



**Multi Academy Trust**



**White Cliffs Primary College  
for the Arts**

# ***Behaviour Policy***

Signed by Mr J Peall, Chairman of the Board of Directors:	
Policy adopted or reviewed:	10 March 2017
Next Policy review date:	March 2020

## White Cliffs Primary College for the Arts

### Behaviour Policy

Our vision centres upon:

- The pursuit of excellence in all aspects of College life
- The uniqueness and supreme importance of each individual
- The celebration of a caring, compassionate and well-ordered community
- The accessibility of the visual arts for the local community
- The importance of visual literacy as a theme for raising standards and achievement.

We want to create as large a framework in the sky as possible, within which the Federation family of children, teachers, support staff, friends and the wider community can fly.

We encourage and stimulate an exciting, creative and caring environment in which individuals can maximise their personal and professional development.

With this in mind our Chief Executive Officer asks us to do 3 things:

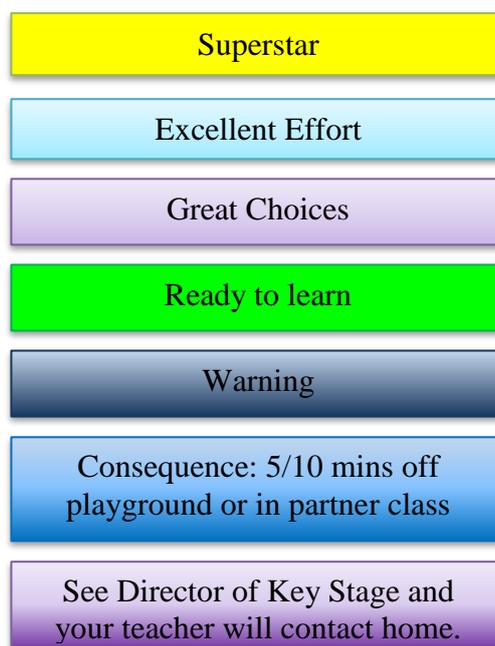
1. Work hard
2. Behave well
3. Care for one another.

At White Cliffs Primary College for the Arts (WCPCA), we support children to do this by following a rigorous and uniform behaviour policy which has a strong emphasis on being positive.

#### **Superstar Chart**

Every class chooses a behaviour target (this may change two or three times a year as is necessary) that each of them is going to be working towards in that particular class. This is chosen by both the children and staff in the class.

Every Class has a behaviour chart displayed (see model of chart below). The behaviour chart is intended for use across the College day, both in the classroom and outside of it.



Each morning the children will come in and their named pegs will be in the starting position “Ready to Learn”. By consistently demonstrating good behaviour e.g. working especially diligently, demonstrating exceptional kindness/friendship, listening particularly carefully where perhaps their peers are not, where the presentation in their books is especially neat etc. the children can have their pegs moved up to “Great Choices” and then onto “Excellent Effort”. If the children have reached “Excellent Effort” and have demonstrated that they have also achieved the Class Target then they can be moved up to “Superstar”. Once at ‘Superstar’ children will receive a certificate to take home. ‘Superstar’ should not be easy to achieve! Once a child has received 20 ‘Superstar’ certificates they will be invited to a tea party with the Principal or Vice Principal.

Please remember to praise positive learning behaviours and exceptional kindness/friendship and not just correct answers to questions posed.

If, however, a child demonstrates poor behaviour then their peg would be moved down to “Warning”. Hopefully with encouragement their peg will quickly move back up to “Ready to Learn”. If poor behaviour persists then the member of staff would move the child’s peg down to the consequences, which in the first instance would be “5 minutes off your play or 5 minutes in your partner class” OR “10 minutes off your play or 10 minutes in your partner class”. This is at the adult’s discretion and taking into consideration the incident and the age of the child. Once the child has had their consequence then the peg would immediately move back to “Ready to learn”. In the very unfortunate situation where poor behaviour continues to persist then the peg would immediately move straight to “See your Director of Key Stage and your teacher will contact home”. It is at this point that the class teacher will inform parents/carers of the child’s behaviour that day and that the Director of Key Stage will see the child to discuss any further consequences or what needs to happen next.

(A class is able to adopt a different title at the top of the peg chart if it is changed after discussion and agreement with the children and checked with a member of SLT. This ensures that both the children and the adults have a shared ownership of this system).

On the rare occasion that a child swears at an adult/ refuses to do as requested by an adult or the child seriously hurts anyone then the child’s peg can be moved straight to “See your Director of Key Stage and your teacher will contact home”. The Director of Key Stage will then, in consultation with the Principal/and or Vice Principal, decide upon the next course of action.

All incidents of poor behaviour will be recorded on the relevant child’s Behaviour Chronology and an email sent to the Director of Key Stage and the Director of Inclusion, who will monitor all incidents.

### **Marble Jar**

‘Marble Jars’ are celebrated in every class where children can earn marbles towards a class treat. The treat should be discussed as a class at the beginning of the new ‘Marble Treat’ session so that the children know what they are working towards. Children can earn marbles individually; as part of a small group or as a whole class. A marble can be achieved for many different reasons, for example if a whole table is looking smart; if they are the first table to be ready and waiting after they have been asked to listen; if the whole class have lined up well; if a member of staff has seen children holding

doors open for adults and each other; if their table is tidy; if they have demonstrated good manners etc. Once the class have filled their 'Marble Jar's' they have their 'Marble Treat'.

Examples of some recent Marble Treats: Visit to the park, Pyjama party, Cinema visit, visit to local park, visit to local eatery.

### **Merits and Sunnygrams**

Children can earn Merits for outstanding work. Merit certificates will be handed out by the staff in the class for the child to take home. Once a child has received two merits the third piece of outstanding work would be rewarded with a Sunnygram which is presented in assembly.

### **Resolving issues between children**

Where there has been an issue between children, staff would follow the questions as set out by *Restorative Justice 4 Schools*:

- ❖ What happened?
- ❖ What were you thinking at the time?
- ❖ What do you think about it now?
- ❖ Who has been affected by this? In what way?
- ❖ What needs to happen to put things right?
- ❖ What are you going to do differently next time?
- ❖ What can we do to help you?

### **Expectations of behaviour throughout the day**

College starts at 8.45 and children are expected to walk into College dressed in full College uniform, with their top buttons done up, shirts tucked in and ties tied properly. When moving around inside the College building, children are expected to walk quietly and sensibly. When moving around as a class then it is expected that children walk silently in single file keeping their hands to themselves.

In class, it is expected that children will either sit on the carpet or on chairs as is appropriate for the lesson and age. When on chairs they will sit on their bottoms with their feet on the floor and all four legs of the chair should be touching the ground. When talking in class it is expected that children will use a voice that is appropriate to the classroom.

At playtime, there will be first aid trained adults on the playground, who will deal with all but serious incidents of first aid. Serious incidents will be dealt with by Senior Designated First Aiders. Children are expected to play kindly and respectfully. At the end of playtime two whistles will be blown; the first (5 minutes prior to the end of the playtime) to indicate it is time to put away the toys and go to the toilet and the second whistle to indicate time to line up. After the second the whistle the children are expected to walk to their class's line. Keeping their hands to themselves they need to ensure that they are smart and waiting quietly for their teacher to collect them from the playground.

At lunchtime children wash their hands and line up in class to walk to the lunch hall. Children are escorted into the lunch hall by staff and supported to line up in the correct line for their lunch. They are then served their lunch. Children are not expected to play in the line. Children then sit at the tables and chairs provided. Children should sit on their bottom (not up on their knees) using their knives and forks correctly. When the children have finished they can ask to get down and clear away their plates. Children then wait in their places for the appropriate adult to release them from the lunch hall. If there is poor weather and the children have wet play then children stay in their classrooms with an appropriate adult. They may play games, play on the computers, draw pictures, complete craft activities. Children may not run around the classroom at this time.

At the end of the day, the children line up in their classrooms, ensuring that they leave College smartly dressed, with their coats on. Children will walk out of College quietly with their class adults supervising them.

When on the College site both before and after College, children are expected to walk sensibly, and when waiting for College to open or waiting to collect other siblings it is expected that children will stay with their parent/carer.

When children and adults are speaking to each other it is expected that they will do so politely and respectfully.

### **Conduct on College premises**

Whilst we encourage parents and families onto the College site, we do ask you to adhere to the following guidelines:

- Smoking (including vaping/e-cigarettes) is not allowed anywhere on the site.
- Alcohol and illegal drugs must not be brought or consumed on the College premises. If anyone is suspected of being under the influence of alcohol or drugs then it is our duty to report the matter to the appropriate authority.
- Dogs must not be brought onto College premises.
- Please keep your child/ren with you when on site. Children must not be allowed to run around the cars or climb on the bins or trees. Please do not let children ride bikes or scooters on the site.
- Swearing and arguments between parents will not be tolerated and verbal abuse towards any staff will result in a ban from the college site. If the disturbance should continue, the behaviour may give rise to a criminal offence under Section 547 of the Education Act 1996.

CCTV is in 24 hr operation throughout the college site.

### **Partnership with Parents**

At WCPCA we value highly the support parents' offer with praising and supporting positive behaviour. Parents will know when their child is behaving well as their child will come home with "Superstar" certificates or if they are working very well, they will come home with their Merit and Sunnygram certificates. With regards to poor behaviour, we aim to work closely with parents to either pre-empt or stop poor behaviour and/or try to gain an understanding of a situation either inside/outside of College that may be affecting the child's behaviour, but also, to signpost support for

Parents with any behaviour they may be experiencing from their child at home. Parents are informed either once there has been an incident that has meant their child has moved down to the final step on the chart "See your Director of Key Stage and your teacher will contact home" or if there is regular and repeated incidents of low level disruptive behaviour that may lead to their child having regular warnings or consequences.

Please contact (or see on the drive) our Director of Pupil and Parent Support if you have any concerns regarding your child/ren.

### **Child Information Forum**

Where there are repeated incidents of any kind of poor behaviour then that child would be discussed at the College's Child Information Forum (attend by the Director of Parent and Pupil Support, the Director of Inclusion, and the Principal) and a plan put in place. This may include a meeting with parents, a home/College contact book, a Pastoral Support Plan or a behaviour card (monitors a child's behaviour every session and break time during the day). It could also lead to a referral to outside agencies or an Early Help Notification.

### **Pastoral Support Plan (PSP)**

If there is repeated serious poor behaviour then a PSP may be put in place, this would look at historical behaviour, any reasons we know of for any behaviours, it would also consider the child's strengths and difficulties. A clear expectation of behaviour is then planned including consequences if it is not adhered to and rewards when it is. A PSP will be signed by the child, parents and Director of Inclusion. All staff in College would be informed of the PSP to ensure consistency.

### **Exclusion**

WCPCA is an inclusive College and the Senior Management Team would endeavour to keep children at the College. Internal Exclusion - removal from class to a Member of the Senior Managements office to work independently - may be from half a day to three days. During this time the children would not be in the lunch hall or on the playground. Internal Exclusion is organised by the Director of Inclusion in partnership with other Senior Managers. Internal Exclusion can be an effective way of modifying seriously inappropriate behaviour.

Only under the most severe of circumstances would a fixed term exclusion from College be applied and only for such circumstances where there was a significantly violent outburst which endangered pupils and staff; or for extreme circumstances leading to major disruption of education for other pupils; or for extreme of anti-social behaviour. In these circumstances, the College would ensure that the excluded pupil had access to relevant learning activities for completion away from the College site.

Permanent Exclusions from the College would only be pursued when all other avenues of support had been explored. This is given in rare cases when all other avenues of discipline have failed to result in a change of behaviour. In very rare cases like extreme violence, drugs or vandalism it might be necessary to permanently exclude rather than opt for a lesser punishment.

(\*Please refer to the Exclusions Policy)

### **Off Premises Incidents**

In the event of an incident occurring outside College and out of hours which adversely affects the wellbeing of a student or students in College, then the College reserves the right to protect and support the victim/s in College.

### **Confiscation**

College Staff have the right to confiscate items to maintain an environment conducive to learning and one which safeguards the rights of other students to be educated. It is College policy that children do not bring in toys, mobiles, computer games etc. If a child did bring in any items from home then the class teacher would confiscate them until the end of the day, where they could be collected from the College office.

### **Physical Restraint**

The Education Act 1996 Section 550A allows teachers or other persons who are authorised by the Principal to have control or charge of students, to use such force as is reasonable in all the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility).
- Injuring themselves or others.
- Causing damage to property (including student's own property).
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the College or among any of its students, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The provision applies when a teacher, or other authorised person, is on the College premises, and when he or she has lawful control or charge of the student concerned elsewhere eg on a field trip or other authorised out of College activity.

The Violent Crime Reduction Bill 2006 authorises staff to use reasonable force to search students if they are suspected of carrying an offensive weapon.

### **Extremes of personal appearance are not acceptable**

- Extremes of coloured hair.
- Shaven or partially shaven heads (which include lines or designs shaven into the hair).
- Nose studs and other visible body piercing (apart from ear-rings that do not affect health and safety) including clear studs. (Children from Years 1-6 may wear one pair of studs during the day – it is expected that these would be taken out for PE, if your child can not take them out themselves, please make sure they are not wearing them on a PE day)
- Uniform should be worn properly and with pride, with ties fully done up, top button fastened and shirts tucked in.
- Hats and hooded sweatshirts are not acceptable on College premises.

**Outside Agencies**

Full use will be made of such agencies as Educational Welfare, Social Services, Health Services, the Educational Psychology Service, Troubled Families, Early Help, and Rising Sun when appropriate. (This list is not exhaustive.)

**Police and Community Wardens**

Value is placed on a good relationship with the police and Community Wardens and liaison is encouraged.