

Waterfield Primary School



Aiming High and
Achieving Our Best

Behaviour Policy

December 2022

Date	Revision	Signature
December 2022	December 2022	H.Hope

Waterfield Behaviour Policy

Waterfield Primary is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We believe that positive behaviour and positive behavioural reinforcement is crucial to a child's social, emotional and educational development.

This policy is built on the foundation of the values of our School Community Agreement:

- Kindness
- Respect
- Demonstrating a hardworking attitude

At Waterfield, everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support learners and adults in *aiming high and achieving their best*.

Whilst this policy provides guidance, Waterfield recognises every child and every situation is unique and therefore in cases where there is a need for elevated pastoral input to support behaviour the school and Senior Leaders will use discretion and adapt as they feel appropriate: maintaining the core purposes of safety for all and everyone's right to learn/work in a kind, respectful and hardworking environment.

Aim of the policy

- To create a positive culture of exceptionally good behaviour: for learning, for our community and for future life, underpinned by the Waterfield values of Kindness, Respect and Hard Work
- To ensure that all learners are treated fairly, shown respect and are SAFE
- To promote good relationships
- To help learners take control over their behaviour and be responsible for the consequences of it by offering clear guidance and expectations
- To build a community whose values and beliefs echo those of modern-day Britain in which democracy, liberty, mutual respect and the rule of law are embedded in a culture that supports a global outlook
- To ensure that excellent behaviour is a minimum expectation for all

Purpose of the policy

To provide simple, practical procedures for staff and children that:

- result in a positive, safe environment where everyone feels happy and valued
- encourage positive re-enforcement with children celebrating success for positive conduct
- provide guidance on resolving situations through reflection, restorative justice and a collaborative solution-based approach

At Waterfield Primary, adults act as excellent role-models and emulate the school's values by using these 'Five Pillars' as a guide for supporting children's behaviour:

1. Calm and consistent approaches that uphold the School Values
2. Positive re-enforcement through clear routines that support an orderly and respectful environment
3. Scripted difficult interventions
4. Communication of positive behaviour to parents and children
5. Early identification of 'Barriers to Learning' so the curriculum can be adapted accordingly

At Waterfield, children follow three values and three rituals/routines which support them in developing self-discipline and empower their emulation of the school's motto – Aiming High and Achieving Our Best:

<u>Values</u>	<u>Rituals/Routines</u>
Kind	<i>The Attention Bell or '1, 2, 3 Eyes on Me – 1-2 Eyes on You'</i>
Respectful	<i>Transition and Manners Matter</i>
Hardworking	<i>Voice Levels – Independent, Partner, Table 'Hocus Pocus Let's All Focus' /Attention reminders</i>

In our Early Years Department, this is supported by 'SHOW ME FIVE' as a basic introduction to learning behaviours. We also support the children in using visual reminders to support positive behavioural choices.

At Waterfield, you will see/hear adults:

1. using the least intrusive support interventions with non-compliant learners
2. praising pupils who have met the expectations with a, 'Thank you'
3. using a monotone, emotionless voice when managing behaviour
4. using whole-class rewards to encourage positive behaviour from all learners
5. emulating the school values during every part of the day
6. supporting pupils in understanding how their behavioural choices go beyond the situation itself and may require a deeper level of pastoral support
7. allowing a 'fresh start' for each morning/afternoon/day except where a behaviour modification programme is in place or where it has not been possible to implement sanctions on the previous day
8. relentlessly following through with consequences and never giving up on pupils even when initial attempts to improve behaviour do not work

Positive Behaviour – Highlighting Good and Acceptable Choices

At Waterfield, focus will always be placed on highlighting positive behaviour choices.

To be kind and respectful at Waterfield, the adults **clearly communicate their expectations at key points through a lesson/academic day/week/term** and give pupils the opportunity to modify their behaviour by issuing reminders and/or allowing space for reflection time.

Each term will start with re-visiting the 'Class Promise' – a document drawn up in conjunction with the children to create their own interpretation of the School Values.

At all times, positive praise is used to highlight good behaviour and reward children. This is verbally given with a 'thank you' and, when exceptional, highlighted through the STAR. (The 'Star' is an area of the whiteboard where children's names can be written to highlight positive praise). Children will be shown the star/have their names written by the star to show they have clearly exhibited positive behaviours aligned with the School Values.

Other Positive Behavioural Rewards:

- Star of the Week – A reward presented relating to the School Values
- House Points – Children collect house points for their house – promoting a sense of belonging and healthy competition/community
- work presented and shared with SLT
- classes/teachers may also initiate other small reward techniques such as: table points, line leader, collaboration token, stickers etc

Categories of Misbehaviour & Behavioural Management

In order to support the management of poor behavioural choices, behaviours have been categorised and can therefore have their response staged. This guidance is always used with discretion and can be adapted by the Inclusion Team/SLT, if deemed appropriate.

Category 1 behaviours – Teacher/Learning Coach Managed
<ul style="list-style-type: none">• Distracting others from their learning• Refusing to do work/doing the extreme minimum• Not following instructions – being unsafe• Disrespecting school property/environment
Category 2 behaviours – Teacher Managed/Learning Coach Managed
<ul style="list-style-type: none">• Repeated Category 1 behaviour• Disrespect to other people e.g. unkind nasty insults, rudeness to adults, poor lunchtime manners• Rough play/interactions that hurt or upset others
Category 3 behaviours – Teacher & SLT Managed (Playtime – LC led with SLT Support – as appropriate)
<ul style="list-style-type: none">• Repeated Category 2 behaviours in one incident• Leaving the class without permission• Intentional physical violence to others i.e. hitting, punching, kicking, biting• Threatening behaviour towards others (including staff)• Intentional and severe disrespect of adults/children including swearing, spitting or other socially unacceptable behaviours• Intentional and severe disrespect or damage to school property e.g. shoving chairs, kicking/slamming doors etc.• Stealing• Sexual comments about others• Discriminatory comments/actions towards others e.g. racism, comments regarding gender, sexual orientation, religious belief, perpetuating extremist views• Inappropriate use of digital resources e.g. inappropriate searches, web access, misuse of social media, poor digital citizenship/cyberbullying• Inappropriate use of social media e.g. filming without permission, being unkind towards someone via Whatsapp• Not being an ambassador of the school and our community by severely disregarding the School Community Values
Category 4 behaviours – Involvement of Principal in Management Mandatory
<ul style="list-style-type: none">• <u>Severe repetition of behaviours outlined above that are deemed to be detrimental to oneself or others.</u>• Intentional, severe violence to children or adults.• BULLYING –consistent, repeated, targeted• Persistent refusal to follow the school rules and expectations despite fixed term exclusions

Please note:

Incomplete learning as a result of the above will need to be finished either during a proportion of playtime or the following morning between 8.30 and 9am.

Category 1

- Pupils will be given a **reminder**.
- Reminders are noted by the CT/LC – this is not displayed for the entire class to see, only positive/exceptional behaviours are recorded publically on the STAR. *Negative responses to reminders are ignored.
- *Adults says, 'I need you to.... To be fair I will give you a first/second reminder.' Adult walks away and gives pupil the space and time to make a positive choice and show positive learning behaviours.*
- *Adults then look to praise positive behaviour and reset any noted reminders by highlighting good choices. Adult, says 'Well done X, you are showing great respect/kindness/hardwork by* – children take this praise as a **RESET** of reminders.

Repeated Category 1 (2 reminders given and repeated a 3rd time)

- **2-5 minutes** reflection time at the end of session and maybe in playtime.
- Ideally a visual timer is used so pupils know when they will be able to join their classmates on the playground/or in learning.
- *Adult says, 'You were given reminders for.....I need you to think about what you will do differently in the next session.' Adult ignores any attempts by the pupils to engage in a discussion for this first part of the reflection time.*
- *As a guideline – 2 minutes silent reflection should be followed by a short discussion about how behaviours will be modified in future to meet the expectations. The child is thanked for their response and the entire matter is 're-set' within approximately 5 minutes.*

Category 2

- Immediate **5-10 minute** reflection time during playtime or move to immediate reflection area if can be supported/is required.
- Ideally a visual timer is used so pupils know when they will be able to join their classmates on the playground/or in learning.
- *Adult says, 'You were given reminders for.....I need you to think about what you will do differently in the next session.' Adult ignores any attempts by the pupils to argue or discuss. During reflection, adult and child may explore reasons behind the behaviour and highlight the negative impact on others and the child.*
- *During playtime this will involve the child standing next to the staff member for two minutes and then conducting the short, restorative conversation.*

Category 3

- **15-30 minute reflection time** during playtime/lunchtime/immediately removed from session by Alert Card – This may additionally include restorative practice, discussion with other involved parties, role play and intervention – this discussion will happen with Assistant Principal and might require a scripted intervention as outlined in the 'Five Pillars'.
- AP informed and parents informed - *Adult communicates this with child, 'As I know your parents/carers want to keep you safe and help you to learn, I will contact them later to let them know about your positive choices and what you need to do differently.'*
- Request sanction at home for consistency.
- Collection of child from school to reflect at home may be required depending on the frequency/severity and time of the day SLT will discuss this.
- Record of incident may be kept on file.

Category 4 or Repeated culmination of Category 3 with increasing frequency and severity

- Internal Exclusion (IE) or Fixed Term Exclusion (FTE) as agreed by the Principal
- Parent/Carer Review meeting held

ALERT CARDS

At any point, adults may issue an **ALERT CARD** to the Business Centre/SLT if they deem a child's behaviour is compromising the safety and welfare of others. Upon receiving an 'Alert Card', assistance will be directed to the location required and intervention will be used to alleviate/support the situation. The responses may be as categorised above.

Citizenship – Anti-Bullying

Waterfield fosters positive citizenship both physically and digitally through the School Values and this Behaviour Policy.

Waterfield School will NOT tolerate bullying and advocates a proactive, preventative approach through fostering positive friendships – kindness and respect.

Bullying is defined as: consistent, repeated and targeted action against an individual/group with a desired/premeditated outcome that physically hurts, intimidates, excludes or negatively impacts emotionally on the targeted party.

Through the curriculum, pastoral support and upholding our School Values, Waterfield Primary teaches the children about friendship, citizenship and anti-bullying. We acknowledge the requirement of children to understand the importance of both physical and digital citizenship and recognise anti-social behaviour/bullying can occur in both.

Children are actively encouraged and taught to verbalise when they find behaviours inappropriate and should:

1: Say 'Stop – I don't like that/that is unkind to me'.

2: Put up their hand to gesture a stopping sign and move away from the situation. (Blocking in the digital world).

3: Find an adult to tell/discuss what has happened.

Knowing what is acceptable behaviour, as friends or from peers, and when repeated behaviour becomes bullying are all taught at school through 'keeping yourself safe' and 'positive friendship' assemblies, lessons and circle times.

When bullying is identified, this is immediately elevated to SLT. The child/group/person who has suffered the negative effects of this behaviour is supported. If appropriate, mediation and restorative justice approaches are utilised between the 'bully' and the 'targeted recipient'. An assessment of school life is conducted by the Inclusion Team and teachers to alleviate fears and support re-establishing the feeling of safety for the 'targeted recipient'. All support mechanisms are discussed with parents.

Management of bullying aligns to Category 4 (above). Children and families should be aware that, depending on the severity of harm caused/incident, it may be appropriate for the Principal to consult with the Child Protection Team and/or the Police.

Pastoral support is also offered to the 'bully' to establish reasons for the anti-social behaviours exhibited. Waterfield Primary will endeavour to support and re-educate the child/children concerned in order to reduce the risk of this behaviour becoming an accepted social behaviour by the 'bully'. (Please see below: Behavioural Support).

Each incident of reported bullying is individually evaluated and will be action-planned accordingly with the involvement of the Principal and Chair of Governors (CoG) as appropriate.

At Waterfield, we believe our entire community should SPEAK UP and TELL SOMEONE if incidents of bullying have occurred.

Behavioural Support

Every child and every situation is unique. Waterfield Primary fosters an inclusive environment and therefore acknowledges that support programmes and interventions may be required to support some children who require additional education and support regulating their behaviours. This will take place with the Inclusion Manager and may result in:

- additional pastoral support through the Learning Mentor Team, SLT and/or teachers
- behaviour incentive programmes with a positive behaviour focus
- liaison and support work with families/carers
- external support through Childhood Mental Health Services
- elevation of support requirements/SEN status through the Inclusion Manager
- other solution-based actions resulting in a 'Behavioural Support Plan' that is shared with parents/carers

The above will take place with support and communication with parents and carers and may involve a multi-disciplinary team in order to review and support requirements.

Behaviour Risk Assessment & Positive Handling

Where a child's behaviour puts them or other children/adults at risk of injury, a 'Behaviour Risk Assessment' and 'Positive Handling Plan' should be completed. This will clarify and show the agreed structures and support systems in place to minimise risk to any individual.

These plans should be shared with parents and signed by teachers, support staff and parents.

They should be photocopied, filed within the appropriate files and updated as often as necessary.

On occasions, some children will need to be restrained using positive handling techniques. Ideally, positive handling should take place by at least two staff qualified in current positive handling procedures ('Team Teach'). Each teacher will need to ensure they are aware of the current trained staff (see updated lists within the School Office). However, as per the DfE guidance 'Use of Positive restraint in School' (DfE July 2013 reviewed July 2015) – "All members of school staff have a legal power to use reasonable force" (Section 93, Education and Inspections Act 2006), although physical force will NEVER be used as a punishment and will only ever be used as restraint if through dynamic risk assessment the child/other children are at risk/in danger.

Positive handling should be undertaken **as a very last resort** and only where there is a **real risk of injury to self or others or to property**.

Any child at risk of needing positive handling **must** have had a Behaviour Risk Assessment and Positive Handling Plan completed, in accordance with the guidance given. Occasionally, for a first incident, positive handling prior to completion of a risk assessment may be necessary in order to keep the child concerned and others safe – however, a plan will always be drawn up afterwards with this initial incident recorded accurately for records. Parents/Carers will be informed if this occurs. All incidents which require positive handling intervention will be recorded in a 'Serious Incident File', and **these records will be monitored by Governors each term.**

Supporting document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Exclusion

Internal Exclusion (IE) may be used to assist in keeping children safe from harm and to allow children to focus on their learning. Such measure will only be used after other avenues of support have been explored. This course of action will be directed by the Principal and communicated to the parents/carers. This action is time limited and involves work with the Inclusion Team to facilitate a personalised 'Behavioural Support Plan' and/or 'At Risk of Exclusion' plan.

Waterfield will only use Fixed Term (FTE) or Permanent Exclusions (PE) as a last resort. Avenues of 'Support' will have been explored and the decision for FTE will be taken and approved by the Principal (who will inform Chair of Governors through informal conversation).

Prior to FTE and PE, ideally children will have had an 'At Risk of Exclusion' plan put into place where all parties involved in the pastoral care of the child know that unless the support on offer is successfully engaged with, actions may result in a FTE or PE.

For extreme behaviours, the Principal reserves the right to immediately exclude a pupil on a fixed term basis so that a 'Risk of Permanent Exclusion' plan can be put into place. If the behaviours are severe enough and circumstances warrant this, the Principal may convert a FTE into a PE; in line with best practice, this will be discussed between the Principal and Chair of Governors informally.

Parents have a right to appeal the decision of exclusion to the Governing Body, although ideally should have been working in partnership with the school before this point is reached.

The Principal will inform the Local Governing Body of any exclusions. The Local Governing Body will form a disciplinary panel and meet with the Principal, parents/carers and representative from LA/TCT (if appropriate) to discuss and decide whether the child should be allowed back in school or whether the decision to convert an FTE into a PE is supported. The Local Governing Body cannot extend exclusion periods set by the Principal.

Behaviour Outside the School Premises

At Waterfield Primary, we believe our School Community Agreement extends beyond the classroom and school premises. As a member of the Waterfield community, we expect the children to behave with kindness and respect even outside school. As per Section 89(5) of the Education and Inspections Act 2006, the Headteacher/Principal may support the regulation of children's behaviour to 'such extent that is reasonable'.

This policy has been outlined to ensure that Waterfield Primary School is a happy, safe and inclusive institute of learning where everyone can 'Aim High and Achieve their best'.