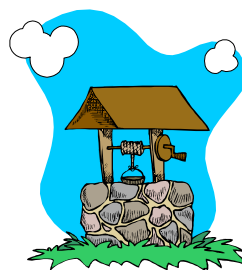




Wellhouse J & I School



The Federation of Clough Head and  
Wellhouse J and I Schools

# Behaviour Policy

Written: July 2011

Approved by the Governing Body: September 2011

Review Date: July 2014

# Behaviour Policy

## The Federation of Clough Head and Wellhouse J and I Schools

Headteacher: Claire Kenworthy

Named personnel with designated responsibility:

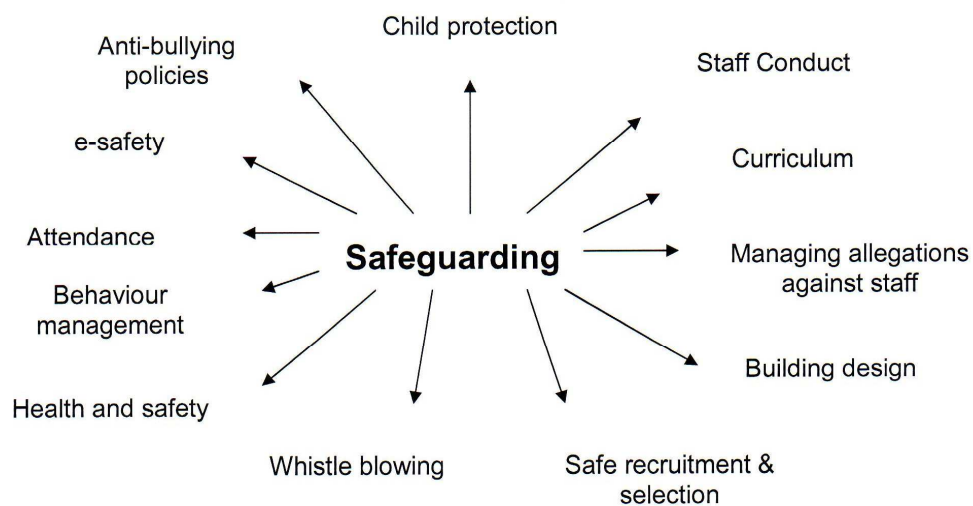
<b>School</b>	<b>Designated Senior Person for Safeguarding and Behaviour Management</b>	<b>Deputy Designated Senior Person for Safeguarding and Behaviour Management</b>	<b>Nominated Governor for Safeguarding</b>	<b>Chair of Governors</b>
Clough Head J and I	Claire Kenworthy	Judith Haswell	Kerry Wimpenny	Dr Mark Davies
Wellhouse J and I	Claire Kenworthy	Lynsey Swales		

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## FEDERATION COMMITMENT

The Federation of Clough Head and Wellhouse J and I Schools is committed to creating a safe and secure environment in which children can learn. Everyone is expected to take responsibility for their actions and to show care and concern for people, the school and its contents. The Federation recognises that every member of the school community has a responsibility for promoting good behaviour in school. Staff are committed to working closely with parents, pupils and Governors to promote positive behaviour and to create a culture of respect. We will always take a considered and sensitive approach in order that we can support all of our pupils.



## **AIMS AND OBJECTIVES**

The aims and objectives of our Behaviour Policy reflect and support the Federation Mission Statement and Aims. (See Appendix I)

1. To encourage a calm, purposeful and happy learning environment within our schools.
2. To foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
3. To provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others.
4. To develop a consistent Federation approach for promoting positive behaviour throughout both schools.
5. To ensure that expectations of behaviour are clearly communicated to children.
6. To establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
7. To establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
8. To raise self-esteem and teach positive behaviour through the content and delivery of the curriculum.
9. To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents.
10. To effectively manage incidents of bullying, sexism or racism if and when they occur.

## **PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT**

### **Responsibilities of Children**

1. To work to the best of their abilities and to allow others to do the same
2. To treat others with respect at all times
3. To respond appropriately to the instructions of staff and other adults working in school
4. To take care of property and the environment in and around school
5. To cooperate with children and adults in all aspects of school life
6. To help formulate and comply with the classroom rules
7. To move sensibly and quietly in and around school
8. To share in celebrating the achievements of all members of the school community

### **Responsibilities of Staff**

1. To fully comply with the school's policies and procedures
2. To attend appropriate training
3. To inform the Headteacher of any concerns
4. To treat all children fairly and with respect
5. To raise children's self-esteem and develop their full potential by offering high quality learning experiences
6. To maintain high expectations of pupil behaviour and learning
7. To provide an interesting, relevant and challenging curriculum
8. To create a safe, stimulating and pleasant environment for learning
9. To use rules and sanctions clearly and consistently
10. To be a good role model for behaviour
11. To establish effective partnerships with parents so that children can see the key adults in their lives share a common aim
12. To recognise each child as an individual and to take into account the needs of each child
13. To praise and reward appropriate behaviour and achievements.

## Responsibilities of Parents

1. To ensure children attend school regularly and arrive on time each day.
2. To inform school immediately of the reason for any pupil absence.
3. To tell school staff about anything that may affect children's work and well-being at school.
4. To show an interest in all that their child does at school
5. To offer help and support with learning at home, including the completion of homework.
6. To encourage independence and self-discipline in their children
7. To establish good communication with school staff and support the behaviour policy
8. To encourage respect and good behaviour and to make their children aware of inappropriate behaviour
9. To work with school staff to address and review any behaviour issues with their children

## Responsibilities of Governors

1. To ensure the Federation has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and Government guidance.
2. To ensure the Behaviour Policy is made available to parents on request
3. To ensure the Federation has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
4. To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management
5. To ensure that staff undertake appropriate behaviour management training;
6. To nominate a Governor to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
7. To review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

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## **GOVERNMENT GUIDANCE ON ENSURING GOOD BEHAVIOUR IN SCHOOL**

Our Federation believes that staff, parents and the children themselves must share responsibility for the maintenance of high standards of behaviour in our schools. Our schools have adopted the following Government guidance (The Department for Education, Ensuring Good Behaviour in Schools, April 2011):

### **Powers to Discipline:**

“Teachers, Teaching Assistants and other paid staff with responsibility for children have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in school and outside school in certain circumstances.”

“Teachers, Teaching Assistants and other paid staff with responsibility for children can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties include: confiscation, retention or disposal of a pupil’s property. Headteachers can also decide to suspend or to permanently exclude a pupil.”

### **Searching Pupils:**

“School staff can search pupils with their consent for any item which is banned by the school rules. Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupils to have weapons, alcohol, illegal drugs and stolen items.”

### **Use of Reasonable Force:**

“All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom.”

*The Federation Staff undertook ‘Team Teach’ training in February 2011- this national training award teaches staff the least intrusive positive handling strategies and methods of restraining pupils who are at risk of injuring themselves or others.*

### **Exclusion:**

“The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community.”

## **SCHOOL TRAINING AND STAFF INDUCTION**

At Clough Head and Wellhouse Schools, we believe that it is essential to adopt a shared approach to the encouragement of good behaviour and discipline. Good order and discipline is seen as the responsibility of all staff and it is important that everyone works together to achieve the federation's aims. The behaviour policy and behaviour procedures have been formed in collaboration with all staff and the Governing Body. The Department for Education expects that "every teacher will be good at managing and improving children's behaviour" (April 2011) and our Federation maintains the same high expectations.

To support the encouragement of good behaviour and discipline in our two schools, all Federation Staff receive appropriate and relevant training in behaviour management. All Federation staff, including Lunchtime Supervisors, have opportunities to be involved in specific training in behaviour management. This allows for the updating of procedure and strategies as well as refreshing knowledge and understanding of the schools systems.

Newly Qualified Teachers receive training and support as part of their induction. Their NQT Induction Tutor will support them with any concerns and issues regarding behaviour management strategies and the schools procedures.

Any new members of staff in the Federation will receive training in the schools behaviour policy and procedures as part of their induction.

## **RELATED SCHOOL POLICIES**

The Behaviour Policy is one of the essential Safeguarding Policies of the Federation.

'.....safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of children ....providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population'

*Safeguarding Children and Safer Recruitment in Education DfES 2007*

The following school policies are related to the Behaviour Policy:

- Child Protection Policy
- Health and Safety Policy
- Anti-Bullying Policy
- Safe Use of the Internet Policy
- Admissions Policy
- Medicines Policy
- Special Educational Needs Policy

## THE BEHAVIOUR PROCEDURE

We celebrate good work, good behaviour, good attitudes and individual effort at Clough Head and Wellhouse Schools. We encourage children to always try their best and we aim to encourage each child's self-discipline through positive praise and rewards. However, we recognise that it is necessary to address inappropriate behaviour.

### Rewarding Good Behaviour

Reward systems are in place across the two schools in the Federation- these differ operationally depending on the age and abilities of the pupils in each class and the agreed classroom rules. The underlying principles of the reward systems are however, the same.

Some of the ways we reward children are:

- Verbal praise and feedback
- Written feedback in children's workbooks
- 'Merits' and Bronze, Silver and Gold Achievement Certificates
- 'Star of the Week' awarded in Celebration Assemblies
- Stickers
- Verbal and written messages home to parents
- Visiting the Headteacher with 'good work' and good news
- 'Praise Pads'- notes sent home when pupils have had some achievements to celebrate
- 'Lunchtime Award' tokens and certificate
- 'Treat' times- collective awards that whole classes can earn

### Rewarding Good Behaviour in the Early Years Classes

Children in Class 1 in each school are rewarded in many of the ways detailed above. They also receive rewards in the form of 'treasure' to put into their treasure pot. Individual children can earn a piece of treasure for good work and effort, but the award is a collective award for the class to achieve together. Everyone tries hard to earn enough treasure to fill the treasure pot. When it is full it is recorded on a class chart and the children receive a small reward. When the treasure pot has been filled five times, the Headteacher visits the class to praise and reward everyone.

### Merit Awards

Older children work independently towards achieving their merit awards throughout the school year. Children earn merit points for good work, effort, etc. and these are recorded by the staff on their merit award chart in the front of the planners. When a child has achieved 25 merit points, they receive their next certificate and a prize. There are 4 certificates to achieve during the year- bronze, silver, gold and the final 'merit' award.

## Addressing Inappropriate Behaviour

Every class and all staff in the Federation use the same 'Traffic Light' system for recording and reporting inappropriate behaviour. The same system is used to record inappropriate behaviour in the classroom, assembly, outdoor environment, at playtimes or lunchtimes. It is a visual system that all children and staff can monitor and the system allows children to reflect upon their behaviour and to make improvements.

The 'upside down' traffic lights are displayed in each classroom:



Every child's name will start each day in the green section of the traffic lights.

Alongside the traffic lights are descriptions of behaviours (See Appendix II):

Green- Expected behaviours

Amber- Behaviours that would cause your name to be moved into this section

Red- Behaviours that would cause your name to be moved into this section

### **Procedure:**

- It is expected that the majority of children for the majority of the time will keep their name in the green traffic light.
- Above the traffic lights is our federation sunshine, with the schools aims and mission statement. Any pupil who makes an extra effort, or children who are 'always doing the right thing' will have their name moved up from the green section of the traffic light to the specific aim on the sunshine which reflects their effort. Children who achieve this will have their effort noted in a log and will be rewarded at the end of each half term.
- If a child misbehaves a staff member will initially 'warn' the child, e.g. verbal warning, non-verbal communication (frowning). They will indicate what behavior they are unhappy with and outline the consequence of continuing with this behaviour.
- If the inappropriate behaviour continues a final warning will be given.
- If the child continues to misbehave, the adult will move the child's name down to the amber traffic light.
- If the child persists in this same inappropriate behaviour, their name will be moved to the red traffic light.
- If a child continues to persist with the inappropriate behaviour they will be asked to leave the classroom and to speak to the Headteacher or the Deputy Headteacher in her absence.
- The Headteacher will consider the nature and circumstances of the inappropriate behaviour and will make a decision regarding whether the pupil can return to the classroom or will have to work in isolation.
- Zero tolerance is given for swearing, physical assault (deliberate kicking, punching, hitting, etc) or damaging property. (See Appendix I) Any of these behaviours will result

in a pupil moving immediately to the red traffic light and discussing their behaviour with the Headteacher.

- Pupils who have had their names moved to the amber or red traffic lights can work their way back up the traffic light system to green by addressing their inappropriate behaviour and rectifying the situation. If they are seen to be behaving well, working hard and making an effort, the adult will move their name back up to the next traffic light.
- At the end of the morning session and again in the afternoon, Classteachers will record in a Behaviour Log the names of any pupils whose names are in the red section of the traffic lights. The teacher will also write a note in the child's planner to inform their parents of the inappropriate behaviour and the stage to which it has escalated. At the start of each morning and each afternoon session, all the children's names will begin in the green section of the traffic lights.
- At the end of each half term, children whose names have not appeared in the Behaviour Log will be rewarded.
- Lunchtime staff will follow the same traffic light system. At the end of lunchtime, staff will report to the Classteachers any pupil's names that need to be moved into another traffic light section. A Lunchtime Behaviour Log will be used to record serious incidents that have resulted in a pupil's name being moved to the red traffic light.

### ***Incidents of a Serious Nature***

Incidents of a very serious nature or a persistent nature (e.g. bullying), will be referred to and dealt with by the Headteacher or Deputy Headteacher in her absence. This will usually involve the Headteacher and relevant school staff working closely with the child and parents to address and resolve the inappropriate behaviour. If necessary, an 'Individual Behaviour Plan' will be formed and this will involve specific rewards and sanctions, as governed by the plan.

### ***Special Educational Needs***

When a child is on the Special Educational Needs register for specific behavioural difficulties, the procedure for dealing with that child may differ to our traffic light procedure. The alternative procedure will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child in school.

## **ALLEGATIONS REGARDING PERSON(S) WORKING IN OR ON BEHALF OF THE FEDERATION (INCLUDING VOLUNTEERS)**

Where an allegation is made against any person working in or on behalf of the schools that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will always follow the Kirklees Safeguarding Children Board procedures that can be accessed at [www.kirkleessafeguardingchildren.co.uk](http://www.kirkleessafeguardingchildren.co.uk) (click on Information for Professionals, followed by Procedures and Guidance) and find the section entitled "Child Protection in Specific Circumstances" under which you will find "Allegations Made Against a Person who Works with Children". Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Headteacher in a locked filing cabinet.

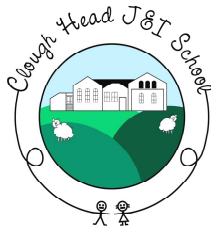
Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

### **Action**

- The person who has received an allegation or witnessed an event will immediately inform the Headteacher and make a record
- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Governors who will proceed as the 'Headteacher'
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The person against whom the allegation has been made will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Headteacher will consult with the Local Authority Designated Officer (Phil Holmes - see Contacts List) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Headteacher will inform the Chair of Governors of any allegation.

- Every effort will be made to maintain confidentiality and to guard against unwanted publicity while an investigation is being investigated.
- Disciplinary action will be taken against a pupil who has been found to have made a malicious accusation. Advice will be sought from the Local Authority Designated Officer and the action taken will reflect the circumstances and nature of the accusation. This may involve a fixed term or permanent exclusion.

## APPENDIX I



Wellhouse J & I School



## Federation Mission Statement

'Enjoy, achieve and celebrate our learning and lives together.'

## Federation Aims

- Inspire one another and nurture skills for life-long learning.
- Aim high to reach our goals.
- Embrace the diversity of our schools and wider community.
- Provide a happy, safe and caring environment for all.
- Promote co-operation, respect and partnership within our school communities.

## APPENDIX II

### Green Behaviours

- Looking at the person who is talking
- Listening to what others say
- Following instructions at the first time of asking
- Sharing and being polite to others
- Concentrating on work
- Sharing ideas, asking and answering questions
- Holding doors open
- Having your reading book in school
- Having the correct equipment to work
- Handing in homework and planner on time
- Looking after school equipment
- Keeping the classroom tidy
- Using manners

### Amber Behaviours

- Being distracted and distracting others
- Talking when other people are talking
- Not following instructions
- Saying unkind things
- Being rude and answering back
- Not having your planner or reading book in school
- Not looking after school equipment

## **Red Behaviours**

- Swearing
- Being physically aggressive
- Being verbally aggressive
- Deliberately damaging school property