

BEHAVIOUR POLICY

Date	Review Date	Coordinator	Nominated Governor
04/18	04/20	Joanna Price	Alison Ilott

Code of Conduct

We believe in working together for excellence for all.

We have six golden rules to help us to do this.

Be kind and helpful	Do not hurt people's feelings
Be gentle	Do not hurt anybody
Look after property	Do not waste or damage things
Listen to people and show respect	Do not interrupt or be rude
Work hard	Do not waste your or other people's time
Be honest	Do not cover up the truth

Written Statement of Behaviour Principles

The purpose of this statement is to provide guidance for the Head Teacher in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.

Principles:

- The governors believe that high standards of behaviour lie at the heart of a successful school that enables all:
 - its children to make the best possible progress in all aspects of their school life and work
 - staff to be able to teach and promote good learning without undue interruption or harassment.
- All children and staff have the right to feel safe at all times in school. There should be mutual respect between staff and children and between each other. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
- Ramsbury Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act 2010). To this end the school has a clear and comprehensive Anti-Bullying & Harassment Policy that is known and understood by all, consistently applied, monitored and where appropriate, incidents recorded. Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are clearly set out and regularly monitored for their effective implementation.
- Parents are encouraged and helped to support their children's education, just as the children are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school.
- The School Rules are clearly stated in the Behaviour Policy. These set out expected standards of behaviour and are displayed throughout the school and shared with and explained to all children. The governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These are made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.
- Sanctions for unacceptable / poor behaviour are known and understood by all staff and children and consistently applied. The full range of sanctions are clearly described in the Behaviour Policy so that

children, staff and parents can understand how and when they are applied

- The governors must be satisfied, in all situations arising, that the measures proposed by the Head Teacher are lawful and that staff and children know that sanctions can be applied in these circumstances.

Procedure to follow if rules are broken

Children have the right to learn and teachers have the right to teach. Children who break our school rules stop teachers from teaching and stop themselves and others from learning.

There are times in every classroom when children disrupt others. This school procedure begins when a child has been given a chance to correct their behaviour and has CHOSEN not to do so. The procedure should be followed by all staff. When a child has broken a golden rule, they will be given a chance to change their behaviour. This will be a verbal warning. If they do not change their behaviour, the procedure will begin.

A record is kept in the Class Incident File by class teachers to monitor improvements over time. The class incident file will be shared with parents at parents' evenings if there is an issue with behaviour.

The following 'Levels' apply for Years 1-6.

In Reception the children use a system of being in the sun or cloud, to prepare the children for a Levels system in Year 1. All the children's names are in the sun, but if they choose inappropriate behaviour, their name is moved into the cloud. When the child chooses positive behaviour, their name is put back in to the sun.

Level 1 / Warning

Strategies developed within the classroom.

Examples of things to say or do include: *Telling the child quietly/politely that the procedure has begun, that they have been given a Level 1 and it will be recorded in the Incident file, saying "You have chosen a warning."*

Level 2

The child will be moved to another area within the classroom (chair, table, 'time out' space) and told *"This behaviour is unacceptable."*

The child will be given a standardised form or picture to fill in and complete to reflect on their behaviour (see Appendix 1). Time-out should be a maximum of 5-10 minutes and should be within the classroom area.

The form or picture will be entered in the child's incident file.

Level 3

PHYSICAL / AGGRESSIVE BEHAVIOUR or a culmination of levels.

The child will be sent to their foster class and told *"This behaviour is unacceptable. Your parents will be told at the end of the day. Here is the work I expect to be done."*

The child will be sent with a message to the foster teacher and, if necessary, accompanied by another child or adult. The child will also complete a time-out sheet (see Appendix 2) to reflect on their behaviour which will be kept in their incident file. The child remains out of class for one session. If the work is not complete, the class teacher will collect the child and ensure the work is completed at break-time. At the end of the school day, the class teacher will speak to the child's parent either in person or by telephone, about the child's behaviour. If this is not possible, a letter will be sent home.

Foster classes are as follows: Class R go to Class 1, Class 1 are paired with Class 4, Class 2 are paired with Class 5, Class 3 are paired with Class 6.

Level 4

VIOLENT BEHAVIOUR or a culmination of levels.

Children who get to Level 4 because of a serious incident or because they have not responded at Level 3 and are still choosing not to manage their own behaviour, will be sent to the Head Teacher.

They will stay with the Head Teacher for the rest of the session, or as the Head Teacher feels is appropriate. Their parents will be informed both by telephone and in writing. A letter will be sent home.

If three Level 4 letters are written in one term, this will normally result in an automatic one-day exclusion.

This does not affect the Head Teacher's right to take immediate action in the case of any serious incident.

The Head Teacher can alter the consequence given, if considered to be appropriate.

Generally, children may also be kept in at playtimes to finish work that has not been completed during the lesson, at the discretion of the individual teacher.

Movement around the School

To ensure a continuation of good behaviour and safe movement around the building the following procedures have been put in place:

- All classes will be sent in to meet their teachers at playtimes and lunchtimes.
- A two minute warning message will be sent to the staffroom at the end of each playtime to alert teachers to reach the classroom in good time to receive their class.
- Children who are moving around the school in good order and seen to be keeping the golden rules will be rewarded with house points.

Playground and Lunch Time Behaviour

Following our Code of Conduct, we expect our children to behave well at all times – both in the building and at playtimes. We believe it is important for children to see that playtime behaviour also plays a part in our behaviour policy.

Playtime

The Golden rules will apply at all times and children who stick to them will be awarded house points for good behaviour or stickers.

The teacher on duty will use their discretion to stop any games that are too rough.

Playtime equipment will be provided.

Children are not allowed to stand on any of the walls and steps in the playground.

Children are not allowed behind the sheds.

Only one child is to retrieve lost equipment - with a member of staff's permission.

Children must ask permission before they leave the playground area during playtime.

Promoting Good Behaviour

Our emphasis at Ramsbury School centres on the positive reinforcement of these Golden Rules.

Golden Time Afternoons

Class R do not have a 'Golden Time', as their curriculum is child initiated, so they choose their own activities every day.

Classes in KS1 work towards 'Golden Time'. The children are awarded minutes for positive things they have done and at the end of the week, choose an activity to last as long as the amount of minutes they have collected.

The whole school community must promote incentives and rewards. They will operate on an individual basis as well as whole classes working together. The following incentives and rewards apply:

- Praise from other adults in the school
- Head Teacher's stickers
- Individual responsibilities
- Team points

Safe Handling

On rare occasions it may be necessary to remove a pupil from danger or to protect themselves or others. We:

- Create a calm environment that minimises the risk of incidents arising that might require using force
- De-escalate incidents if they do arise
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force
- May write risk assessments and positive handling for individual pupils

(See Appendix 3 – Local Authority Guidance ‘Use of Reasonable Force’).

Safeguarding Children

We take our role as an agency of referral seriously and follow the LA’s guidelines in this regard.

Special Needs

When implementing the Behaviour Policy, account is taken of each pupil’s individual needs. The age and stage of the pupil must always guide any consequences or support.

Appendix 1

Time out in class – Level 2

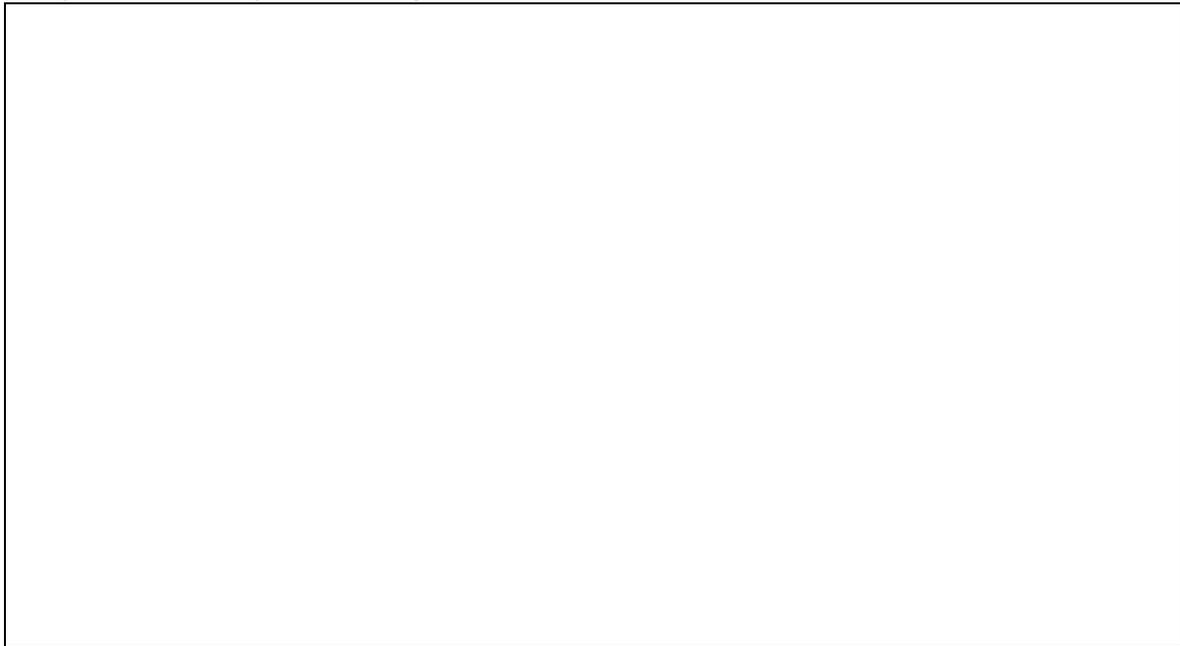
Name:

Date:

Time:

Class:

Draw a picture of what you did wrong:



Draw what you could have done instead:



Appendix 2
Foster Class – Level 3

Name:
Date:
Time:
Class:

The class I have been sent to is Class _____

Task:

Task completed: Yes/No

Child's signature:

Teacher's signature:

Appendix 2 (continued)

Foster Class – Level 3

Name:

Date:

Time:

Class:

The class I have been sent to is Class _____

What I did wrong:

What I should have done:

Appendix 3

Use of Reasonable Force - Guidance for Wiltshire Schools

Wiltshire Local Authority recommends that all Wiltshire maintained schools work in accordance with the DfE guidance for schools 'Use of Reasonable Force' (July 2013). This guidance is for schools and does not apply to other children's services. The guidance specifies when reasonable force can be used as follows:

- 'Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- In a school, force is used for 2 main purposes – to control pupils or to restrain them
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances'.

The guidance goes on to specify that schools can use reasonable force to:

- 'Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts'.

Every school's behaviour policy must include an explicit section on the use of reasonable force to control or restrain pupils. Schools should never seek to inhibit the ability of staff to use this power (i.e. use of reasonable force) by adopting a 'no contact' policy. Schools do not require parental consent to use force on a student.

The school has a procedure in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the pupil's parents as soon as possible after the incident (unless doing so would be likely to result in significant harm to the pupil) (statutory requirement).

Wiltshire schools should use the Behaviour Management/Physical Intervention School Incident Report and Investigation Form and send it to the Health and Safety Adviser for schools. The Wiltshire Health and Safety Team maintain the Local Authority record of reports to them of the use of force in schools.

The use of reasonable force does apply to pupils who display extreme behaviour in association with SEN or disabilities, but the judgement on whether to use reasonable force should not only depend on the circumstances of the case, but also on information and understanding of the needs of the pupil concerned.