursday and 2:20pm on a Friday. The time frame on this seclusion could be between 2 and 5 days.

Consideration is also given as to whether the child would benefit from specific interventions, such as nurture or mindspace.

Should behaviour still not improve there will be a meeting with pupil, parents, Headteacher and SENCO and the pupil could be subject to a fixed term exclusion or a managed move may be considered.

In severe cases if fixed term exclusions do not help the pupil a permanent exclusion can be enforced by the Headteacher or Deputy, in his absence.

The Headteacher or Deputy Headteacher, in their absence, has the power to exclude a pupil from school immediately in exceptional circumstances

If the Headteacher or Deputy excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, it is made clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

BULLYING

All reported incidents of bullying are investigated and recorded in a bullying file and logged on DCpro. These are reported to Governors termly.

The school takes all reported incidents seriously and each case is dealt with according to the needs of the children involved. Support is always offered to the 'victim'.

RESTRAINT

Most staff are trained in using 'Team Teach' techniques. De escalation is the first strategy and handling children is a last resort. Restraint of children is only used when; a child is at risk of hurting themselves or others, is damaging property or is seriously disrupting the learning of others. Unless the situation is critical only the Head, Deputy and assistant Head are authorised to handle children. Where children have been handled a form is completed and countersigned. Parents are informed as soon as reasonably possible and a copy of the form given to them.

(See policy on the use of [restrictive physical intervention](#) with children and young people.

INCIDENTS OUTSIDE OF SCHOOL

We expect children to behave appropriately when on school visits and this behaviour policy applies.

When children are wearing a Water Hall Uniform and walking to and from school we expect appropriate behaviours in line with school values. This behaviour policy also applies to those situations.

THE ROLE OF GOVERNING BODY

The Local Governing Body has the responsibility for setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but local governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The Headteacher informs the Local Authority and the Local Governing Body/Trustees about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Local Governing Body has a Pupil Discipline Committee which is made up of between three and five members. This committee considers any pupil discipline issues and reviews the decision to exclusion on behalf of the governors.

When the pupil discipline committee meets to consider exclusion, it considers the circumstances in which the pupil was excluded, any representation by parents and the Local Authority, and whether the pupil should be reinstated.

If the Pupil Discipline Committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling. He/she will also take advice from their professional association at this time.