



Policy status

title:	Behaviour Policy (revised from July 2018)		
status:	Approved		
owner:	Head Teacher		
nominated governor:	Judy Pitts		
release date:	October 2018	Valid until:	July 2020
Head teacher (signature if required):		Date:	
Chair of governing body (signature if required):		Date:	

Aims

At Preshute School, our motto is “Live Life, Love Learning”.

We believe that the joy of learning is nurtured and high levels of attainment and progress are achieved when every member of our school community feels valued and respected.

Our intention is that every child will grow and thrive during their time at Preshute to achieve their best, and develop the skills required to take them through life as good citizens. This includes learning fairness, kindness, self-discipline, respect for oneself and others, understanding boundaries of acceptable behaviour, and taking responsibility for ones actions.

As stated in the Department for Education’s “Creating a Culture: How school leaders can optimise behaviour” March 2017:

“Designing schools where good habits of conduct are encouraged, scaffolded, reinforced and expected, must be one of the key aims of every school leader.”

Together, we have identified the following core values, which underpin everything we do.

Core Values

- Mutual respect
- Honesty
- Fairness and consistency
- An understanding that both adults and pupils have rights and responsibilities

Golden Rules

In order to guide and support us, we have formulated a set of 'Golden Rules' which are displayed prominently in all our classrooms and around the school.

The Golden Rules provide clarity and consistency and help us foster appropriate behaviour wherever we are.

Our Golden Rules are as follows:

- Be kind, helpful and polite
- Be fair, honest and truthful
- Work hard and use your time well
- Listen to people, give others time to think and time to speak
- Look after property and use our equipment, our playground and our school grounds with care
- Be gentle, and help everyone stay safe

At the start of the academic year, each class uses the Golden Rules as a basis for a 'class contract' between the pupils and their teacher. This provides an opportunity for discussion on the criteria for successful learning and purposeful classrooms, and enables the teacher to support pupils in their understanding of each person's responsibility to achieve them.

The Golden Rules are kept in high profile throughout the school year and are referred to regularly in assemblies, at play times, at lunchtimes, during off-site activities, and whenever good behaviour is celebrated and poor behaviour addressed.

Good Behaviour- Rewards

We believe it is essential to recognise and reward the good behaviour of individual pupils, as well as rewarding working groups, classes, year groups and the whole school. We recognise good behaviour in the following ways:

- Verbal praise
- “Well Done” stickers
- Celebration Assemblies
- Special privileges
- Whole class treats
- School treats
- House points

House points are awarded for good behaviour, as well as learning, and every fortnight the winning team is announced in the Celebration Assembly. At the end of term, the highest achieving is awarded a treat and, at the end of the academic year, the best team will be awarded a trophy.

Misbehaviour: Strategies and Sanctions

We agree that it is necessary to have clear procedures in place not only to support adherence to our Golden Rules, but also to deter poor behaviour.

If a child misbehaves, strategies and sanctions will be applied fairly and proportionately and as consistently as possible – but always having regard to the age of the pupils and any other special circumstances that affect the pupil (see in particular below – “Special Educational Needs and Disabilities – SEND”).

Strategies and sanctions are chosen carefully, in order to meet the requirement of each individual situation, and always refer back to the Golden Rules. They are applied in a manner which always allows for the pupil to 'make a choice' about their next course of action which, hopefully, will be to improve their behaviour.

Strategies and sanctions will include some or all of the following:

- Non-verbal signals
- Verbal warnings
- Removing to more suitable seats or places to work
- Different sitting at lunchtime
- Staying in at breaktime

- School-based community service – eg litter picking
- Loss of privileges
- Withdrawn time
- Reporting to the Deputy Headteacher or Head Teacher
- Behaviour being reported to parents. (This will always take place if serious and/or repeated rule breaking occurs)
- Restorative practice (as described below).

Underpinning this approach is the “Traffic Light” system, also described below.

Restorative Practice

If a pupil has misbehaved and has hurt, or caused upset to, another person, then that pupil will be encouraged to see the situation “through the eyes” of the person they have affected. This is known as *restorative practice*. Restorative practice encourages empathy, which is hoped to reduce repetition of unacceptable behaviour, and to encourage pupils to make the right choice.

Use of restorative practice includes asking the pupil who has misbehaved the following “reflection questions”:

- What happened?
- What were you thinking?
- What were you feeling?
- Who else has been affected by what’s happened?
- What do you need to do to make things better?
- What do you need to do to stop this happening again?

The Traffic Light System

As stated above, the DfE expects school leaders to design schools where “good habits of conduct” are:

- Encouraged
- Scaffolded
- Reinforced
- Expected.

The Traffic Light system has been implemented by Preshute Primary School with effect from September 2018, following discussions with,

and advice and guidance from, Wiltshire Council, in order to ensure implementation of a system which reflects best practice when dealing with – and deterring - misbehaviour in school.

The essence of the Traffic Light system is that:

1. if a child misbehaves, the sanctions imposed will be proportionate to the misdemeanor, but always having regard to the age and abilities of the child, and other circumstances;
2. more serious misdemeanours will move to an “amber” sanction; greater sanctions will be used for “red” misdemeanours (see Appendix 1 for more detail); and
3. repetition of amber and/or red misdemeanours over a period of days will require further sanctions and greater invention by the school.

The Traffic Light system is intended to be a fair system which can be readily understood by pupils of all ages at Preshute Primary School. It is intended to provide certainty to children as to the consequences of bad behaviour, and therefore allow children to better manage their conduct and make good choices.

We accept that judgment and self-control are life skills that take years to learn. For that reason, in most instances, if there is a “one-off” misdemeanor by a child, the school considers that, once the sanction has been taken, in conjunction with using restorative practice, that child should be allowed to “move on”, having learnt a valuable – if hard - life lesson. However, if misbehaviour becomes repetitive or escalates – or is beyond the realm of typical primary school misbehaviour – then there will be a move to alternative strategies and/or greater sanctions. Particularly where other children or staff are the subject of repeated misconduct by another pupil, it is vital that the school is able to build up a clear picture of that misbehaviour as promptly as possible, so that appropriate action can be taken for the sake of all parties involved. In that regard, the school will use the “Traffic Light” system to record, deter – and appropriately respond to - repetitive misbehaviour.

Special Educational Needs and Disabilities - SEND

With all strategies and sanctions, the school will aim for each child to maintain the best behaviour that they are capable of. Therefore, the school will always consider the individual pupil. In accordance with the Department for Education’s “Creating a Culture: How school leaders can optimise behaviour” March 2017:

At all times, the school should scaffold ways towards better behaviour for students as far as they are capable. It is unacceptable to accept misbehaviour from any student who is capable of modifying their actions, and the best schools look for ways to equip students with better skills, habits and qualities no matter their circumstances. Compassion, high expectations and wisdom must be carefully blended to decide where this point lies for students with SEND.

Physical Restraint

Should Physical Restraint be needed it should only be used:

- if every other effort has been made to resolve the issue without resorting to physical techniques the child is at risk or in danger of harming others, or of seriously damaging property and the child is seriously affecting the educational entitlement of other pupils.
- the member of staff has good grounds for believing this and the child is warned orally that physical restraint will be used unless he/she desists.

Staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

To avoid any misinterpretations by anybody present of the actions of the member of staff, he/she should state in a clear voice what he/she is doing and why he/she is taking this action. Only minimum force necessary to prevent injury or damage should be applied. Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants and witnesses.

As soon as is safe, restraint should be gradually relaxed to allow the child to gain self-control. The incident should be recorded and support provided by the management team for the member of staff.

Staff will have guidelines in the Staff Handbook, (presented to staff both when joining the school and then each September after that), on the physical restraint that may be used. Staff should also refer to the Use of Physical Restraint Policy.

From time to time it may be necessary to develop an Individual Behaviour Support Plan (IBP), detailing the arrangements for addressing pupil behaviour and discipline problems. External advice and resources will be sought and the effectiveness of the behaviour support arrangements assessed.

Any use of force or restraint, should be recorded and signed by a witness and reported to the Head Teacher - or to the teacher who is the first point of contact if the Head Teacher is off-site - the same day. The parent/carer will be informed of the incident.

Staff who are likely to need to use physical intervention must be appropriately trained.

We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

Violent, Abusive, Racist and Sexist Behaviour

This is not tolerated in our school and is always addressed robustly and as swiftly as possible. If it occurs the following steps will be taken:

Firstly, the incident will be promptly and fully investigated by the class teacher to determine the degree of misbehaviour and other relevant circumstances, and the salient points recorded.

Then, based on these investigations, some or all of the following steps may be taken:

- Appropriate support is provided for the victim and the perpetrator.
- The matter is reported to the Head Teacher or deputising teacher who informs other members of staff, as appropriate.
- The parents of all parties are informed.
- Appropriate action is taken to address the behaviour of the perpetrator (in agreement with parents wherever possible).
- Appropriate support is provided for the victim (in agreement with parents wherever possible).
- Necessary reports to the local authority are completed.
- Some serious incidents may result in a pupil being excluded from school; this is always be done in accordance with Department for Education guidance

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

Systems and Routines

We recognise that our systems and routines can impact on conduct and behaviour and, therefore, we are vigilant in monitoring them to ensure the school runs smoothly. We keep unplanned changes to routine to a minimum and provide as much notice as possible if unforeseen circumstances do occur. We ensure that supply staff are informed of any additional support which may be required to support particular pupils' behaviour. We review our systems and routines each academic year as a matter of course and whenever necessary throughout the year.

Problem Resolution

When faced with a minor problem children are taught to:

1. Say, "Stop, I don't like this".
2. If the problem continues, find a member of staff to help them.

When a child approaches a member of staff for help, the following procedures should be followed

1. Talk through the problem with all children involved, and gather information. (This may include talking to witnesses and other parties).
2. If restorative practice is appropriate, use the "reflection questions".
3. Arrive at a conclusion. This may be either:
 - a. concluding that, following discussion with the parties involved, the matter has been resolved. **However, Midday Supervising Assistants are required to inform relevant form teachers of any pupils with whom they have used "reflection questions" as part of restorative practice;**
or
 - b. taking further action (see below).
4. Complete a Behaviour Log form (see Appendix 2) - if considered necessary by the member of staff dealing with the incident (or to whom the incident is reported) based on all the circumstances, including the nature of the misbehaviour, its regularity and the other parties affected. The Behaviour Log constitutes two parts:
 - a. Part A which must be completed by the child who has misbehaved; and
 - b. Part B which must be completed by the member of staff.

5. Inform parents and record the problem in an incident log - if considered necessary by the member of staff dealing with the incident (or to whom the incident is reported) based on all the circumstances, including the nature of the misbehaviour, its regularity and the other parties affected.

Specific times may also be given to regularly touch base with children and staff to rigorously follow up incidents. The Head teacher is kept up to date of issues and concerns.

The Head Teacher may exercise the right of exclusion or isolation following Wiltshire County Council's exclusion procedures.

This all greatly helps to support and nurture our school where acceptance and understanding of all is fostered and developed.

Misbehaviour Off-Site

As stated in the Department for Education's "*Behaviour and discipline in schools Advice for headteachers and school staff*" January 2016, teachers have, by law, the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

Teaching staff may apply sanctions and strategies for the following misbehaviour by pupils which occurs off the school premises and which is witnessed by a staff member or reported to the school:

- a. misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity; or
 - travelling to or from school; or
 - wearing school uniform; or
 - in some other way identifiable as a pupil at the school; or
- b. misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school; or
 - poses a threat to another pupil or member of the public; or
 - could adversely affect the reputation of the school.

In all cases of misbehaviour teaching staff can only apply sanctions and strategies on school premises, or elsewhere when the pupil is under the lawful control of the staff member.

Roles and Responsibilities

Each person in our school has their part to play in promoting positive behaviour, which is conducive to effective learning and a friendly, supportive atmosphere.

Class Teachers

Class Teachers maintain high expectations for standards of behaviour and ensure that the Golden Rules are clearly displayed and enforced in their classrooms. They foster good behaviour by their example and attitude toward their pupils and they teach them effectively so that they can understand their responsibility to themselves and others within the school and as representatives of the school in the wider community.

Class Teachers ensure that pupils implement this policy and seek further advice if it becomes necessary.

Support Staff

Support staff, including volunteers, play an important role in enforcing the Golden Rules all around the school and in following this policy, wherever they may be deployed. They receive guidance from their teachers and line managers and are expected to pass on the useful observations they make, related to behaviour outside the classrooms, at play times and lunchtimes. This helps build a full picture of the quality of behaviour around the school and across the school day.

Head Teacher

The Head Teacher plays a pivotal role in working with Governors to define, evaluate and review this policy and in supporting staff and pupils to implement and adhere to it. The Head Teacher is also responsible for recording and reporting incidences of violent, abusive, racist and sexist behaviour, and for authorising fixed term and permanent exclusions.

School Council

The School Council play an important role in formulating and reviewing this policy. They bring the 'pupil voice' to the process by representing all the classes across the school. They are responsible for promoting the policy and explaining (with their teachers' support) how it works at pupil level. They set a good

example for other pupils to follow, give helpful advice and seek help from their teachers when problems arise.

At the start of each School Council meeting, members of the School Council will discuss behaviour in the school as a standing agenda item, identify any successes and problems and provide suggestions and solutions.

From September 2018, members of the School Council will be trained to support the promotion of positive behaviour in the playground in their role as “Flying Mediators”.

Parents

We believe that nurturing a trusting, mutually supportive relationship with our parents is vital to securing a positive and successful experience for our pupils. This is supported by the role of Parent Governors on our Board of Governors.

We trust that, having accepted a place for their child at our school, parents share our ethos and will fully support our Behaviour Policy.

Governors

Governors are responsible for scrutinising and adopting this Behaviour Policy for our school. They support the implementation wherever possible and challenge non adherence if and when it is evident from their monitoring.

They are responsible for interrogating the data on racist and bullying (please see our anti-bullying policy) incidents and exclusions and for scrutinising Head Teacher reports on serious incidents. They are also responsible for formulating disciplinary panels to consider permanent exclusions.

The impact of the behaviour policy will be monitored, with any undue over-representation of a particular group of pupils investigated to ensure that the policy does not discriminate against them, either directly or indirectly.

Home-School Agreement

Good behaviour from our pupils requires a firm partnership of respect and understanding between the school, each pupil and their

parent/guardians. Each party has their role to play in ensuring that the best possible behaviour is achieved by our pupils.

At the beginning of each school year, each pupil and their parent/guardian(s) will be asked to read and sign a Home-School Agreement (see Appendix 3) which recognises the duties of parents/guardians, pupils and Preshute Primary School respectively in achieving and maintaining this goal. On returning the signed Home-School Agreement to the school, it will be signed by the Head Teacher.

Resources

In drafting and updating this policy, the school has taken into consideration guidance from Wiltshire Council and from the Department for Education (DfE), including:

- DfE's "Creating a Culture: How school leaders can optimise behaviour" March 2017
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf; and
- DfE's "Behaviour and discipline in schools - Advice for headteachers and school staff" January 2016:
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf).

Reviewed: October 2018

Appendix 1 – Traffic Light System

Each class should have displayed a laminated “Traffic light” that records behaviour. Any children who are warned more than twice about a behaviour will automatically move to amber.

Any child committing a violent, wilfully disobedient or bullying act, including a homophobic or racist bullying incident, will move to red.

All children start a fresh each half day, but any children reaching red or amber in 3/5 days, will be reported to the phase lead and/or head teacher and a parental letter and follow up meeting will be arranged. Any child whose behaviour does not improve, will be placed on a behaviour monitoring record and may also be given a IBP if behaviour does not then improve.

Sanctions

Amber once in a half day: official warning

Amber twice in a half day: loss of next available play for behaviour reflection

Red in day: spoken to at lunchtime/or morning session by phase leader; parent informed

Red in day twice: spoken to by DHT; parent informed and seen before the end of the school day

Red 3/5 days: parental meeting and in-school exclusion half a day in school

Red 5/10days: spoken to by HT; IBP or behaviour management strategy put in place for two week period-in school exclusion

Red 10/15 days: considered exclusion ranging from 1-5 days; evening parental meetings and clinics to address behaviour with parents, meeting nightly to discuss behaviour, SLT member notified

Wilful assault, repeated bullying, racist abuse and defiance that risks safety of self or others, reported immediately to DHT/HT

Appendix 2 – Behaviour Log

PART A	TO BE COMPLETED BY PUPIL
Name of pupil	
Date	
What happened?	
What were you thinking? 	
What were you feeling? 	

Continued on next page

Who else has been affected by what's happened?



What do you need to do to make things better?



What do you need to do to stop this happening again?



To be signed by the pupil

Dated.....

PART B	TO BE COMPLETED BY MEMBER OF STAFF
Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any strategies/sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff,	

**governors, parents,
police):**

To be signed by the staff member.....

Print name.....

Dated.....

Appendix 3 – Home-School Agreement



HOME-SCHOOL AGREEMENT

The Parent/Guardian

I/We will:

- ensure that my child goes to school regularly, on time and properly equipped.
- support all staff in their efforts to create a caring community which values children and their rights.
- make the school aware of any concerns or problems and provide necessary medical information that might affect my child's work or behaviour.
- support my child in homework and other opportunities for home learning.
- attend parent consultation evenings and participate in discussions about my child's progress.
- ensure my child gets sufficient rest and sleep during term time.
- accept the school's Behaviour Policy (available on the website) and ensure my child follows the school's rules and maintains good behaviour.
- read all letters/messages/emails that are sent home by the school.
- desist from denigrating the school or its staff or other parents and/or pupils, including through use of social media.

The Pupil

I will:

- be kind, polite and helpful to everyone at all times.
- do all my work as well as I can.
- follow the Golden Rules.
- keep the school clean and tidy
- behave well when I am at school, travelling to and from school, and when I am on school trips.

Preshute C of E Primary School

Preshute C of E Primary School will:

- take care of your child's safety, well-being and happiness.

- provide the scaffolding necessary to enable your child to achieve his/her full potential as a valued member of the school community.
- provide a balanced curriculum within a stimulating learning environment, aimed at meeting the individual needs of your child.
- aim to achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- keep you informed about general school matters.
- keep you informed of your child's progress, in particular through parent consultation evenings and an annual report. This will include celebrating their strengths and explaining how we can support them in their areas for development
- be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school.
- maintain an 'open door policy'.

Pupil Name: _____ Class:

Signatures:

Pupil

Parent

Head

Date: _____

Once signed and completed, please return to the School Office.