Westcliffe Federation



St. Andrew’s CE Primary School

West Felton CE Primary School

Weston Lullingfields CE Primary School and Kinnerley CE Primary School

Behaviour Policy

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Aims

It is a primary aim of the Westcliffe Federation that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The Federation’s behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school’s have a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school communities in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the community.

The Federation recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

**Staff Responsibility**

Behaviour Management is the responsibility of **all** staff across the Federation.

**Role of the Senior Leadership Team (SLT)**

It is the responsibility of the SLT to implement the Federation behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the SLT to ensure the health, safety and welfare of all children in the Federation.

The SLT supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The SLT keeps records of all reported serious incidents of misbehaviour including bullying and racism

The Executive Head Teacher and the Head Teacher have the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour, liaising with the SLT and Governors at all times. For repeated or very serious acts of anti-social behaviour, the Executive Head Teacher/Head Teacher may permanently exclude a child. These actions are taken only after the Federation governors have been notified.

**The Role of the Class Teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers across the Federation have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SLT.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-federation policy. The class teacher should, in the first instance, also contact a parent if there are concerns about the behaviour or welfare of a child.

**The Role of Support Staff**

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour and follow the policy.

**The Role of Parents and Carers**

Parents and Carers agree to a Home School Agreement when enrolling their child at any school within the Federation. Parents are expected to adhere to the Home School Agreement and support the actions of each individual school but are able to address any queries regarding sanctions firstly to the class teacher, then to the SLT.

The school’s collaborate actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child’s learning, and to cooperate with the school’s within the Federation.

**Organisation**

**School Rules**

Each school within the Federation has their own rules. This is to address the individuality of each school and the children in it.

**Class Rules**

* Class teachers, support staff and children in their class devise these at the beginning of the academic year.  They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom.  They should focus on the positive rather than the negative.
* Rules should be written up neatly and prominently displayed in the classroom.

**SEAL**

* All classes use SEAL sessions as a tool for promoting positive behaviour.  SEAL sessions may be combination of games and opportunities for children to respond positively to each other in a safe, friendly environment.  They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

**Promoting Positive Behaviour**

We praise and reward children for good behaviour in a variety of ways:

* Teachers congratulate children.
* Teachers give children a variety of rewards within their classroom that may or may not contribute to a whole school reward system.
* Pupils may be sent to another member of staff to re-enforce the praise and they may receive a sticker.
* Each week children from each class are nominated to receive a certificate in the Awards assembly, to celebrate good behaviour, attitudes and achievement.
* Positive playtime behaviour is rewarded with praise, certificates and stickers.
* The SLT actively encourages staff members to send children to them for good behaviour, improved attitudes to learning, and outstanding achievement.
* Westcliffe Federation expects school rules to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis.
* We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
* We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime.
* If behaviour is inappropriate then a verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable.
* If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we remove the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
* The safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from the SLT.
* If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the SLT. The school contacts the child’s parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
* The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
* Racist incidents will not be tolerated in any form and will be reported to the Local Authority/Police.

**Age Appropriate Sanctions**

* All classes in the Federation will have a behaviour log that is kept in the classroom to record negative behaviour.
* Teachers need to ensure all staff, particularly HLTAs and midday meal supervisors know that a child is under sanction or has behaviour targets.

**Foundation Stage**

* Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age appropriate language and try to help the children build an understanding about behaviour that is appropriate at school.
* During carpet sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are sent to another carpet in Foundation Stage.
* During free flow sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are put on time out.
* Any aggressive or violent behaviour results in a child being sent immediately to time out. If poor behaviour continues after the time out session they will be sent to see the SLT or spend time out in another classroom.
* Staff meet daily to discuss children’s behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children. Adults will discuss any of their concerns regarding a child’s behaviour with their parents or carers. An individual support programme might be arranged in consultation with SENDCo, SLT and Parents/Carers.

**Key Stage 1**

* Teachers warn children verbally if their behaviour is inappropriate.
* Second warning and the child’s name is moved to the ‘cloud’
* If behaviour does not improve they are sent to time out for 4 minutes. If calm and returned to expected behaviour name moves to ‘sun’. The time out table is where a pupil can be seated away from classmates for a chance to calm down, reflect or continue their work silently.
* If the child is not calm and cooperative after some time at the table then they can be sent to another teacher in the same Key Stage or a member of the SLT.
* If there are persistent behaviour issues or incidents with a child the class teacher will speak or send a letter to the parents/carers with a member of the SLT to talk through ideas for a solution.

**Key Stage 2**

* Try to diffuse the situation
* Teachers warn children verbally if their behaviour is inappropriate.
* If their behaviour continues the child receives a second warning and the child is placed on the time out table where they can be seated away from classmates for a chance to calm down, reflect or continue their work silently.
* If the child is not calm and cooperative after some time at the table then they can be sent to another teacher in the same Key Stage or to a member of the SLT.
* The teacher may decide to make the child stay in at playtime or give them lunch time detention as punishment. Any lunchtime detentions are to be recorded in the behaviour log book. Detentions are only issued by class teachers or members of the SLT.
* If a child continues to not follow the behaviour policy an internal exclusion may be organised. A meeting will take place with the parent/carer to explain this decision. All information will be logged in the incident book.
* In extreme cases each teacher has an SOS card which a child will present to a senior member of staff to signify that the teacher needs immediate assistance.
* In cases of extreme violence the parents are always informed either verbally, by letter, or phone call.
* Children that are identified, because they regularly display negative behaviour, may be referred to the SENDCo for further assessment and develop a programme of strategies to manage their behaviour.

**Playground Expectations**

* Expectations for playground behaviour are very clear to all staff and children.
* Children are reminded about how to use each playground area and the equipment. Adults warn children verbally if their behaviour is inappropriate.
* If the child receives a second warning then they are asked to shadow the adult for 5 minutes. If inappropriate behaviour continues timeout inside for 5 minutes. The adult may decide that they can not go back out to the playground as a consequence.
* Any more serious incidents such as aggressive behaviour both physical or verbal are dealt with by the SLT.
* Positive behaviour is rewarded with raffle tickets which are put in a classroom positive behaviour box. This is brought to reward assemblies and a draw is completed for certificates.
* Staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan. Midday meal supervisors write concerns on the whiteboard in the staffroom with children’s initials.

**Foundation Stage Monitoring / Playground Expectations**

* Positive behaviour acknowledged
* Behaviour concerns are recorded in behaviour logs (these will vary school to school) by supervisors detailing incident, responses and action taken
* Serious misbehaviours are reported verbally to class teacher
* Behaviour log (along with accident log) is brought to end of the day meetings where information is shared and strategies agreed (If required)
* Persistent concerns and emerging behaviour patterns are monitored at weekly staff meetings

**Behaviour Monitoring**

The following systems are in place to monitor behaviour:

* Each class has a behaviour log. A record of parental contact is included within the log.  This log is to be kept in the classroom.
* Children who are involved in incidents will have the incident recorded in the log detailing the incident, the child’s response and action taken.
* Class teachers will have copies of letters that they can send home to parents/carers if they want to discuss a child’s behaviour.  If a letter is sent home, this needs to be recorded in the log and the letter sent to the office for posting. The headteacher must be informed if a letter is sent home. Any phone calls must also be logged.
* If a teacher sends a letter home and receives no response from the parent/carer within two school days, a member of the SLT should be informed.  A second letter will then be sent to the parent/carer from a member of the SLT or a phone call will be made.
* Non-class based teachers should follow all the procedures in place and should communicate action taken to all relevant staff.
* Serious incidents are recorded in an incident log in the Administrators office.
* Behaviour Triggers where children are immediately sent to a member of the SLT
* The following behaviour triggers a child being sent immediately to the SLT:
	+ physical violence or threatening behaviour
	+ swearing intentionally to cause offence
	+ racist, sexist or homophobic remarks (these are recorded separately and reported to Governors)
	+ repeated disobedience
	+ continued inappropriate behaviour after returning from Time Out
* If a child refuses to go to a member of the SLT, the class teacher will send the SOS card to the office. In the playground a Midday Supervisor will send another child to inform the SLT.
* If sent to the SLT, a phone call may/will be made to parents/carers as soon as possible.
* The SLT will log parent contact/incidents in the school behaviour log.

**Further Sanctions**

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school.

Exclusions will occur if:

* Children repeatedly violate the Behaviour Policy
* Children seriously assault children or staff
* Children commit serious breaches of the Behaviour Policy
* Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

The Federation will follow the Local Authority Exclusion Procedures.

**Review Date:  Autumn Term 2019**