

# ***Wollaston Primary School***

## ***Behaviour Policy***

### ***Aims***

It is our aim to provide a caring, safe environment where every child is able to reach his/her full potential. To ensure that all individuals are fairly treated we aim to:

- Promote self – discipline and proper regard for authority
- Encourage good behaviour and respect for others
- Ensure acceptable standards of behaviour

### ***Principles***

We believe that:

- Children learn best when they feel happy and secure in a well disciplined environment.
- Children have the right to be able to work and play without disruption or danger in an atmosphere of good manners and respect for others and their property.
- Parents have the right to expect a caring, safe, and well-disciplined environment for their children.
- Parents should share with the school the moral duty to teach their children self discipline, moral and social awareness, and other qualities which fit them for civilized society.
- Governors will use, as appropriate, all powers at their disposal to assist the Head Teacher in securing a caring, safe, and well-disciplined environment.

### ***Expectations***

We wish to work closely with all parents and hope that they will support us in carrying out our policy to ensure that not only their child is safe but that all the children in the school will feel valued.

We will work with the children in developing our school rules:

1. We will show respect for others
2. We will keep our feet, hands, and objects to ourselves (we will refrain from teasing, name calling or answering back, hitting, punching, kicking or pinching)
3. We will move around the school safely, sensibly, and quietly
4. We will be polite and kind to each other

## 5. We will always try to do our best in school

These will be discussed with the children every year in September and as part of their PSHE sessions through the school year and with the School Council. Any alterations will be added to the policy.

As part of this work, the children will discuss the school rules and develop rules for their own classroom.

### **General Good Behaviour Expectations**

The children and staff should move around the school quietly without rushing.

They should be polite and have respect for other people and their surroundings.

#### **In the classroom**

The children should be:

- a. Tidy
- b. Industrious
- c. Respectful
- d. Attentive
- e. Co-operative
- f. Courteous

#### **Assemblies**

The children should enter and leave the hall quietly.

#### **Lunchtime**

The children should enter and leave the hall/ classrooms quietly.

#### **Movement**

Safe movement is essential inside and outside the school.

Walking, not running, is required at all times inside the school building.

The children should walk on the left-hand side of the corridors in single file at all times.

#### **Good Manners**

Good manners should be insisted upon at all times.

Praise children who set a good example.

## **Playtime Behaviour**

In order to ensure a high standard of behaviour during playtime the following should be observed.

1. The teacher on duty should dismiss their class promptly and ensure that they are outside as soon as possible in order to supervise the children.
2. It should be ensured that all children are outside and not inside unless supervised.
3. The member of staff on duty should keep a close eye on children and manage behaviour to avoid possible problems.
4. The member of staff on duty should try to help children who find it difficult to mix and join in with others.
5. Behaviour problems should be dealt with according to school procedures. Please see Consequences.
6. At the end of play, the children stand quietly and still on hearing the bell or first whistle and line up silently in classes when told to do so or after a second whistle.
7. Children come back into the cloakroom with their teachers and take their coats off quietly before returning to class.

## **Playground Rules**

1. Children must stay in the playground and on view to the duty teacher.
2. Children are only allowed on the field if permission has been given.
3. All litter must be placed in bins.

## **Wet-Play times**

During wet-play times, teaching assistants and/ or teachers should stay with their class. It is the responsibility of the class teacher to provide wet-play time activities.

## **REWARDS**

### **HOUSE POINTS**

The aim of the points system is to encourage positive attitudes, to work, high standards, good manners and behaviour, initiative, and a sense of responsibility.

Points should be awarded to reward pupils for good work and good behaviour.

Every child should be encouraged regardless of ability. Effort, perseverance, personal achievement, consistency, attentiveness, involvement, keen interest, and care and courtesy are all worthy of commendation.

Mid-day Supervisors may award house points at lunchtime.

House points are also used to encourage good behaviour and co-operation in group situations.

A record must be kept in class of the individual points scored by each child. This will enable awards to be given at the end of the school term and year. It is up to the discretion of the teachers as to how this is displayed.

House points will be collected on a Thursday afternoon by 2 monitors.

Totals will be disclosed during Friday morning assembly and the winning team will be celebrated.

### **Head Teacher Award Certificates**

Head Teacher Award certificates will be awarded during Friday morning assemblies.

Teachers should complete a certificate for any child that they feel deserves a certificate and the reasons why.

It is very important that the positive aspects of praise and reward should have a great emphasis.

1. Commendations can and should be entered in exercise books and workbooks.
2. Recognition can be given to success of differing kinds in assemblies, class time, and lunchtime.
3. Pupils' work can/ should be displayed as much as possible.
4. Above all, praise and encouragement in lessons/ lunchtime should be used as much as possible.

5. Parents should be told if their child has worked well, been helpful, or been co-operative.

Letters and certificates can be sent home with children.

## ***Roles and Responsibilities***

### *The role of parents*

- The School expects parents to support their child's learning and co-operate with school as set out in the Home-School Agreement.
- A supportive dialogue between parents and school ensures that any behaviour and welfare issues can be dealt with quickly and efficiently.
- The School expects parents to support the reasonable sanctions to punish unacceptable behaviour. If parents have a concern about the way their child has been treated they should initially contact:

1<sup>st</sup> -The class teacher

2<sup>nd</sup> – Partner Class Teacher

3<sup>rd</sup> - The Behaviour Lead/Deputy Head Teacher

4<sup>th</sup> – The Head Teacher

If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented by following the school's Complaints Procedure.

### *The role of the class teacher*

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that the class behaves in a reasonable manner during lesson time: this is usually through discussion and/ or Circle times.
- The class teacher is to treat each child fairly and enforce the class rules and consequences consistently.
- If a child repeatedly misbehaves in class, the class teacher is to keep a record of such incidents. If these behaviours continue, then the class teacher is to liaise with SENCo/ Pastoral Support Worker/ Head Teacher as necessary to support and guide the progress of each child.
- The class teacher is to contact parents if there are concerns about the behaviour or welfare of a child.
- The class teacher may consult/ liaise with the Behaviour Lead and or SENCo as appropriate.
- Where appropriate, the class teacher may note an incident on an individual pupil's Pastoral Record.
- If the class teacher feels that an incident is too severe for them to deal with, or if they do not have the time due to teaching commitments then they may send the child directly to a senior member of staff (Behaviour Lead/Deputy Head Teacher/Head Teacher)

### The role of the Behaviour Lead

The Behaviour Lead will act as appropriate in respect of any or all of the following:

- Inform the parent of persistent poor behaviour by a pupil
- Support the pupil and teacher through being a 'named' teacher
- Support the pupil and teacher by being the person to whom a pupil is sent to for 'time out'
- Advise the Head Teacher/ Deputy Head Teacher as appropriate

### The role of the Mid-day Supervisors

For details about lunchtimes, please see the Lunchtime policy.

The Senior Mid-day Supervisor is responsible for monitoring pupil behaviour at lunchtimes and will inform the class teacher, Behaviour Lead, Deputy Head Teacher or Head Teacher as appropriate. Specific incidents or behaviour of particular pupils may be logged, as appropriate, by midday staff. Midday staff may also report any incidents to the Behaviour Lead, Deputy Head Teacher or Head Teacher and they will investigate the matter further through questioning the child/ children involved and placing any sanctions as deemed necessary.

### The role of the Head Teacher

- It is the responsibility of the Head Teacher to ensure the health, safety, and welfare of all children and the staff in the school.
- The Head Teacher ensures that the Behaviour policy is implemented across the school and supports staff in doing this.
- It is the responsibility of the Head Teacher to report to governors on the effectiveness of the policy.

### **Staffing Structure within the school**

- The Head Teacher has overall responsibility for all children and staff in the school.
- The Deputy Head Teacher deputises for the Head Teacher in her absence and is the lead teacher for children's behaviour.
- If the situation arises that the Head Teacher and the Deputy Head Teacher are absent from the school then the Behaviour Lead will take this responsibility. They will then inform the Deputy or the Head of any incidents. The Head Teacher/ Deputy Head Teacher will address any situations when they return to the school.

### ***Exclusions***

- The Head Teacher is responsible for giving fixed term suspensions to individual pupils for serious acts of misbehaviour.
- Should exclusions be deemed necessary, the school will follow the Guidance on Exclusion published by the DFE.

### The role of Governors

- The Governing body has the responsibility of setting down the policy and reviewing its effectiveness.
- The governors may give advice to the Head Teacher about particular disciplinary issues.

### **Sanctions/Consequences**

If a rule is broken, then the following sanctions must take place in every class:

#### **Classroom**

1. Verbal warning
2. Name on board (nb: this can be 'redeemed') or move to another area of the room (as appropriate)
3. 2<sup>nd</sup> misdemeanour – tick by their name on the board.
4. 3<sup>rd</sup> misdemeanour - time out of room – 10 mins – to another class
5. Loss of break times/lunch times/Golden times.
6. Sent to Behaviour Lead for remainder of lesson - if the class teacher is also the Behaviour Lead, they may seek the assistance of the Deputy Head Teacher/ Head Teacher.
7. Sent to Head Teacher / Deputy Head Teacher.
8. Formal liaison with parents and Head Teacher (event logged)
9. Behaviour plan put in place and formal liaison with parents.
10. Parents liaisons to discuss support plan and effectiveness.
11. Fixed term exclusion.
12. Permanent exclusion.

If the child's behaviour is sufficiently inappropriate, the class teacher can send the child straight to the Behaviour Lead or to the Deputy Head Teacher/ Head Teacher. This is referred to as 'Drop Down' and the children are to all be made aware of this procedure.

#### **Playground**

1. Verbal warning
2. Reminder – choice verbal warning
3. Stand by wall for 5 minutes
4. Report to class teacher at end of break time if appropriate/ class teacher to speak to the child.
5. Sent to Behaviour Lead for remainder of break time (if the class teacher is also the Behaviour Lead then they may seek the assistance of the Deputy Head Teacher/ Head Teacher)
6. Lose some lunchtime – 10 minutes
7. Informal liaison of Class teacher with parents

8. Sent to Head Teacher
9. Formal liaison with parents and Head Teacher (event logged)

If the child's behaviour is sufficiently inappropriate, the Class Teacher/ Mid-day Supervisor can send the child straight to the Behaviour Lead or to the Deputy Head Teacher/ Head Teacher. This is referred to as 'Drop Down' and the children are to all be made aware of this procedure.

Staff need to ensure that:

- Every child has had the opportunity to discuss the issue and all sides are listened to.
- Persistent bad behaviour or consideration for exclusion will mean the child will be placed on a 'Behaviour Plan'. This will be discussed with the child and parent.

If a child persistently disrupts a class lesson, the child will be sent to the 'Buddy' class, Behaviour Lead, Deputy Head Teacher or Head Teacher as appropriate.

### ***Behaviour plans***

If a child continues to disrupt lessons or break rules, the classroom teacher may decide, in conjunction with the Behaviour Lead, to put the child on a behaviour plan. These are tailored to the specific outcomes desired by the teacher and will include targets, rewards and consequences of behaviours. The child will present their behaviour plan to the Behaviour Lead at the end of each day to discuss progress. Parents will be kept informed during the formation and outcomes of the plan.

### ***Leaving the school***

No child at any time is allowed to leave school during the school day unless authorised by the parent. If a child does leave the school premises, the following procedures take place:

- Inform the Head Teacher/ Deputy Head Teacher/ Behaviour Lead – they will then...
  - Endeavour to contact the parents.
  - Contact the Police ***and or Social Services as appropriate*** within 5 minutes of the child leaving school if unable to contact parent or school cannot ascertain where child is.
  - Use Education Welfare Officer for support.

The class teacher can use the support of the Behaviour Lead, the Deputy Head Teacher, or the Head Teacher on any occasion if they deem a child's behaviour to be inappropriate and those senior teachers will address the situation accordingly.

## ***Raising Self Esteem***

It is part of the school policy to deal with behavioural issues through our programme of 'Circle Time' (PSHE).

We will use 'Circle Time' to support the following:

- Accelerate a whole school approach to all policy development especially behaviour management.
- Encourage children to take direct responsibility for and play an active role in the management and organisation of the school.
- Build up group rapport and self esteem as an individual.
- To build a class identity and to work as a group to solve problems/ disputes- e.g. bullying, fighting, discuss Sanctions/ Rewards.
- As a support for teaching staff to understand their children better and to assist in maintaining an improved working climate.
- Fun – Giving every child the opportunity to speak and to be heard.
- School Council – through open discussions.

## ***Bullying***

A Bully is a person who is displaying totally unacceptable behaviour and will be dealt with according to our 'Behavioural Sanctions'; however, we will endeavour to work with parents and the child to try to change this behaviour.

'Circle Time' and our P.S.H.E and Assembly projects all have modules dealing with Bullying.

The School will treat any issues of bullying very seriously.

We regard 'bullying' to be when any child feels intimidated, frightened, or unhappy by **repeated** incidents within school.

Bullying can be in the form of many different guises – continuous name calling, pinching, punching, threatening behaviour, hiding equipment, etc.

Children will be encouraged to talk to members of staff if they feel that they are being 'intimidated' in any way. Staff will record these incidents and work with the pupils and parents. If the incidents and inappropriate behaviour persists, the perpetrator and victim will be sent to the Head Teacher.

See Anti – Bullying Policy.

***Date: May 2017***

***Review Date: May 2020***