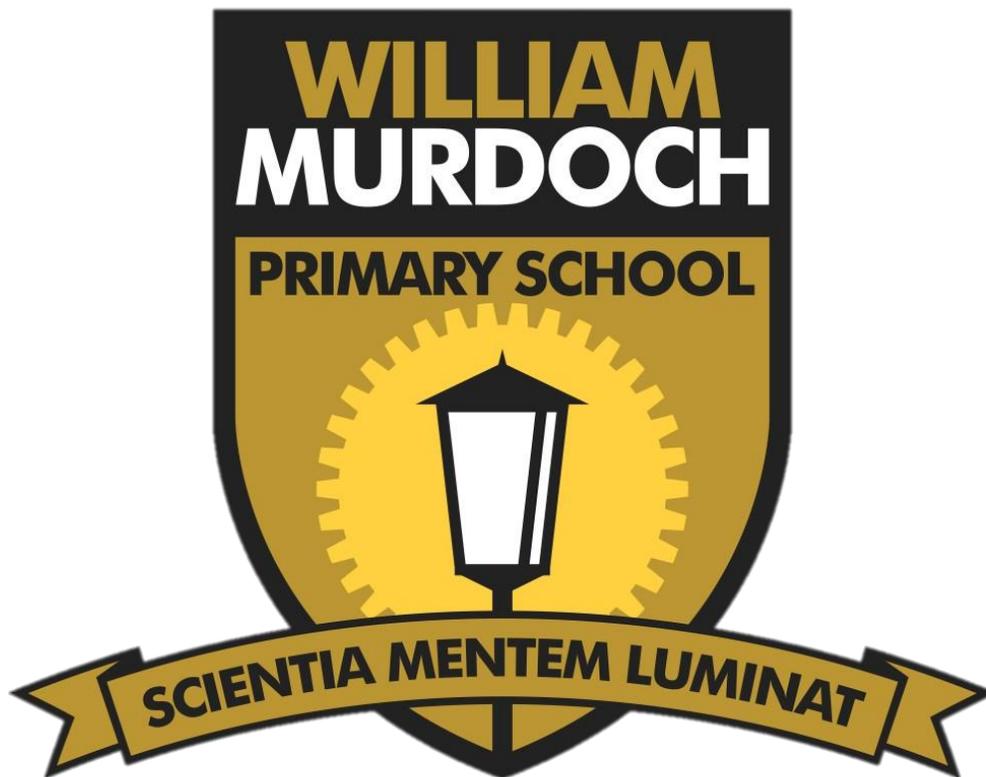


# William Murdoch Primary School

## Behaviour Policy



**Approved by:** Mr. Chopra  
**Last reviewed on:** January 2020  
**Next review due by:** January 2021

**Date:** January 2020

## **Contents Page**

1. School Aims
2. Legislation and Statutory Requirements
3. Our School Expectations
4. Roles and Responsibilities
5. General Behaviour around the School
6. Playground Behaviour
6. Anti-bullying & Racial Harassment
7. Classroom Behaviour
8. Before and After School Clubs
9. Lunchtime Behaviour
10. Recording and Reporting
11. Bullying
12. Rewards
13. Sanctions
14. Exclusions
15. Multi-Agency Approach
16. Supporting Pupils
17. Physical Restraint

## **APPENDIX**

1. Using SIMS to Record and Monitor Behaviour
2. Template Behaviour Report
3. Behaviour Ladder

## **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.
- Shared and agreed identification of what we consider to be unacceptable behaviour.
- Establishment and shared understanding of class and school expectations.
- Firm, consistent approach across the school.
- Opportunity at each stage for children to make amends and redeem themselves.
- The involvement of parents at an early stage.
- Shared understanding of 'what will happen if...'
- Involvement of children – encouraging children to take responsibility for their actions.
- Discussion with children in circle time and PSHE about the need for rules and the responsibilities we each have to one another.
- Readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour.
- Use of a multi-agency approach wherever appropriate.

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

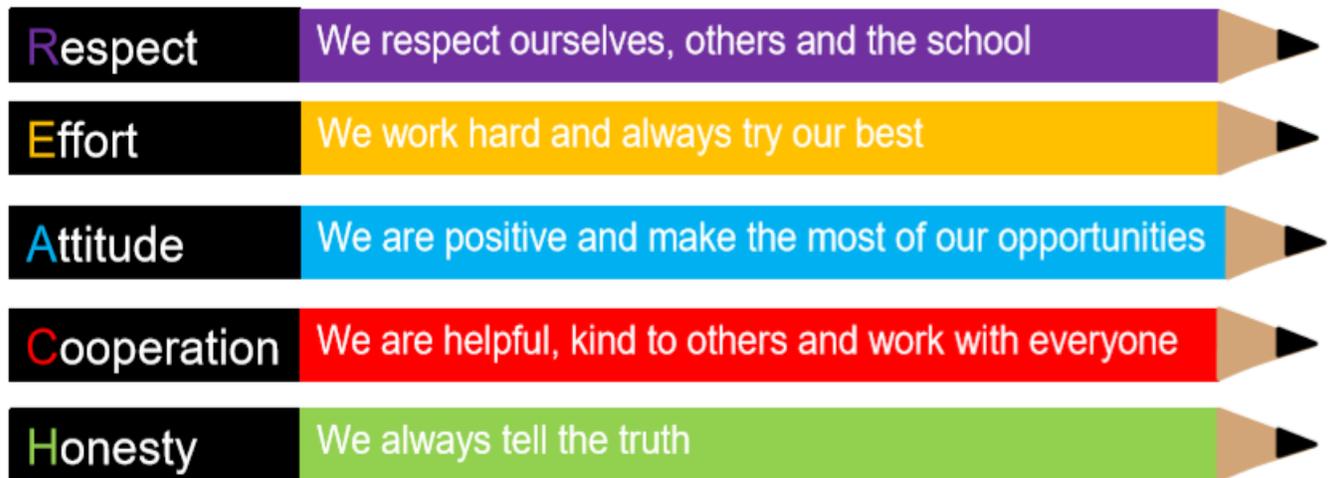
This policy is based on advice from the Department for Education (DfE) on:

- 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 Management Policy through documentation and regular reports from the headteacher.
- Review the behaviour policy in conjunction with the headteacher.
- Monitor the policies effectiveness.

**The headteacher will:**

- Ensure that the Behaviour Management Policy complies with legal requirements and 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 Co-ordinator (Assistant 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 will 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.
- Record behaviour incidents on SIMS.
- Organise and manage pupils in order that high quality teaching and learning can take place.

**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 silently around the building, never running.
- Show respect to members of staff and each other.
- In class, make it possible for pupils to learn.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times
- Accept sanctions when given

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

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

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

## **6. PLAYGROUND BEHAVIOUR**

To minimise the risk of accidents and potential difficulties:

- Staff on duty should take their class outside on the bell for break time so they are in the playground when the rest of the children come out to play.
- Children 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 children in their class.
- Staff should report more serious issues to Team Leaders, who can then inform the Assistant Headteacher or Deputy Headteachers if necessary.
- Staff should report incidents of a very serious nature to the Headteacher as soon as possible and information passed onto the class teacher.
- Children must not be brought into school by the teacher 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 lunchtime.

## **7. 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 be made clear to pupils.
- Staff should be aware of individual children'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 children during each transition, e.g. morning arrival, playtime arrival and dismissal and at the end of the school day.
- Children should be encouraged to put their coats and belongings in their lockers - leaving no valuables in pockets etc. - and enter the classroom quietly.
- Children should be encouraged to take responsibility and pride in "their" class and its equipment.

## **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.

## **9. LUNCHTIME BEHAVIOUR**

The Senior Leadership Team are 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 children are left unsupervised during the lunchtime break.

Should teachers wish to direct children to work or help in the school building during lunchtime, they must give the child a lunchtime pass. Any child who is kept in to help must be sent for their lunch by 1.00pm at the latest via their usual exit, or escorted by the teacher directly to the dining hall. Children who go home for dinner should not return to the school site before five minutes before the end of lunch.

### **Lunchtime 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 - report to Senior Lunchtime Supervisor.
- If unresolved - refer to Assistant/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 SIMS unless a member of the senior leadership team have dealt with it and in this case it is their responsibility to record the incident on SIMS.

At times pupils may have an internal lunchtime exclusion. These children will spend their lunchtime in the school dining hall with the Pastoral Manager. Pupils should not be stood outside the staffroom as a sanction.

## **10. RECORDING AND REPORTING**

All staff must record behaviour incidents on SIMS, including those reported to them by lunchtime supervisors. A SIMS behaviour report will be produced each term and

reported to SMT so that issues can be identified. This report will also be 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
- Direct or indirect verbal
- 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 in a way which makes it clear to the children that this is totally unacceptable behaviour.

Staff should make it clear that children 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 Assistant Headteacher, Deputy Headteacher or Headteacher as appropriate.
- Decide on appropriate action, such as:
  - obtain apology from bully/ies to victim
  - impose sanctions against bully/ies
  - inform parents
  - insist on return of items “borrowed“ or stolen
  - initiate individual, group, class or whole school assembly awareness activity as appropriate.
  - provide support for victim as appropriate.

- encourage bully to change his/her behaviour through amongst other things workshops/lessons helping the child see the impact of his/her behaviour
- Hold a follow-up meeting with all parties as appropriate.
- Inform all staff, on a need to know basis, about incident and action taken.
- Keep a written record of incident, interviews and action taken (on SIMS).
- At all stages adequate, informative records should be kept for future reference.

Pupils, parents and staff should report bullying to the school's behaviour co-ordinator as soon as possible so that it can be investigated and resolved as quickly as possible.

### **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 the school unnoticed. Online bullying will be treated in the same way as any other form of bullying.

The school uses 'Policy Central' to monitor pupils' computer usage. Any concerns will be raised immediately and an email notification will be sent to the Assistant Headteacher and/or Deputy 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.

## **12. REWARDS**

### **Promoting Good Behaviour**

It is important that we try to remain as positive as possible at all times. We have 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 of rewarding and celebrating achievement and good behaviour. These include:

#### **In Class**

- Verbal praise given
- Every child 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 children.
- Extra privileges in class e.g. giving additional jobs or responsibilities.
- Children being awarded hard work, neat work, cooperation or improvement stickers.
- Being referred to the team leader or a member of the senior leadership team.

- Good work to be displayed within the classroom or in corridor displays.

### **Year Group Good Work Assemblies**

- Opportunity for children 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 timetables and reading.
- Announcement for the house that has collected the most number of House Points across the school.
- Classes with the best attendance and punctuality to be announced who then gain exclusive access to the outdoor gym equipment that day.

### **Newsletters**

- Children congratulated for particular achievements, competitions etc.

### **End of Year Celebrations**

A 'Special Awards' ceremony takes place to celebrate the achievements of the school, students 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 in Year 6 for academic achievement during a graduation ceremony.
- An annual award (Mr Chaggar Memorial Prize) presented to a pupil in year 6 who has overcome adversity. This special award is memory of a long-standing governor.

### **Other opportunities to celebrate include:**

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

### **Good Work Stickers**

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

Stickers awarded to the children 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 Friday 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 then take the slips to the school office to be collated.

Pupils have the opportunity to save up and spend their house points in the 'House Point Shop'. They should be sent to the Assistant Headteacher to spend their house points.

## **13. SANCTIONS**

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

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

### **Good to be Green**

Negative behaviour will be addressed using the 'Good to be Green' system according to the school's behaviour ladder. All pupils will begin each day on green. If a pupil misbehaves, they will receive a red or yellow card according to the school's behaviour ladder. If a child receives a yellow card but continues to display challenging behaviours 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 with either the Assistant or Deputy Headteacher. If a pupil receives a red card they will miss their entire break time.

For more serious incidents and only under the instruction of the senior leadership team, 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; if this is the case parents must be informed. Staff must also inform the Behaviour Co-ordinator, who will monitor the report on a daily basis. If a pupil is placed on behaviour report, it should be done for a minimum of two weeks.

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

- Withdrawal of class privileges.
- Referral to Team Leader, Assistant Headteacher, Deputy Headteacher, Headteacher.
- Send pupil to work in another classroom, by prior arrangement.
- Move pupil to a "time-out" place where supervision can still be maintained.
- Punishment fitting the behaviour e.g. dropping litter - picking it up every break for a week etc.
- 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 persistently 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 behaviour management of 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. Under the direction of the Assistant Headteacher, the school's pastoral team will work with pupils either individually or in a small group to work on social and emotional skills.

## **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 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

## Appendix 1

### USING SIMS TO RECORD AND MONITOR BEHAVIOUR

#### The Purpose

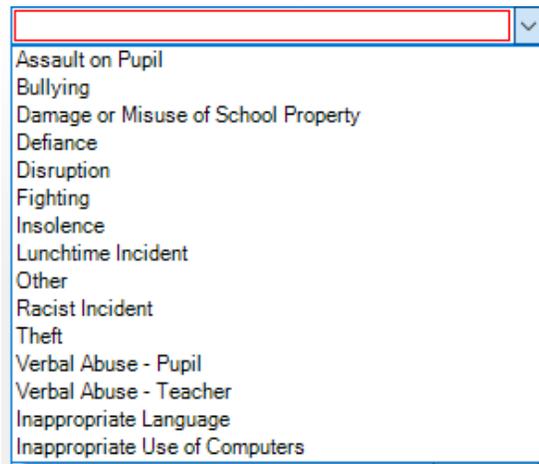
- To ensure negative behaviours are consistently recorded throughout the school.
- To ensure appropriate interventions are put in place at appropriate times.
- To improve behaviour and consequently raise attainment and progress.

#### The Benefits

- Ease of recording and viewing incidents involving individual children.
- Ease of monitoring behaviour.
- Teachers/Teaching Assistants can record incidents for any child in the school and send a message to the class teacher informing them.
- Evidence for Parents' Evening.
- Evidence for management (bullying).
- Evidence to present to children.
- Able to see links between behaviour and attainment/progress.
- See behavioural patterns.
- Find 'hot spot' areas for behaviour incidents.
- Useful for new class teacher at the end of the year.
- Provide historical data for outside agencies.
- Behaviour Management Tool.

#### What should we be recording?

- The list of behaviours on SIMS is extensive and gives an indication of what needs to be recorded:



- Use your professional judgement; low-level disruption does not need to be recorded, e.g. shouting out.

#### How does it work?

- Open and log in to SIMS.
- Click on Focus at the top.
- Hover over Behaviour Management.

- Click on Student Behaviour.
- Locate pupil by entering surname or searching using class drop down menu.
- Option 3- Behaviour. Click on New.
- Enter details of the incident-
  - Type
  - Activity Type
  - Location
  - Time
  - Date
  - Comments (description of the incident)
  - Date Recorded
  - Status
  - Parents/Carers informed
  - Role
  - Action Taken
  - Date of Action
- Click OK.
- **Click Save.**
- If the pupil is not in your class and you want to inform the class teacher or inform SLT:
  - Click Send.
  - Add Recipient.
  - Edit any details.
  - Click Send.

## Appendix 2

### 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
Mon	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	/20	
Tues	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	/20	
Wed	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	/20	
Thurs	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	/20	
Fri	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 Miss Buchray or Mr Matthews.

### Appendix 3 Behaviour Ladder

<p><b><u>LEVEL 1</u></b></p> <ol style="list-style-type: none"> <li>1. Shouting Out</li> <li>2. Getting out of seat</li> <li>3. Pushing in the line</li> <li>4. Not listening</li> <li>5. Distracting others</li> <li>6. Talking at inappropriate times</li> <li>7. Running inside</li> <li>8. Answering back</li> <li>9. Questioning adults</li> <li>10. Not following an instruction</li> <li>11. Not putting effort into work</li> </ol>	<p><b>VERBAL WARNING</b></p>
<p><b><u>LEVEL 2</u></b></p> <ol style="list-style-type: none"> <li>12. Name calling</li> <li>13. Inappropriate physical contact, e.g. flicking/poking</li> <li>14. Telling lies</li> <li>15. Damage to property</li> <li>16. Threatening behaviour</li> <li>17. Persistently not following instructions</li> </ol>	<p><b>YELLOW CARD</b></p> <p>(LOSE 5 MINUTES OF BREAK TIME)</p>
<p><b><u>LEVEL 3</u></b></p> <ol style="list-style-type: none"> <li>18. Hurting others</li> <li>19. Swearing</li> <li>20. Stealing</li> </ol>	<p><b>RED CARD</b></p> <p>(LOSE WHOLE BREAK TIME)</p>
<p><b><u>LEVEL 4</u></b></p> <ol style="list-style-type: none"> <li>21. Racist language</li> <li>22. Bullying</li> <li>23. Fighting</li> <li>24. Inappropriate use of ICT</li> <li>25. Graffiti</li> </ol>	<p><b>SENT TO:</b> <b>MISS BUCHRAY</b> <b>MR MATTHEWS</b> <b>MRS PANNU</b></p> <p>(PARENTS CALLED IN) Senior Leaders to refer cases to Mr Singh as appropriate</p>

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