



## **WRITTEN STATEMENT OF GENERAL PRINCIPLES FOR BEHAVIOUR BEHAVIOUR POLICY – ADAPTED IN LINE WITH THE BEHAVIOUR & DISCIPLINE IN SCHOOLS' FEB 2014**

### **A consistent approach to behaviour management;**

This policy sets out to define a code of appropriate behaviour for Willowbrook Primary School. The policy is based on the school's vision of a safe, caring, thinking school and applies to every individual in school.

We aim to provide a happy atmosphere in which staff and parents work together for the welfare of the children, and where children adopt good standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions.

We encourage children to be polite, respectful, well mannered, helpful to each other and to become good citizens. The principle that underpins our approach to school behaviour is that no-one has the right to prevent another child from learning or a teacher from teaching. We aim to give all our children a shared sense of pride in attending Willowbrook Primary School and to feel that it is a place where they are safe to learn without disruption or fear of bullying. Teachers have the power to confiscate property if it is impacting upon behaviour or learning.

We have high expectations of work that should be completed in lessons and teachers will ensure that all children complete their work to the standard expected, otherwise sanctions outlined will be followed.

It is important that we all understand what acceptable behaviour is. Equally, unacceptable behaviour and the consequences of such behaviour must also be clearly stated. From the outset we recognise that there is a distinction between emotionally disturbed behaviour (which may be a Special Educational Needs issue) and poor behaviour. Most members of the school team are 'Team Teach' trained and these members of staff will intervene in a situation where a pupil is committing an offence, injuring themselves or others, or damaging property. This power to use reasonable force also applies to maintain good order and discipline in the classroom.

The general standard of behaviour is the collective responsibility of the whole staff. This may be during the school day, school trips or outside of school. (If the behaviour 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)

Every time a child displays unacceptable behaviour it must be challenged or it will be seen as being condoned. These aims are best achieved in a hard working, pleasant atmosphere in which pupils are able to give their best, both in and out of the classroom. This demands a positive policy of encouraging socially acceptable behaviour and high standards of work, rewarding and praising wherever possible and the setting of good examples by staff and parents. Praise and encouragement should be used as much as possible so discipline can take the form of rewarding, not always punishing. We aim to emphasise the positive rather than criticise.

<p>We encourage all members of staff to praise in a number of ways:</p> <ul style="list-style-type: none"> <li>• A quiet word of encouragement</li> <li>• A positive written comment on a piece of work</li> <li>• Stickers to put on green tally chart</li> <li>• A visit to another member of staff, or the Principal</li> <li>• Praise in front of the group, class or whole school</li> <li>• Acknowledgment by presentation at a good news assembly</li> <li>• Giving a special privilege</li> <li>• Display of work</li> <li>• Inviting parents / carers in to share good work</li> <li>• A phone call home to share good news</li> <li>• A letter home to parents / carers informing them of some action or achievement deserving praise</li> </ul>	<p>The following actions have consequences:</p> <ul style="list-style-type: none"> <li>• Unacceptable behaviour</li> <li>• Fighting or play fighting</li> <li>• Pupils who are found to have made malicious accusations against school staff</li> <li>• Breaking school rules</li> <li>• Failing to follow instructions</li> <li>• Not completing work to an expected standard</li> </ul>
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Our Good News assemblies publicly recognise good behaviour. A weekly good news assembly takes place. The Principal/Deputy visits classrooms at least once a day.

When we do have to criticise, all members of staff follow the outlined policy and these powers lie with them. We attempt to be constructive by giving advice on how to improve. The majority of pupils will respond to encouragement and a good reward system is essential for progress. It is hoped that by promoting positive behaviour and good work we will set the standards that we all wish to see throughout the school.

As part of our behaviour policy we recognise that parents / carers should be fully informed about their child's behaviour. Every effort is made to ensure that there is good communication between home and school. Should a child's behaviour be cause for concern their parents will be contacted and the matter discussed.



Our school is a community and children need to be taught as early as possible to appreciate that school is a workplace in which a certain code of behaviour has to be adhered to for the good of the whole community. We use an assertive discipline policy that is based on respect for all members of the school community. Willowbrook Primary School staff support the following:

- Acceptable standards of behaviour depend on the example of all of us – everyone has a positive contribution to make
- Good order has to be worked for, it does not simply happen
- We set high standards, apply rules firmly and fairly and expect acceptable standards of behaviour and work.
- Everyone is here for a purpose and must be treated as an individual
- Relationships are vital between everyone at every level
- We all make mistakes sometime and are willing to admit if we are wrong
- Problems are normal where children are learning and testing the boundaries of acceptable behaviour

<p><b><u>All staff will always avoid:</u></b></p> <ul style="list-style-type: none"> <li>• Humiliating – it breeds resentment</li> <li>• Shouting – it diminishes you</li> <li>• Over reacting – the problems grow</li> <li>• Blanket punishments – the innocent will resent them</li> <li>• Over punishment – never punish what you can't prove</li> <li>• Sarcasm</li> <li>• Leaving pupils outside rooms</li> </ul>	<p><b><u>All staff will always:</u></b></p> <ul style="list-style-type: none"> <li>• Keep calm</li> <li>• Listen</li> <li>• Be positive</li> <li>• Build relationships</li> <li>• Carry out any threats that have had to be made</li> <li>• Be consistent</li> <li>• Follow up problems to their conclusion</li> <li>• Always apply school rules.</li> </ul>
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**Behaviour strategies and the teaching of good behaviour; – It's Good to be Green!**  
**Rewards and sanctions;**

Each class has an agreed code of behaviour displayed on the classroom wall. It shows the basic rules of the class along with a list of consequences if they are not followed.

**RULES FOR CHILDREN**

Our two school rules are:

**ALWAYS SHOW GOOD MANNERS**  
**ALWAYS DO THE KINDEST THINGS**

Within classes these are broken down into smaller steps suitable to the year group.

**IT'S GOOD TO BE GREEN**

Every class has a wall chart displaying each child's name. Every morning each child has a fresh start and turns their card to green. The warning and consequence cards work in the way described in the section 'Disciplinary Measures'. At the end of the day any child who is still on Green gets a house point on their chart. Also a child is chosen by the teacher for extremely good behaviour/work to get the Silver Privilege Card for the next day. What that means will be decided in each class, examples may be being a special helper for the day. That child will also take home a 'It's good to be green' certificate to show their parents. It will mean an additional house point for that child. Any class that has everyone on green at the end of the day will award the class the Crown Privilege Card which will mean an additional 5 minutes Golden Time.

**HOUSE POINT CHARTS AND LANYARDS**

As a child enters school they are assigned to a House and colour. They are given a lanyard in that colour. Lanyards are to be worn at assemblies, when they have started to collect badges. They are not to be taken home until the end of year six.

Every class has an It's Good to be Green sticker chart. This is central to the House System. A child can receive a house point for various things. The following are automatic house points:

- Being on Green at the end of the day
- Getting the daily green certificate
- Receiving a certificate at the Good News Assembly
- Being at school every day on time in one week

Staff will also give house points for good work, good behaviour, and personal achievements and so on. The children put their house point stickers on their chart and add a point to their House tally.



Every time a child gets across the tally chart five times (90) stickers they receive a badge. The children's names are collected and their parents are invited to the next Friday assembly, where they will see their child get a badge. The badges accumulate as follows:

90 house points	green badge
180 house points	yellow badge
270 house points	red badge
360 house points	blue badge
450 house points	green merit badge
540 house points	yellow merit badge
630 house points	red merit badge
720 house points	blue merit badge
900 house points	bronze enamel badge
1080 house points	silver enamel badge
1260 house points	gold enamel badge

When children get to GOLD, they remove their other badges and take them home so that their lanyard has any special award badges and their gold badge on this only. Children will aim to complete this cycle 3 times in their life at Willowbrook. Any children that gets gold 3 times will become ambassadors for the school and will be rewarded with a principals award badge.

### **Organisation and facilities**

A detailed and structured programme of activities are offered at break and lunchtime for children to access. Some children have to attend certain activities as part of their personalised behaviour plan. There is a drop in that vulnerable children can be referred to. Because of the range of activities on offer (ball court, games, activity in each hall, drama, drop in, just dance, sports clubs etc) children should be able to find something to interest and occupy them at the unstructured time.

### **GOLDEN TIME**

Golden Time is a privilege for those children who respect our school rules and individual class rules decided at the beginning of the year.

Rules are displayed in classrooms and children are often reminded of them.

Golden Time takes place during the last half hour on a Friday afternoon and gives each class an opportunity to enjoy a wide range of activities together. Activities for Golden Time are decided by the class.

Children that have lost minutes of Golden Time have to sit out until their time missed is spent. Children that have had consequence cards get sent to a member of the SLT to miss their time.

### **Pupil support systems**

We have personalised behaviour plans to support children with specific needs. These are formulated in a 'vulnerable children plan' that is shared with staff. These support and provide break time and lunchtime activities.

### **Managing pupil transition**

Lengthy and thoughtful transition work takes place with the feeder secondary school involving children having time to meet with the pastoral head of year and complete work and testing for them. All schools that we send children to, are sent progress and personal information about the children and they have designated meetings with the SENCo and the Psche leader.

## LUNCHTIMES

Lunchtime supervisors are encouraged to give out stickers to be exchanged for house points for children with good behaviour. No one should be left inside without adult supervision. Inappropriate behaviour at lunchtime will result in a cooling off time by the wall. If a lunchtime supervisor thinks the behaviour is persistent or serious enough the child needs to be sent to the Lunchtime Manager. She will follow the same warning and consequence card system as exists in class. Persistent inappropriate behaviour may result in exclusion at lunchtimes.

Inappropriate behaviour will be reported via the lunchtime manager to the class teacher or a senior member of staff. The lunchtime manager will meet with the Deputy Principal/Assistant Head once a month to discuss lunchtime issues including the management of behaviour.

## DISCIPLINARY MEASURES

A child may be asked to stay in over a break or lunchtime to complete or redo work if it is not completed to an expected standard.

Teachers will try to discover the facts and who is involved in a given situation. They will then decide the appropriate action or strategy to be employed. We have adapted the 'It's Good to be Green' behaviour strategy. Each class has a wall chart with all of the cards. It follows the following steps:

1. A warning look

Child given a chance to make a fresh start

2. Quiet verbal reprimand

Child given a chance to make a fresh start

3. Child gets a warning card for the chart (1 minute of Golden Time is missed)

Child given a chance to make a fresh start

4. Child gets a consequence card. Child takes consequence card to the phase leader, who they stay with for 15 minutes. This is recorded in a book

5. Any child receiving a red card will have to go to the Hall on a Friday afternoon with a member of the SLT to miss some Golden Time. Their name will be recorded in a book. 3 offences in one term = yellow report.

The child remains on consequence for the rest of the day. If they misbehave again they are sent back to the Phase Leader.

6. If a child is sent to the Phase Leader twice in one day they get sent to the Deputy or Head and are put on White report.

7. Three visits to a phase leader in one week results in that child going on Yellow report.

## REPORT SYSTEM

This is a five-day monitoring sheet split into the sessions for each day. A child on report must get each session (including playtime and lunchtime) signed by appropriate member of staff. If a child fails 3 times, a red report will be issued. After passing a report the child will step back a level i.e. from red to yellow then to another yellow then off report (see flowchart in appendix 1 for more detail). Phase Leaders make the decision about who is on report.

### **Consequences for being on report include:**

Break times and lunchtimes are spent inside in a controlled small group.

Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day. Golden time is lost.

Child cannot attend any clubs or after school activities whilst on report

School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times etc

When a child is placed on report parents are always informed by telephone, in writing or in person. Parents are encouraged to sign their child's report at the end of each day and may wish to comment on behaviour at home. Class Teachers keep completed reports. A failed red report may lead to a fixed term exclusion. The Principal can take the decision to exclude a child, and in her absence the Deputy Principal can take the decision. In the absence of both Head and Deputy another senior member of staff may decide to exclude a child. The LA National Exclusion Guidelines are followed at all times.

Disruptive pupils can be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms.

Behaviour Support Team will be requested for children who display consistently challenging behaviour and the agency work with school to offer advice on behaviour. This advice is often extended to parents.

**Some incidents lead to immediate red report such as; fighting, hurting another child, abusive or threatening behaviour towards other children or adults**

## RACIST INCIDENTS

Willowbrook Primary School takes a no tolerance view to racism (see our anti-racism policy). All incidents are recorded, reported and investigated according to the school's Racist Incidents Recording, Reporting and Investigating Procedures.

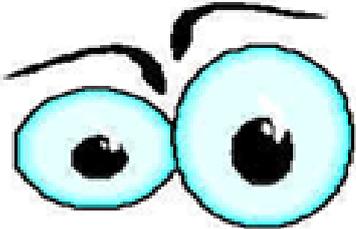
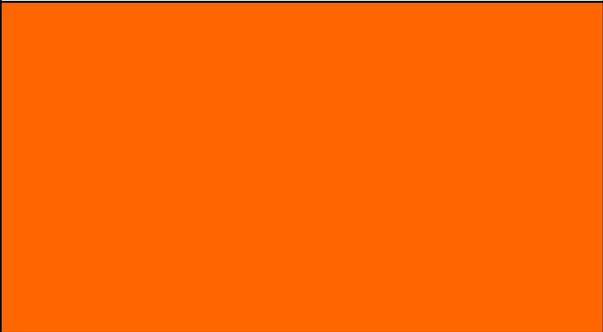
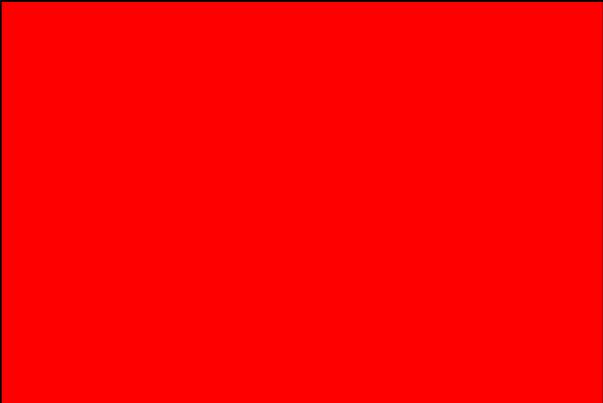
## GUIDELINES ON INTERVENING IN FIGHTS / DISPUTES

Through the implementation of this policy we expect fighting to be an extremely rare occurrence. However if a child does lose his / her temper and become involved in a fight it will be taken extremely seriously. If a member of staff witnesses a fight they must remember:

- Our first duty is to prevent any harm to any pupil
- We need to set an example to pupils as to how to handle difficult situations
- To assess the severity of the situation
- To send a reliable child for additional help if necessary
- Verbally to move other children away
- Verbally separate the children involved – tell them to stop in an assertive voice
- Standing between the pupils may be appropriate to stop the fight
- It is school policy to intervene and physically prevent a pupil from hurting him / herself or anyone else (see the school's Positive Handling policy)
- Quiet discussion away from the scene will follow and the opportunity will be given for pupils to give their side of the story
- We will always listen to children.

If a pupil runs out of a class we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises parents will be contacted. If they are not at home the police will be informed that a pupil has left school and is at risk.

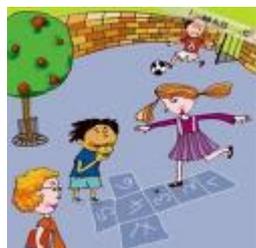
**Classroom management;**

	<p><u>Step 1:</u> A warning look</p>
	<p><u>Step 2:</u> A verbal warning</p>
	<p><u>Step 3:</u> Warning card and <u>1 minute</u> of Golden Time missed</p>
	<p><u>Step 4:</u> Consequence card taken to the Phase leader at next playtime</p>
	<p><u>Step 5:</u> Anyone with a red card goes to the Deputy on Friday afternoon. 3 visits over a term=yellow report</p>
<ul style="list-style-type: none"> <li>• If you are sent to the Phase Leader twice in one day you are put on white report</li> </ul>	

- If you are sent to the phase leader 3 times in 1 week, you will be placed on yellow report

	<b>Good to be Green</b>
	<b>1 minute lost</b>
	<b>2 minutes lost</b>
	<b>3 minutes lost</b>
	<b>5 minutes lost</b>
	<b>Hall</b>

## Break time conduct



Wait quietly at the door until an adult is out on duty. They will decide if it will be on the field or playground.



When necessary the teacher will choose 6 pupils to play football and will give out bibs to these pupils.



Respect the trees. Do not pull on the branches or leaves as they will die. Do NOT go off the track and into the bushes for your own safety.



First whistle blow = stand still  
Second whistle blow = line up sensibly



Sit/stand in single file and chat quietly until the teachers arrive

# Reports at Willowbrook

A child may be put onto report by the **Phase leader** because of 3 consequence cards in a week or a single episode of unacceptable serious behavior. The child will write their name on a chart in the phase leader's room.

The phase leader will ring the parents of this child and the child will write the reason that they are on report at the top of their report.

The child is on report for the week and each session should be signed by the adult working with them/supervising them.

If a report is lost the report will start again. If a report is forgotten a replacement report may be given - but this needs to be cut out by the child and stuck onto the original report.

A child can only come off report when:-

- It has been signed every day by a parent/carer
- There is a full 5 day report with no more than 2 fails

**THE CHILD THEN TAKES THE COMPLETED REPORT TO THE PHASE LEADER.**

They are the only people who can tell a child that they have finished their report so that they can keep track of who is on report. The child will then remove their name from the chart in the phase leader's room.