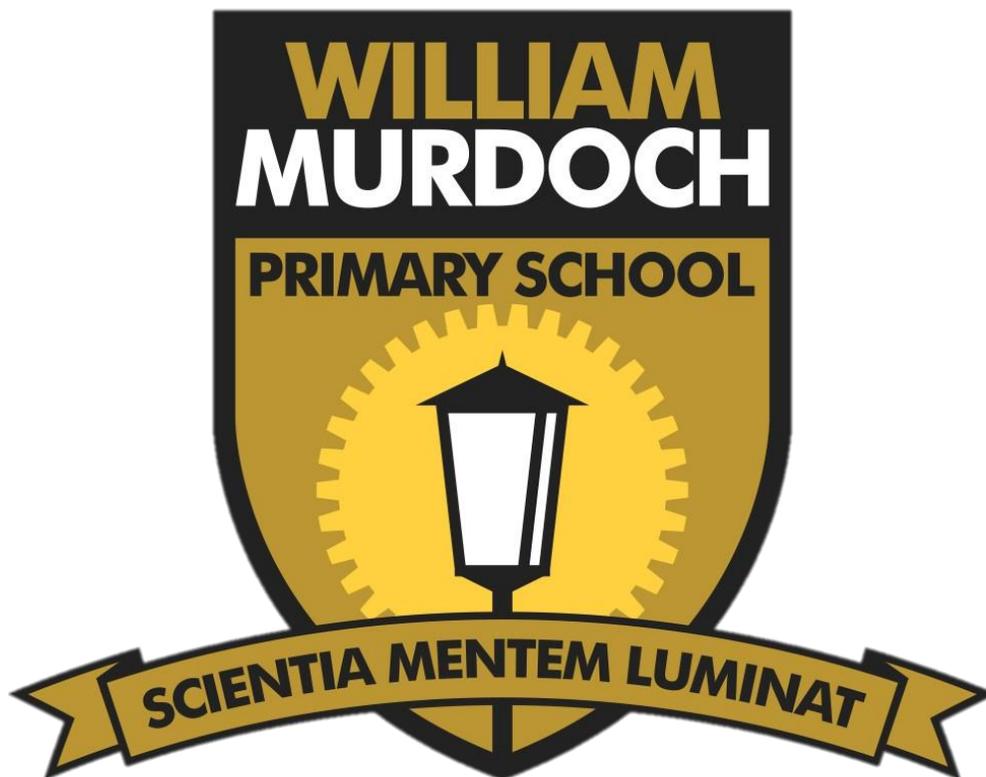


# William Murdoch Primary School

## Behaviour Policy



**Approved by:** Mr. Chopra  
**Last reviewed:** April 2022  
**Next review due by:** April 2023

**Date:** April 2022

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## **1. SCHOOL AIMS**

The main driver of the school's approach to managing behaviour is recognising good behaviour and promoting positive relationships. It is imperative that all members of staff have high expectations for behaviour, and that there is consistency across the school in terms of the approach to behaviour management. Behaviour management is everyone's responsibility.

The school aims to:

- Create a pleasant atmosphere in which pupils, parents and staff feel valued members of the community.
- Provide a high-quality teaching and learning environment with high expectations.
- Support pupils so that they may positively respond to the class and school expectations.
- Promote and reward good behaviour as well as impose sanctions for pupils who display unacceptable behaviour.
- Have a shared and agreed identification of what we consider to be unacceptable behaviour.
- Establish and share understanding of class and school expectations.
- Have a firm, consistent approach.
- Give pupils the opportunity to make amends and redeem themselves.
- Involve parents at an early stage.
- Have a shared understanding of 'what will happen if...'
- Involve pupils, encouraging them to take responsibility for their actions.
- Discuss with pupils in circle time and PSHE about the need for rules and the responsibilities we each have to one another.
- Be flexible and look for a variety of strategies in those cases where pupils cannot conform to the normally expected patterns of behaviour.
- Use a multi-agency approach wherever appropriate.

## **2. LEGISLATION AND STATUTORY REQUIREMENTS**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability Code of Practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

### 3. OUR SCHOOL EXPECTATIONS

# OUR SCHOOL EXPECTATIONS



### 4. ROLES AND RESPONSIBILITIES

**All members of staff are responsible for modelling positive behaviour at all times.**

**The Governing Body will:**

- Make themselves aware of the school's Behaviour Policy through documentation and regular reports from the headteacher.
- Review the Behaviour Policy in conjunction with the headteacher.
- Monitor the policy's effectiveness.

**The Headteacher will:**

- Ensure that the Behaviour Policy complies with legal requirements, as well as local authority guidance.
- Offer a channel to the governors on behaviour development within the school.

- Monitor how staff implement this policy to ensure rewards and sanctions are applied across the school consistently.

**The Behaviour Lead (Deputy Headteacher) will:**

- Support staff in the management of behaviour issues and will take the lead on dealing with serious behaviour incidents.
- Monitor behaviour incidents and share this analysis with the headteacher and governing body.
- Investigate any incidents of bullying or any other behaviour complaints.
- Be responsible for liaising with external agencies to gain expert advice and support for pupils displaying challenging behaviours.

**Staff will:**

- Implement the Behaviour Policy consistently whilst providing a personalised approach for specific behavioural needs of particular pupils.
- Organise and manage pupils in order that high quality teaching and learning can take place.
- Record behaviour incidents on Arbor.

**Parents/Carers will:**

- Support their child in adhering to the school expectations.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

**5. GENERAL BEHAVIOUR AROUND THE SCHOOL**

Pupils are expected to:

- Walk carefully and quietly around the building, never running (calm corridors).
- Show respect to members of staff and each other.
- In class, do not disrupt their peers' ability to listen and learn.
- Treat the school buildings and property with respect.
- Wear the correct uniform at all times.
- Take responsibility for their actions and own up to any negative behaviour.
- Accept sanctions when given.

Good behaviour is the collective responsibility of all staff (both teaching and non-teaching), who should help to ensure a good general standard of behaviour around the school by:

- Monitoring pupils as they transition around the school.
- Ensuring they are visible and strategically placed when pupils come into school.
- Ensuring pupils are supervised when inside the building.

- Ensuring they are ready to receive pupils at the beginning of each lesson/day.
- At the end of the lesson and/or when leaving the classroom, supervising pupils to ensure sensible and safe practices are adhered to.

## **6. CLASSROOM BEHAVIOUR**

In order for all pupils to make progress, the correct learning environment must be created by staff. A part of this learning environment is ensuring all pupils have the correct learning behaviours.

- Classroom management and curriculum delivery should be organised in such a way that opportunity for disruption is minimised.
- Positive classroom 'expectations' outlining expected standards of behaviour and the reasons for them, should regularly be made clear to pupils.
- Staff should be aware of individual pupil's backgrounds and particular needs so that they can deal appropriately with each individual.
- Staff should be at the classroom door ready to receive and dismiss the pupils during each transition, e.g. morning arrival, playtime arrival and dismissal and at the end of the school day.
- Pupils should be encouraged to put their coats and belongings in their lockers - leaving no valuables in pockets etc. - and enter the classroom quietly.
- Pupils should be encouraged to take responsibility and pride in "their" class and its equipment.

## **7. PLAYGROUND BEHAVIOUR**

To minimise the risk of behaviour incidents and accidents:

- If a class teacher is on duty, they should take their class outside on the bell for break time so they are in the playground when the rest of the pupils come out to play. Other members of staff who may be on duty should arrive on the playground as soon after the bell has rang as possible.
- Pupils should not be unsupervised on the playground, and should be encouraged to play in designated areas where they can be seen.
- Staff should deal promptly and fairly with any general incidents that arise and inform class teachers of any incidents which involve the pupils in their class.
- Staff should report more serious issues to Team Leaders, who can then inform the Behaviour Lead (Deputy Headteacher) if necessary.
- Staff should report incidents of a very serious nature to the Headteacher as soon as possible and pass on information to the class teacher.
- Pupils must not be brought into school by the member of staff on duty if that means leaving the playground unsupervised. When necessary, additional adult support should be requested via the quickest response route.
- Staff must collect their classes promptly at the end of break and lunch time.

## **8. BEFORE AND AFTER SCHOOL CLUB BEHAVIOUR**

Pupils are expected to follow the school expectations during before and after school clubs. Failure to do so will mean that the privilege to attend these clubs may be taken away. Staff will use the same behaviour rewards and sanctions during before and after school clubs as they would during the normal school day. External members of staff who deliver before/after school clubs will be informed of the procedures for dealing with negative behaviour, and will be expected to follow the Behaviour Policy.

## **9. LUNCHTIME BEHAVIOUR**

The senior leadership team is responsible for ensuring pupils are adequately supervised during the lunchtime break.

The Senior Lunchtime Supervisor, together with other lunchtime supervisors, organise and carry out proceedings as directed. They must always be distributed in such a way that no groups of pupils are left unsupervised during the lunchtime break.

Should teachers wish to direct pupils to work or help in the school building during lunchtime, they should do so for the first 25 minutes of lunchtime only. Any pupil who is kept in to help must be sent for their lunch by 12.00pm (Group A)/1.00pm (Group B) at the latest via their usual exit, or escorted by the teacher directly to the dining hall.

### **Lunchtime Behaviour Referrals**

The following procedures should apply, with flexibility, should it be deemed necessary:

- Pupils report the problem to their designated supervisor or nearest supervisor (whichever is most appropriate).
- If unresolved, supervisors should report the incident to the Senior Lunchtime Supervisor.
- If unresolved, the Senior Lunchtime Supervisor should refer the incident to the Behaviour Lead (Deputy Headteacher).
- Lunchtime supervisors will inform class teachers of any misbehaviours when pupils are collected from the playground at the end of lunchtime.

It is the responsibility of the class teacher to record lunchtime behaviour incidents on Arbor unless a member of the senior leadership team has dealt with the issue. In such cases, it is their responsibility to record the incident on Arbor.

At times pupils may receive a lunchtime detention. These detentions can only be sanctioned with the agreement of the Behaviour Lead (Deputy Headteacher). These pupils will spend their lunchtime in the school dining hall with the Pastoral Manager. Pupils should not be stood outside the staffroom as a sanction during break or lunchtime.

## **10. RECORDING AND REPORTING**

All staff must record behaviour incidents on Arbor (see Appendix 1 for guidance), including those reported to them by lunchtime supervisors. An Arbor behaviour report will be produced each term and shared with the Governing Body.

## **11. BULLYING**

Bullying is defined as repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power. Therefore bullying is:

- Deliberately harmful.
- Repeated, often over a long period of time.
- Difficult to defend against.

The types of bullying that may occur are:

- Emotional
- Physical
- Racial
- Sexual
- Verbal (direct or indirect)
- Online

It is important to remember that one online incident can be identified as repeated if the social media post or image is shared numerous times. Therefore it is important to deal with any online incidents immediately.

Staff should be alert for signs of bullying. Should such behaviour arise it must be dealt with immediately and firmly, and in a way that makes it clear to pupils that this is totally unacceptable behaviour. Staff, pupils and parents should report bullying to the Behaviour Lead (Deputy Headteacher) as soon as possible so that it can be investigated and resolved swiftly.

Staff should make it clear that any pupil being bullied should not be afraid to approach them for support. This support should then be forthcoming as follows:

- Take concerns seriously.
- Investigate the incident to make a fair judgement.
- Interview all parties separately and record findings.
- Interview any witnesses as appropriate.
- All recorded bullying incidents must be discussed with the Behaviour Lead (Deputy Headteacher) and/or Headteacher as appropriate.
- Decide on appropriate action, such as:
  - obtaining an apology from the bully/ies to the victim;
  - imposing sanctions against the bully/ies as appropriate;

- informing parents;
- insisting on return of items “borrowed“ or stolen;
- initiating individual, group, class or whole school assembly awareness activity as appropriate;
- providing support for the victim as appropriate;
- encouraging the bully/ies to change his/her/their behaviour through amongst other things workshops/lessons helping the pupil(s) see the impact of his/her/their behaviour
- Hold a follow-up meeting with all parties as appropriate.
- Inform all staff, on a need to know basis, about the incident and the action taken.
- Keep a written record of the incidents, interviews and action taken (on Arbor).

### **Online Bullying**

All staff need to be aware of the possibility of online bullying. This is a growing trend and may also continue outside of school unnoticed. Online bullying will be treated in the same way as any other form of bullying.

The school uses Entrust’s ‘Securus’ programme to monitor pupils’ computer usage. Any concerns will be raised immediately, and an email notification sent to the Deputy Headteachers and Headteacher.

To support parents/carers with monitoring online usage and ensuring their children are safe online, the school will provide up to date information brochures during Parents’ Evenings. Parents will also be signposted to additional advice. An e-safety assembly will also be held each academic year to inform pupils of online dangers, which will run alongside the e-safety strand of the Computing curriculum.

## **12. REWARDS**

### **Promoting Good Behaviour**

It is important to remain as positive as possible at all times. We are a supportive school with a caring ethos. Staff should give praise for good behaviour, as well as good work.

There are a number of means within the school for rewarding and celebrating achievement and good behaviour.

#### **Class**

- Verbal praise.
- Every pupil having their own chart for the collection of house point stickers, which can be used to purchase rewards from the ‘House Point Shop’.
- Additional group and class rewards decided by the class teacher in conjunction with the pupils.

- Extra privileges in class, e.g. giving additional jobs or responsibilities.
- Pupils being awarded hard work, neat work, cooperation and improvement stickers, leading to certificates which are given out in Good Work assemblies.
- Being referred to the team leader or a member of the senior leadership team for praise.
- Good work displayed on classroom or corridor displays.

### **Assemblies**

- Opportunities for pupils to show good pieces of work and talk about their achievements and interests.
- Certificates to be awarded for neat work, hard work, cooperation and improvement.
- Certificates awarded for times tables and reading.
- Announcement for the house that has collected the highest number of house points across the school, as well as the classes with the best attendance and punctuality.

### **Good Work Stickers**

Stickers for hard work, improvement, cooperation and neat work will be given as appropriate by the class teacher. When a pupil has four stickers in any one category they will be awarded a certificate during their next Good Work assembly.

Stickers awarded to the pupils will be put into their merit folders on the appropriate sheet with a comment written next to it. Once a page is full, a certificate is awarded and the sheet is signed off by the class teacher.

### **House Points**

There are 4 'Houses' in school (Austen, Brunel, Constable, Darwin) and each pupil is assigned to one of the houses. House points are given for good behaviour and good work, and during Monday assemblies the overall winners for the previous week will be announced. When pupils are awarded a house point they should stick it on their own personal chart, which should be displayed in the classroom. Year 6 monitors will be appointed at the beginning of the academic year and will add up the total number of house points awarded during the week for each house in each class and record the number on a house point slip- this will be done during Friday lunchtimes. Those monitors will leave the slip on the class teacher's desk so they can update the central spreadsheet.

Pupils have the opportunity to save up and spend their house points in the 'House Point Shop'. Once a pupil has earned enough house points to purchase a particular item they'd like, they should inform their class teacher, who will then email the request to the Behaviour Lead (Deputy Headteacher), who will bring the item to the classroom. The class teacher should then sign the house point chart to signify that the house points have been spent.

## **Newsletters**

- Pupils congratulated for particular achievements, competitions etc.

## **End of Year Celebrations**

- A 'Special Awards' ceremony takes place to celebrate the achievements of the school, pupils and staff over the year. This includes:
  - Prize giving for pupils that have maintained 100% attendance and punctuality across the academic year.
  - Prize giving for pupils who have achieved at least four certificates in a minimum of three different areas.
  - A pupil from each class will be selected as 'Pupil of the Year' who will then receive a certificate and specially selected prize.
  - A pupil from each class will be selected as 'Most Improved Pupil' who will then receive a certificate and specially selected prize.
  - The handing out of trophies for Year 6 pupils for academic achievement (during graduation ceremony).
  - An annual award (Mr Chaggar Memorial Prize) presented to a pupil in Year 6 who has overcome adversity. This special award is in memory of a long-standing governor.

## **Other Opportunities to Celebrate**

- Musical evenings and concerts – where pupils can demonstrate their talents e.g. Cultural Evening.
- The issuing of certificates/medals from sporting activities.
- Announcements of the performance of sports/academic teams in newsletters and assemblies.

## **13. SANCTIONS**

In lessons teachers use a range of strategies to address challenging behaviour such as:

- Behaviour prompts
- Verbal warnings
- Yellow/red cards
- Time out/reflection time
- Change in seating
- Conversations with pupils to find the root of the behaviour concern

## **Good to be Green**

Negative behaviour will be addressed using the 'Good to be Green' system according to the school's behaviour ladder (see Appendix 3). All pupils begin each day on green. If a pupil misbehaves, they will receive a yellow or red card according to the behaviour ladder. If a child receives a yellow card but continues to display challenging behaviour,

this can then be converted into a red card. Once children have received a yellow card, they will miss 5 minutes of their break time, which is spent in the 'late room' (Lower School hall) with the Deputy Headteacher. If a pupil receives a red card, they will miss their entire break time.

For more serious incidents and only with the agreement of the Behaviour Lead (Deputy Headteacher), pupils may have a lunchtime detention, where they will spend the entire lunchtime in the dining hall with the Pastoral Manager.

If negative behaviour persists, meetings with parents should be arranged as soon as possible. Two members of staff should be present in these meetings, including the class teacher of the pupil involved. Minutes of the meeting should be taken and placed in the pupil's folder in the school office.

At this point it may be decided that a pupil should be placed on behaviour report (see Appendix 2); if this is the case parents must be informed. A pupil should only be placed on behaviour report with the agreement of the Behaviour Lead (Deputy Headteacher). The Behaviour Lead (Deputy Headteacher), will then monitor the report on a daily basis. If a pupil is placed on behaviour report, it should initially be for a period of two weeks. A pupil can only come off behaviour report with the agreement of the Behaviour Lead (Deputy Headteacher).

There are also other sanctions that may be used by teachers such as:

- Withdrawal of class privileges.
- Referral to Team Leader, Deputy Headteacher, Headteacher.
- Sending the pupil to work in another classroom, by prior arrangement.
- Moving the pupil to a "time-out" place where supervision can still be maintained.
- Punishment fitting the behaviour, e.g. dropping litter = litter-picking at break.
- Parents informed either in person or via telephone.

## **14. EXCLUSIONS**

### **Fixed Term Exclusions**

Fixed term exclusions will be used if the school has adopted various strategies but behaviour continues to be unacceptable. The school will liaise with parents before this decision is made. A fixed term exclusion may also be used if an extremely serious behaviour incident occurs. A fixed term exclusion will be at the discretion of the headteacher.

## **Permanent Exclusion**

This will be used as a final resort and the school will follow local authority procedures before taking this action. Where possible the school will try and avoid permanent exclusions.

## **15. MULTI-AGENCY MEETINGS**

The school will work alongside external agencies to support pupils with challenging behaviours. Parents will be informed and permission will be gained before referrals are made. The nature of the involvement of each agency will depend on the individual case but can include:

- Observations
- 1:1 work
- Conversations with pupils
- Meeting with school staff
- Meetings with parents
- Behaviour assessments

Where possible, any external agency involvement will be followed by a multi-agency meeting to discuss strategies to support the child, parents and school.

## **16. SUPPORTING PUPILS**

The school will work towards supporting pupils with challenging behaviour through pastoral support. The school's pastoral team will work with pupils either individually or in a small group to work on social and emotional skills, e.g. ELSA.

## **17. PHYSICAL RESTRAINT**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

A number of staff have received training in positive handling through Team Teach. However, all staff are permitted to use reasonable force for the reasons above.

Incidents of physical restraint must:

- Always be the last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

### USING ARBOR TO RECORD AND MONITOR BEHAVIOUR

Behaviour incidents should be recorded on Arbor. The following instructions should be followed to record such incidents:

- Open and log in to Arbor.
- Click 'Log behaviour incident' on the left-hand side.
- Enter details of the incident
  - Date of incident
  - Event (class)
  - Time of incident
  - Students involved
  - Behaviour (type)
  - Assign to staff member (automatically defaults to Mr Matthews)
  - Incident summary (be detailed and specific)
  - Staff involved (person recording and anyone else involved)
  - Location

Click 'Next'.

On the next page, click 'Log incident'.

## Behaviour Report

Name: \_\_\_\_\_

Week Beginning: \_\_\_\_\_

### William Murdoch Primary School

#### Behaviour Report

Each lesson will be scored out of 4 where 1 means very poor behaviour and 4 is excellent behaviour.

If your total score for the day is below 15, you will miss playtime and lunchtime the following day.

If you score 1 in any lesson, you will automatically lose your playtime and lunchtime for the following day regardless of your other scores.

	Lesson 1				Lesson 2				Lesson 3				Lesson 4				Lesson 5				Total	Notes				
<b>Mon</b>	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	/20	
<b>Tues</b>	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	/20	
<b>Wed</b>	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	/20	
<b>Thurs</b>	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	/20	
<b>Fri</b>	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	/20	

At the end of each day, your report **must** be shown to Mr Matthews.



## Behaviour Ladder



<p style="text-align: center;"><b><u>LEVEL 4</u></b></p> <ol style="list-style-type: none"> <li>1. Racist language</li> <li>2. Bullying</li> <li>3. Fighting</li> <li>4. Inappropriate use of ICT</li> <li>5. Graffiti</li> <li>6. Damage to property</li> </ol>	<p style="text-align: center;"><b>SENT TO:</b> <b>MR MATTHEWS</b> <b>MRS PANNU</b></p> <p style="text-align: center;">(PARENTS INFORMED) Senior Leaders to refer cases to Mr Singh as appropriate</p>
<p style="text-align: center;"><b><u>LEVEL 3</u></b></p> <ol style="list-style-type: none"> <li>7. Hurting others</li> <li>8. Swearing</li> <li>9. Stealing</li> <li>10. Threatening behaviour</li> <li>11. Failing to complete homework</li> <li>12. Persistently failing to follow the rules around calm corridors</li> </ol>	<p style="text-align: center;"><b>RED CARD</b></p> <p style="text-align: center;">(LOSE WHOLE BREAK TIME)</p>
<p style="text-align: center;"><b><u>LEVEL 2</u></b></p> <ol style="list-style-type: none"> <li>13. Name calling</li> <li>14. Inappropriate physical contact, e.g. flicking/poking</li> <li>15. Telling lies</li> <li>16. Persistently not following instructions</li> <li>17. Answering back / Questioning adults</li> <li>18. Failing to adhere to the rules around calm corridors after being given a verbal reminder</li> </ol>	<p style="text-align: center;"><b>YELLOW CARD</b></p> <p style="text-align: center;">(LOSE 5 MINUTES OF BREAK TIME)</p>
<p style="text-align: center;"><b><u>LEVEL 1</u></b></p> <ol style="list-style-type: none"> <li>19. Shouting out</li> <li>20. Getting out of seat</li> <li>21. Disruption when lining up</li> <li>22. Not listening</li> <li>23. Distracting others</li> <li>24. Talking at inappropriate times</li> <li>25. Running inside</li> <li>26. Not following an instruction</li> <li>27. Not putting effort into work</li> <li>28. Inadvertently slamming desks</li> <li>29. Not adhering to the rules around calm corridors</li> </ol>	<p style="text-align: center;"><b>VERBAL WARNING</b></p>

**If a child has received the consequence but there is no improvement in behaviour, it must be escalated to the next step of the behaviour ladder.**

## **Appendix 4**

### **Written Statement of Behaviour Principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the William Murdoch Primary School governing body annually.