

Metropolitan Borough of Calderdale

WITHINFIELDS PRIMARY SCHOOL

Learning together to make a better future

BEHAVIOUR AND DISCIPLINE POLICY

March 2019

1. Introduction

This policy is a statement of the aims, principles and strategies for the management, improvement and consistency of Behaviour and Discipline throughout the school.

2. Rationale

The Staff at Withinfields Primary School believe that good discipline within school promotes a secure, calm and purposeful environment for learning. Children's education benefits from a clearly structured, consistent and fair approach to disruptive and unacceptable behaviour. Positive reinforcement of appropriate and good discipline leads to improvement in behaviour and increased self esteem.

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other school staff to discipline pupils. The key points from this statutory power are:

- Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct.
- All teachers and other staff in charge of pupils have the power to discipline.
- The headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers.

3. Objectives and Principles

The Policy aims to:

- Promote quality learning experiences
- Build an atmosphere of mutual respect and co-operation between all children, staff, parents, governors and the wider community
- Promote increased self-esteem as this affects all thinking and behaviour and impacts on learning and performance.
- Provide positive everyday experiences so that our children are more likely to reach their full potential
- Ensure that all children are treated fairly and consistently in school in terms of rewards and consequences

Withinfields Primary School believes that:

- Behaviour can change and that every child can be successful
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing
- Using a positive system of rewards will increase childrens' self-esteem and thus help them to achieve more
- Children need to realise that their actions may result in consequences
- Using consequences consistently and fairly is important if they are to be effective
- Celebrating success helps children to achieve more
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- The safety of other children and staff is paramount in our school
- Disruption to learning should be kept to a minimum while children acquire self-discipline
- Reinforcing good behaviour helps our children feel good about themselves
- Positive behaviour noticed is behaviour repeated.

This policy also links to the school's Anti-Bullying policy.

4. Approaches

4.1 Personnel involved in implementing this policy

All members of the school family are responsible for the good behaviour and discipline of our children. This includes, but is not restricted to staff, parents, carers, governors, outside agencies and the children themselves.

All members of paid staff in school are responsible for the implementation of this policy and the strategies of rewards and consequences described. Teaching students should also implement the policy when it has been fully discussed with them by the classteacher. Any other work experience students or volunteers should refer to the teaching staff when they witness children who they feel need rewards or sanctions.

The policy is incorporated into the school's induction procedures when it will be explained and a copy provided.

4.2 Systems for promoting positive behaviour and whole school consequences

Positive behaviour should be self-motivated and this is best encouraged through our rewards systems – Clas Dojo points, stickers, verbal praise, written praise, Headteacher’s award and Good News Assembly. A simplified version of our behaviour systems can be found in [Appendix 1](#).

4.3 Behaviour Charts

Each class has a Behaviour for Learning chart which is in a prominent position in the classroom.

The Behaviour for Learning chart is in the form of a rocket. A summary summary sheet for amount of class dojos collected can be found on the Class dojo page..

There are four different levels of behaviour shown on the rocket, namely green, yellow, orange and red. All children aim to stay on the ‘green’ section of the rocket and earn credits on their class dojo for appropriate Learning Behaviours these can be found at [Appendix 2](#).

On each colour of the Behaviour for Learning chart, the level of behaviour is listed and the consequences of this behaviour is shown down the side of the rocket as ‘flashes.’

If children display ‘yellow’, ‘orange’ or ‘red’ behaviour, they are moved onto the dark green section of the chart. The member of staff that moves the child should explain the specific reason of why they have moved and the relevant consequence takes place. All classrooms have a BfL file where these behaviours should be recorded.

Once they have carried out the consequence for that behaviour, the child will return to green the light green section of the chart to show that they have paid off their consequence, but will miss the ‘always green’ playtime that week.

All staff in school are able to move children on the Behaviour for Learning charts and should record the behaviour in the file.

The Behaviour for Learning charts are to be visually consistent throughout the school.

4.4 Dojo System

Credits can be awarded by any member of staff to any child that is either demonstrating the school ‘learning behaviours’. One dojo is given for each act or piece of work. These are recorded on the whiteboard and are not reset until the end of each half term when the child in each class with the most dojos for a particular behaviour will receive a certificate and their name will be placed on the board in the hall for the next half term. In addition to this as children receive a certain amount of dojos they will receive an award in Fridays celebration assembly.

Certificate	Number of credits	Prize
Bronze	60	Bronze pin badge
Silver	140	Silver pin badge
Gold	240	Gold pin badge
Platinum	360	Platinum wristband

4.5 Stickers

In addition to giving credits, each member of staff may provide rewards in recognition for positive behaviour in the form of stickers particularly the younger children. These are given as an instant reward for a particular act or attitude and can be given directly to the child or on the child’s piece of work.

4.6 Verbal praise

Verbal praise is given to children in a variety of ways. This may be:

- on a 1:1 basis
- in front of the class/another class/school to encourage others to follow the role model

Praise is specific so that the child understands why they are receiving praise and is more likely to repeat the behaviour. All members of staff are responsible for giving praise for good behaviour particularly at lunchtimes, playtimes and while children are moving about school.

4.7 Written praise

The School’s marking policy includes an expectation that children will be provided with positive feedback on a regular basis.

4.8 Headteacher’s Award

If a child has demonstrated work or an attitude or behaviour of a particular high standard, they may be sent to the headteacher to share their success. They may be given a Headteacher’s award sticker or other reward.

4.9 Good News Assembly (Friday 2.30pm)

Each teacher should choose a child from their class each week to be congratulated in Good News Assembly through our Endeavour Awards. Class teachers should seek the co-operation of teaching assistants and mid-day supervisors in awarding children an Endeavour Award. Reasons for congratulating pupils which are more difficult to expand on / discuss should be kept to a minimum, e.g. *Worked hard this week*. Specific work or attitudes are more likely to encourage the child to repeat the same level of effort etc. Where possible, the teacher should bring work with them to share with those in the assembly if appropriate. Teachers should complete a record of children that have been given an Endeavour Award to ensure all children are congratulated throughout the year and also to aid report writing. Text messages inviting parents to these assemblies should be sent via the office as soon as the pupils have been identified.

4.10 Always Green Reward

Children who do not move away from the Green section of the Behaviour for Learning chart during each week will receive an 'always green' playtime. If they remain on green for the half term they will be entitled to the Always Green treat. Examples of such activities may be a workshop session in school, a party or a visit out of school. These activities are funded by school and do not rely on voluntary parental contributions. The HLTA with responsibility for behaviour will oversee the organisation of the 'Always Green Treat'.

4.11 Processes which teach Positive Behaviour

SEAL development

Social and Emotional Aspects of Learning materials are used throughout school to enable children to develop their Emotional Literacy. It is used through the taught curriculum as a whole school approach to developing pupil's social, emotional and behavioural skills.

Good manners

Children should be taught to move around the school sensibly and quietly so as not to disturb others. Children must be taught to be polite at all times including the use of please and thank you, allowing adults to pass in corridors etc and holding doors for adults. Specific praise and rewards should be given to those children behaving well or displaying good manners to promote these behaviours to others. Staff should model the manners that are expected of the children.

Calm Club

Children who are struggling to manage their behaviour during lunchtimes may request or be given a pass to 'Calm Club'. This club is based upon restorative behaviour, and the children are encouraged to participate in calm activities and have informal discussions with members of support staff about improving and managing behaviour.

4.12 Room for Reflection

When a child is moved on to the yellow, orange or red levels on the Behaviour for Learning chart, they are expected to attend the Room for Reflection. This takes place in the classes at breaktime and Luxemburg at lunchtime. A member of staff will discuss with the child their behaviour and how they will improve their behaviour in order to remain on the green level.

When a child has behaved in a way which contradicts our Core Values, they will be encouraged and expected to make amends in an appropriate manner. This may be through apologising face to face; writing a letter of apology; mending or replacing an item that has been damaged or lost; or another method agreed by the perpetrator, victim and mediator.

Each class will be given a BfL File. Children that attend the RfR will be recorded within this file and the file should be taken to the RfR with the child. The member of SLT will then make a note of what has been discussed with the child, sign it and send back to class.

Records are kept electronically of the colours that children have been moved on to during the year. These are monitored by the Pastoral team on a weekly basis.

4.13 Different Levels of Behaviour

Yellow Behaviours:

A positive reminder should be given to the children first in all instances

Yellow Behaviours	Fairness	Friendship	Happiness	Respect	Trust
Not sharing	X				
Interrupting others when they are speaking				X	
Running/Not moving around school sensibly				X	
Poor Attitude				X	
Not following instructions				X	
Disturbing others' learning	X				
Persistently not wearing school uniform				X	

Consequences:

These will occur every time a child is moved on to the yellow section of the rocket.

- Miss first playtime in the 'Room for Reflection.'

Three instances of yellow behaviour in any consecutive 5 school days will result in the third instance becoming an orange behaviour (persistent yellow).

Orange Behaviours:

Orange Behaviours	Fairness	Friendship	Happiness	Respect	Trust
Being unkind verbally to others		X	X	X	
Being rude and disrespectful to others		X	X	X	
Provoking others	X	X		X	X
Being physical with others e.g. playing roughly		X	X		X
Persistently repeating yellow behaviour				X	X
Telling lies	X			X	X

Consequences:

- Text message to be sent to parents to inform them of their child's behaviour. These should be sent via the school office by completing a slip.
- Attend RfR during first playtime and then miss the first half of their lunchtime. Children will have their lunches separate from the rest of their year group.

Red Behaviours:

Red Behaviours	Fairness	Friendship	Happiness	Respect	Trust
Spitting	X	X	X	X	X
Swearing	X	X	X	X	X
Biting	X	X	X	X	X
Fighting	X	X	X	X	X
Hurting others	X	X	X	X	X
Damaging property	X	X	X	X	X
Being prejudiced	X	X	X	X	X
Stealing	X	X	X	X	X
Absconding	X		X	X	X

Consequences

- Miss a full day of playtimes

- A member of the SLT to contact parents by phone and discuss appropriate sanctions

When children are having their lunch separate to the rest of the school, they should collect their dinners at the end of service.

4.14 Serious breaches of the school rules and expectations

If an incident occurs which is a serious breach of the school's rules and expectations, the child should be referred to the headteacher or in the headteacher's absence, the deputy headteacher. A brief verbal account should be provided by the member of staff reporting the incident which should be followed by a recording on Cpoms.

The headteacher or deputy headteacher will issue a consequence which is reasonable and proportionate to the circumstances of the case. Consequences may involve:

- An individual plan with clear consequences;
- removal of playtimes or lunchtimes;
- detentions;
- removal of privileges;
- Internal exclusion/isolation;
- withdrawal of access to the school IT system (if the pupil misuses it by, for example, accessing an inappropriate website);
- withdrawal from a particular lesson or year group;
- one-to-one admonishment;
- withholding participation in a school trip or event that is not an essential part of the curriculum;
- carrying out a useful task in school;
- confiscation of an item (see section below for guidelines);
- a fixed term exclusion;
- permanent exclusion

Depending on the nature of the incident, parents may be contacted either by letter with a return slip, by telephone, by email, by text message or through direct contact by inviting them into school when they pick the child up or drop them off. When contact is to be made with parents, this should happen as soon as possible after the event.

4.15 Behaviour

We recognise that some children may need more support than others to ensure that their behaviour meets the schools expectations. If children are found to be repeatedly moving away from the Green section of the Class Behaviour Charts on a regular basis, teachers are to consider whether they need further support with their behaviour and self control. In this instance, the classteacher should refer the child into the pastoral team via a member of the SLT and the Behaviour Improvement strategies bespoke to that child should be instigated.

Parents should be informed either by phone or a meeting. Records of meetings and interventions need to be kept on CPOMs measure impact.

The system should be explained to the child by a teacher or teaching assistant in a 1:1 situation at an appropriate time and in a quiet space.

This system should be time limited with the aim that the child aims to not need this anymore.

4.16 Nursery

Systems used in EYFS class will be appropriate to the age of the children and will promote positive behaviour while ensuring that children understand what is acceptable and unacceptable behaviour. The teachers and Class Assistants should be consistent in their approaches to Behaviour management. The Behaviour expectations and consequences are different in Nursery and can be amended to match the prevalent behaviour at that current time. Consequences are mainly focused on immediate response and within the EYFS setting unless a more serious consequence is necessary.

4.17 General Code of Conduct

Entering School in the Morning

In both Key Stages the doors open at 8.45am.

In KS1 the children are to be encouraged to enter calmly and follow the routines of the particular class at this time.

In KS2 the children can decide whether to enter their classrooms at this time or at 8.55am when the bell rings. If they chose to enter the school at 8.45am, they will be expected to participate in a quiet activity within the classroom. At 8.55am all children are expected to walk to their own classrooms immediately upon hearing the bell. It is for individual teachers to ensure that their children are aware of the way they are to enter their class.

Only children with special permission should use the front door to enter.

Entering the school after playtimes and lunchtimes

At the end of playtimes and lunchtimes, the bell will ring. On hearing the bell, the children should stop what they were doing and walk into the school building sensibly.

Leaving school at the end of lessons or at the end of school

Children leave via their classroom exit door straight into the playground when going out to play at breaktimes or lunchtimes. They should be taught to leave in an orderly manner.

At the end of school, children in Nursery, Reception, Year 1 and Year 2 are only allowed to leave when a member of staff has seen their parent or person known to be picking them up.

In KS2, children are told to leave at the end of the day and are taught that if they are expecting to be picked up and the person doing this is not there, they must come back into school, inform a member of staff and wait with their class teacher.

Children who are not collected or still remain in school after 3.30pm will be placed in the Out of School Club and their parents will be invoiced for the appropriate charge.

Playtime/ Lunchtime Rules

The following rules were determined through consultation with staff and the school council.

- Children are not to climb on, stand on or walk on any wall in the playground
- When children are let out to play they should move into the designated playing areas
- Football can be played at playtimes on the marked pitch. Only footballs provided by staff should be used.
- Basketball can be played near the hoops. Only balls provided by staff should be used.
- The raised area near the KS2 cloakrooms is a quiet area and children should walk in this area. This also includes the area near Finland Cloakroom.
 - If a child does not stick to these rules, the adult should warn the child and remind them of the rules. If they persist, the adult on duty should place them on yellow
 - Other behaviours that may occur in the playground should be dealt with according to the lists of behaviours on the Behaviour for Learning system.
- Lunchtime jobs should only be given to Prefects whose good behaviour warrants the reward of responsibility, and will be changed on a rota basis by a member of the SLT in order to encourage all children to behave acceptably. Children carrying out jobs should be supervised by an adult at all times.
- Children should not be in school during playtimes or lunchtimes unless they are directly supervised by a member of staff. They may be completing work, carrying out a regular job e.g. befrienders, librarian or ill/injured. If they are staying inside because of an injury or illness, this should have been requested by the parent/ carer. It is the classteacher's responsibility to ensure that a member of staff is supervising children who are staying inside due to illness.

Wet Playtimes

Children may play with games and activities approved by the teacher. They must tidy up when asked.

Rewards by Mid-day Supervisors

Mid-day Supervisors will give credits and stickers for good behaviour and healthy eating.

School Uniform

Children will be expected to wear the school uniform and adhere to the colour scheme. Jewellery should be limited to a sensible wrist watch and a pair of stud earrings. Hats, gloves or other accessories should not be worn inside the school building unless for religious or cultural reasons.

Inappropriate substances/ items

Children are not allowed to bring the following substances/items to school:

- Chewing gum
- Sharpies
- Tippex or correction fluid
- Solvent based pens/ markers/spray paint
- Permanent markers
- Weapons or items which could be used as weapons or to commit an offence
- Alcohol and illegal drugs
- Stolen items
- Tobacco or cigarette papers
- Pornographic images
- Laser pens
- Lighters or matches

Medication (except inhalers) should be taken to the office by an adult where a form should be completed giving permission for a member of staff to administer the medication. Inhalers should be kept by the child or classteacher (dependent on the age of the child).

Mobile phones should not be brought to school. If they are they are to be locked in the class locker until the end of the day.. Large amounts of cash or valuable items should not be brought to school. If these are brought to school by a child, they remain the responsibility of the child. Staff will not be responsible for the loss or damage of any of these items.

4.18 Health and Safety

The Health & Safety of all pupils, staff and visitors is paramount. The school operates a policy of Zero Tolerance ([Appendix 3](#)) and this is well publicised in school. Violent and aggressive incident forms will be completed by any member of staff who is the victim of a violent and aggressive incident and these are handed to the headteacher. Children are regularly reminded not to enter the car park at all including before and after school.

4.19 Discipline whilst off the school site or outside the school day

The same rules and expectations apply when children are on educational visits, at events off site including sporting events or during extra-curricular activities. There may also be further rules specific to the venue or activities involved which have been identified through the risk assessment process. These will be articulated to children before the activity starts and at appropriate points throughout the activity. It will be made clear to parents in letters informing them of educational visits, extra-curricular activities or other events that their children will be expected to behave according to the school's rules and expectations. Children will be removed from activities rather than them compromising the health and safety of themselves or others. They may also be removed if their behaviour is causing the reputation of the school to be harmed.

This policy also relates to the behaviour of pupils:

- on the way to and from school
- when wearing school uniform in a public place
- when it could have repercussions for the orderly running of the school
- when it poses a threat to another pupil or member of the public
- when it could adversely affect the reputation of the school

The school will act reasonably both in relation to any measures determined for regulating behaviour by pupils when off site and not under the lawful control or charge of a member of staff. Ultimately only a court of law could decide what was reasonable in a particular case, but school will decide what to take into account in deciding whether a rule or sanction in a particular case is reasonable. School will sensibly take account of the following factors (which may not apply to every incident)

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- related to this, whether the pupil(s) in question were wearing school uniform or were otherwise readily identifiable as members of the school;
- the extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of the staff including through the internet);
- whether the misbehaviour in question was on the way to or from school, outside the school gates or otherwise in close proximity to the school;
- whether the misbehaviour was whilst the pupil was participating in an event with another school (i.e. when the pupil might be expected to act as an ambassador for the school) which might affect the chance of opportunities being offered to other pupils in the future.

When considering sanctions relating to the above factors and when children are off site, the following objectives will be considered:

- to maintain good order on transport, educational visits or other experiences;
- to secure behaviour which does not threaten the health and safety of pupils, staff or members of the public;
- to provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school;
- to provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.

4.20 Communication with external agencies

The school will discuss its policy with local groups in order to establish clear communication routes and operational strategies. These agencies may include Neighbourhood Watch, local retail outlets and their staff, street wardens and the police. The school will always cooperate with the police when contact is made regarding the school, the local community or past or present pupils.

4.21 Confiscation

The Education and Inspections Act 2006 provided the overall power to enforce disciplinary penalties including the use

of confiscation. This includes the seizure, retention and disposal of certain items. A teacher may only seize, retain or dispose of a pupil's property if he or she has the authority to do it. The Education and Inspections Act 2006 provides that authority when the confiscation is a lawful disciplinary penalty. For the confiscation to be lawful it must be proportionate, necessary in a democratic society and in pursuance of a legitimate aim. In school, the aim pursued in confiscating property is maintaining an environment conducive to learning, one which safeguards the rights of other pupils to be educated. Proportionality is dependent on the value of the property. For example, disposing of chewing gum is a proportionate response whereas destroying a mobile phone which a child was using during lessons is not lawful. Seizing the phone and returning it at the end of the day is more likely to be a proportionate response.

Staff should remember that items that have no or little value may have emotional value to the pupil and therefore staff should establish if this is the case before disposing of any item.

If a mobile phone has been confiscated, it is not lawful to search through the phone or access text messages without the pupil's permission.

If confiscating jewellery or items of clothing, appropriate regard to whether the item in question has religious or cultural significance to the pupil and should avoid physical contact or interference with pupils' clothing of a kind that might give rise to child abuse allegations. In order to minimise such risks, staff should ensure that if an item of clothing or jewellery is confiscated, this is done by a teacher of the same gender as the pupil and with another staff member present where possible. If this is not possible due to the gender of teachers in the school, the headteacher should be present when confiscation takes place.

Any items confiscated to be returned to the child should be kept securely until their return at the end of the day. For items of obvious value, they should be locked either in the school safe or in the headteacher's office. If similar items have been confiscated from a number of pupils, staff should ensure that they are labelled in a manner which will make it clear who each item belongs to without damaging the property.

If an item of obvious value is confiscated, parents should be contacted so that they can decide if the item is to be returned to the child or whether they wish to make arrangements to pick up the item themselves. Similarly if an item is confiscated which could pose a health and safety risk, parents should be contacted to enable them to arrange for the item to be collected by a responsible adult. Some items e.g. weapons may be given directly to the police with parents informed of the schools actions in writing.

The headteacher is the only member of staff who is able to search suspected pupils for knives or other weapons without consent under the power of Section 550AA, Education Act 1996: inserted by Section 45, Violent Crime Reduction Act 2006. However, if it is felt necessary for a pupil to be searched for (say) illegal drugs or stolen property, that should be done by the police rather than school staff. A pupil might be reasonably asked to turn out their pockets or to hand over an item which is causing a disturbance, and the school might use its legal power to discipline if the child refuses to cooperate.

4.22 Exclusions

Exclusion of pupils, whether on a fixed period or permanent basis, is not covered by the general power to discipline. This is because it is already covered by separate legislation, which reserves the power to apply this particular sanction solely to the headteacher or, in the absence, the acting head teacher. The school follows up to date Department for Education guidance when considering exclusions.

4.23 Equal Opportunities

The school has a policy of inclusion. All children will be treated fairly and equitably. Children with S.E.N. / Emotional and Behavioural needs will have Individual Education Plans or Personal Plans. This policy has been devised and is monitored to ensure that it does not impact disproportionately or unfairly on any pupil within the school. Examples of situations that staff should avoid as it may involve behaviour which is associated with individual needs:

Behaviour/ Incident	More appropriate action
Pupil is admonished for not following a long list of instructions but child has difficulties processing complex language	Make instructions short and concise and ask child to repeat them.
Pupil is given a sanction due to them not looking a member of staff in the eye when being told off. The member of staff interpreted this as disobedience but in this child's culture it is considered disrespectful to look an adult in the eye.	Do not insist that the child looks an adult directly in the eye.
A looked after child is sent out of class due to an emotional outburst but the child had been told the night before that she was moving placement	Establish a pre-agreed means of requesting time out or chance to talk to a mentor.
A pupil on the Autistic spectrum is disciplined for making a personal comment about a member of staff's appearance. The pupil has no sense of	Explain to the child that this is an inappropriate comment which was hurtful.

comments such as these being hurtful.	
A refugee pupil dives under the desk at a sudden noise as it reminds him of a terrifying event in his past. The teacher thinks he is playing the clown as other children laugh at him and makes him miss a playtime.	Offer the pupil reassurance and support the child.
A child who is new to school speaks to a member of staff in a seemingly over familiar way. The child does not understand that the expectations may be different here and they had no intention of being rude.	Explain the rules and expectations of the school.
A child with physical difficulties is given a consequence for fidgeting	Set clear targets within IEPs and be more lenient towards the child's fidgeting. Provide the child opportunities for movement.

4.24 In-service staff development

Where linked to the School Improvement Plan in-service training relating to behaviour, discipline and anti-bullying will be provided. All staff will be invited to such training. If relevant to performance management targets or as part of professional development individual members of staff may be asked to attend Continued Professional Development opportunities.

4.25 Complaints

If a pupil, parent or carer feels that the measures or sanctions in this policy are unfair or have been unfairly applied, they can lodge a complaint through the school's complaint procedure. A copy of this can be requested via the school office.

5. Monitoring and Evaluation

The Senior Leadership Team will monitor the implementation of the policy through the Behaviour for Learning files which they see on a daily basis. Whole school tracking takes place on a weekly and ½ termly basis. The monitoring of particular children will be carried out where the policy does not seem to be motivating a child to improve their behaviour.

The staff will discuss the implementation of the policy at least three times a year in a staff meeting amendments may be made to behaviours if this is deemed appropriate.

Review

The policy will be brought to the attention of the whole school family at least once a year usually at the beginning of the year. It will be available for staff on the shared drive of the school's server. It will be included in the Staff Expectations file and in Induction packs for new staff, work placement students and volunteers.

This policy will be formally reviewed in March 2021 by the whole school family or earlier if felt that this was necessary.

Appendix 1 – on letter headed paper

WITHINFIELDS BEHAVIOUR POLICY

We have a consistent Behaviour for Learning system in school. Your children will be introduced to it in school and it may be useful to ask them about it at home. This document gives you an outline of how the new systems will work. If you have any questions relating to it, please do not hesitate to contact your child's class teacher or myself.

Behaviour for Learning Rocket

The whole system is based on the idea of a Behaviour for Learning Rocket. In each classroom, there is a multi-coloured rocket on display which has the names of all children stuck to it. The children's name will be stuck to the part of the rocket which represents the type of behaviour that they have been displaying.

The top of the rocket is **green** and this represents the positive behaviours that we would like all children in school to display e.g. showing enthusiasm in lessons, displaying good manners, being kind, trying your best.

The next section is **yellow** and represents low level negative behaviour that contradicts 1 of our Core Values.

The next section is **orange** and represents more serious behaviour that contradicts 2 – 3 of our Core Values

The final section is **red** and represents serious negative behaviour and contradicts all of our Core Values. If a child displays positive or negative behaviour they will receive a specific consequence relative to the behaviour as follows:

Green Behaviour	Yellow Behaviour	Orange Behaviour	Red Behaviour
Child will: Receive praise Receive Behaviour Dojos which they can collect over the whole year	Child will: Miss one morning playtime in the Room for Reflection	Child will: Miss one morning playtime; Miss half of their lunchtime play Have a text message sent home to their parents/carers	Child will: Miss all playtimes for the following 24 hours in school The Senior Management Team will telephone parents to let them know

For Yellow, Orange and Red behaviours, as soon as they have paid off their consequence, the child's name will be moved back on to the Light Green section.

Behaviour Credits

All children will have an Avatar set up on Class Dojo. When a member of staff sees them displaying a positive Learning Behaviour, they will be awarded a Dojo next to their avatar on the IWB. As children receive more and more Dojos, they will receive Bronze, Silver, Gold pin badges and Platinum Wristbands. You will be invited to the Good News assembly when they are due to receive these rewards so that you can share in their success. Their name will also be placed on the weekly newsletter unless you specifically ask for this not to happen.

In addition to this the child in each class who receives the most Dojos for each learning behaviour will receive a certificate in their classroom and have their name displayed on the whole school display in the hall.

Always Green Treats

We want to particularly reward those children that always display positive behaviour. These will be the children that are always on the green section of the behaviour rocket. Each week the children who have remained 'Always Green' will have an extra 'Always Green' playtime. Towards the end of each half term, there will be an 'Always Green' treat. Only the children who have not moved on to Yellow, Orange or Red at all during that half term will be entitled to attend this treat. The half termly 'Always Green' treats will take place in school and may involve a party, a DVD afternoon, a etc. The idea of these half termly treats is to thank those children who consistently behave positively all the time.

Those children who manage the magnificent feat of being 'Always Green' for the entire year will be entitled to the 'Always Green' event. Children who have only been placed on yellow or Orange once will also be able to attend this event. This is in line with our Core Value of Forgiveness. Again, details will follow to the relevant parents at the end of the year.

Nursery

This system will work throughout the whole school although the consequences will be slightly modified for our youngest children to ensure that they are immediate and the behaviours will be tailored more to this age of child. As the year progresses and children are moving towards their transition to Reception, the systems will change accordingly to prepare the children for the expectations in Reception. The Nursery staff will be able to provide further details.

Parents' and Carers' role

We would appreciate your support in implementing this system. This could be in the form of:

- Praising your child if they receive their milestone awards in Bronze, Silver, Gold and Platinum
- Encouraging them to reach the next milestone in the Bronze, Silver, Gold and Platinum awards
- Encouraging them to aim for the half termly Always Green treat
- Asking if they have had a 'Green' day
- Talking to them about their behaviour if they have slipped on to Yellow and reminding them to aim to stay on Green the following day

- Reinforcing the school expectations if you have been contacted to say that your child has been displaying orange or red behaviour

Please be assured that the consequence that they receive in school for negative behaviour is usually sufficient. There is no expectation on our part that your child receives a consequence at home as well as the one that they have received in school. However, your support of the consequence that they receive in school is important.

Summary

Please be reassured that behaviour at Withinfields is good. These systems are meant to ensure that there is consistency across school in terms of the consequences that children receive for both positive and negative behaviour regardless of the member of staff that manages the behaviour. They will also mean that children are systematically rewarded for positive behaviour. Also, the language used to describe different behaviours across school will be consistent.

The systems are reviewed regularly. If you have any comments or suggestions, please do not hesitate to let me or any of the staff know and then they can be considered as part of the review process.

Helen York

Head teacher

EYFS Learning Behaviours

- Being GR8
- Doing your best
- Enjoying challenges
- Having own ideas
- Keeping on trying
- Being proud of their learning
- Talking & Listening to Others
- Working Together

KS1 Learning Behaviours

- Being GR8
- Communicators
- Determined Learners
- Explorers
- Hard-working
- Independent workers
- Team-workers
- Thinkers

KS2 Learning Behaviours

- Being GR8
- Collaborative
- Communicative
- Conscientious
- Independent
- Perseverance

VIOLENCE AND AGGRESSION

**IT IS THE POLICY OF CALDERDALE MBC NOT TO
TOLERATE VIOLENCE OF AGGRESSION,
WHETHER IT BE VERBAL OF PHYSICAL, ON THESE
PREMISES AND GROUNDS**

**ANY FORM OF ABUSE WILL RESULT IN ACTION
BEING TAKEN**

