



# Whinfield Primary School

## Behaviour Policy

We now participate in the RRSA which promotes the rights of the child as laid down by UNICEF Convention of Rights of the Child (CRC). As participants in this scheme we:

- Ensure that coverage of any relevant UNICEF Articles is undertaken.
- Listen to the views of the children in our school regarding equality, diversion and cohesion if required.

- UNCR Article 28: All children have the right to an education.  
Policy and practice in Whinfield Primary School respects children's dignity.

**Approved by:** Governing Body

**Date:** September 2018

## **Introduction**

At Whinfield Primary School we aim, through praise and positive encouragement, to enable every child to develop his/her full potential and grow into independent and responsible members of the community.

We believe that the attitudes and behaviour of the pupils is influenced by almost every aspect of the way in which the school is organised and how it relates to the community it serves. The character and identity of our school results from the management of these factors.

We also believe that:

- Every child has the right to learn but no child has the right to disrupt the learning of others
- All members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- This policy is an integral part of both the safeguarding policy and the SEN policy and due regard is taken by all members of staff to all policies
- We seek to give every child a sense of personal responsibility for his/her own actions

## **AIMS**

- To contribute to the social, emotional and moral development of our pupils as members of our school and in preparation for their role as valued and responsible members of society.
- To maintain a school ethos which reflects the positive social and moral values of society.
- To maintain a safe and orderly environment in which adults and pupils may flourish.
- To contribute to the development of each individual's self-esteem and self-discipline.

## **OBJECTIVES**

- To provide clear guidance to parents, staff and pupils regarding the standards of behaviour expected in school.
- To provide staff with a behaviour management programme which is fair, consistent and manageable and the responsibility of the whole school community.
- To recognise, reward and encourage positive models of behaviour.
- To share successes and issues with parents.

## **WHOLE SCHOOL ISSUES FOR THE MANAGEMENT OF BEHAVIOUR**

It is essential the following are aware of the guidelines and routines in operation within the school:

- Teaching staff, including any supply staff
- Non-teaching staff
- Pupils
- Parents

- *Governors*

## **KEY ELEMENTS TO BEHAVIOUR MANAGEMENT**

There are 3 key elements to behaviour management.

- Rules
- Praise and rewards
- Sanctions

### **a) RULES**

Agreed rules exist for the school, both inside and out as well as in the classrooms. The pupils are fully involved in the formulation of them each September where their input for their own Class Charter linked to the Rights Respecting Agenda feeds into the whole school Behaviour Policy.

Following the Rights Respecting model a Class Charter is displayed in every classroom.

Our School Behaviour Charter

- We have a right to be safe and a responsibility to be gentle and honest.
- We have a right to a good education and a responsibility to work hard and look after property
- We have a right to give our opinions and a responsibility to listen to others
- We have a right to rest and play and a responsibility to respect and include others.

This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times.

### **b) REWARDS**

Encouragement through positive feedback forms the basis of this policy. Each pupil is a valuable member of the school community and the building of positive self esteem in all pupils is of paramount importance.

All adults in school will foster this positive approach and children will be rewarded by praise both verbally and by receiving their rainbow pin at the end of each half term.

Stickers awarded are instant praise for success in either work or behaviour. A visit to the Headteacher is to be used for exceptional work or behaviour.

Good attendance means that each pupil is given a raffle ticket each week and it is put into a half termly draw where a £5.00 gift voucher will be awarded for each year group.

Celebration Assembly takes place each Friday. Pupil of the Week will be chosen from each class each week as the pupil who has been outstanding in any aspect of school during that week. Certificates are presented to those pupils. Each half term the class choice for 'Pupil of the week' is awarded.

Half termly awards will be given for pupils with no red cards. These children receive the rainbow pin which can be worn on their uniform to promote positive behaviour.

The whole school follows the 5 Rules behaviour approach - see attached.

### **Strategies to maintain good behaviour:**

- Consistent use of praise/sanctions by all adults in school.
- Consistent application of agreed school rules.

- Consistent practices eg. Lunch time rotations etc.
- In September 2016 **Marvellous Me** was introduced to Whinfield Primary School. This is an App which encourages and praises good work and behaviour which can then be shared with parents daily. It engages parents as staff can inform about their children's learning and positive behaviour. Staff can identify individual, groups or the whole class by sending a comment about their good behaviour or work as well as awarding the children with all different types of badges.

### c) **SANCTIONS**

Sanctions are imposed for unacceptable behaviour.

**Unacceptable behaviour may be defined as:**

- Rudeness
- Discriminatory, verbal and physical abuse
- Homophobic language
- Disruption
- Vandalism
- Bullying
- Aggression
- Stealing
- Unacceptable personal standards of work
- Failure to adhere to the school rules

**Sanctions for unacceptable behaviour:**

- Verbal warning
- Yellow card
- Red card and name on tracking sheet and go to partner class for 10 minutes
- Repeat process
- Second red card - brought to head teacher for 10 minutes.
- If behaviour persists parent contacted.
- Parents asked to come into school.
- Exclusion to another class or internal exclusion.
- Red cards can also be issued by staff for a one-off incident deemed by that staff member to be of a serious nature, ie, physical assault on another child, use of inappropriate language, verbal abuse, deliberate disobedience, ignoring school rules, etc. These type of red cards can result in an immediate fixed term exclusion or for those of a very serious nature a permanent exclusion.
- Two red cards within one half term received by a child will now also mean that he/she does not participate in the end of half term treat. They will also not receive their rainbow pin.

**Other sanctions:**

- Loss of playtime if a red card is given. Pupils supervised by staff.
- Letter/phone call home.

- Parents invited into school for meeting.
- Ultimately - fixed term exclusion.

**Should a pattern of behaviour arise the school will:**

- 1) Have close contact with the parents/carers.
- 2) Involve Behaviour Support/Educational Psychology Service.
- 3) Formulate a PSP in conjunction with parents and other appropriate agencies.
- 4) Compile a risk assessment.
- 5) Discuss the implementation of a Parenting Contract with the Parent where school and the Parent agree targets and terms. This will be agreed with Governors and reviewed regularly.
- 6) Fixed term exclusion - for exclusions of up to 5 days work will be set and marked by the school on a daily basis. For exclusions for 6 consecutive days or longer the school will provide suitable full-time education through liaison with the LA.
- 7) Ultimately permanent exclusion.

At each point LA guidance and advice will be followed.

Procedures following a permanent exclusion:

It is the responsibility of the school during the first 5 days of a permanent exclusion to ensure that work is sent home for the pupil to complete. During these initial 5 days of exclusion the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

From the 6<sup>th</sup> day of a permanent exclusion the LA is statutorily responsible for ensuring that suitable full-time education is provided.

**EYFS High 5 Procedures:**

Reception will begin introducing the same behaviour policy as the rest of the school from the beginning of the Spring term. Staff in Reception will use their discretion when using the behaviour policy as the children are only just adapting to the High 5 policy and the expectation of behaviour in school. By the Summer term, the vast majority of children in Reception will understand the behaviour policy and the expectations of behaviour in school, therefore will be ready to follow the whole school behaviour policy. Teachers and teacher assistants all use positive reward systems displayed within their classrooms in addition to the High 5 rules.

**Before and After School clubs:**

The children who attend the before and after school clubs will follow a slightly different procedure. If the children gain **three** verbal warnings they will then move on to getting a yellow card and follow the High 5 procedures as specified earlier.

In the event of unacceptable behaviour, then school reserves the right to ask parents to remove the child from attending the club.

**Behaviour outside of school:**

This policy applies to pupils who are part of an educational visit or any school related activity, travelling to and from school, where a pupil poses a threat to another pupil or member of the public or behaviour of students outside of school where the school can be associated with that behaviour eg. pupil wearing school uniform, and where the school's name can be brought into disrepute.

**Power to search:**

The head teacher will use the power to search pupils if she believes any of the following are in that pupil's possession:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

This will be conducted in a private place with two staff members present and be the same sex as the pupil.

Prohibited items found as a result of the search will be dealt with as per the legislation.

The head teacher also reserves the right to search bags and trays belonging to pupils without their consent in the likelihood of the above list.

**Power to use reasonable force:**

In extreme circumstances where a pupil is endangering himself or others, to prevent pupils committing an offence or damaging property or a refusal to comply means he/she is disrupting the learning of others, trained staff may use Team Teach. Only staff authorised by the Headteacher may use restrictive interventions/reasonable force and parents will be informed immediately after the event. All incidents involving restrictive interventions will be documented and reported to the Headteacher.

If a pupil's behaviour surpasses the level of acceptability, ie. an incident occurs of a very serious nature then permanent exclusion will be considered immediately with the support of the Governing Body.

**Expectations of the pupils**

Good behaviour is the expectation from all pupils at all time. In order to achieve this, pupils will be encouraged to:

- Understand and respect other people and their points of view.
- Understand differences and accept them.

- Be polite.
- Be considerate.
- Be supportive to each other.
- Be patient and take turns.
- Do as they are asked immediately.
- Understand accountability.
- Understand that behaviour outside of school reflects on the school and that in certain cases sanctions will apply for bad behaviour outside of school eg. when on an educational visit.

### **Expectations of the staff**

Staff must create an atmosphere of security, understanding and mutual respect. A well prepared, stimulating classroom with clear planning and Learning Objectives, shared with the pupils to include appropriately differentiated tasks generates good behaviour. All staff will be good role models from whom our pupils will learn respect and grow in self esteem.

### **The staff will:**

- start each day/session with a 'clean slate'.
- be there to greet class as they enter everyday.
- be well prepared for all lessons.
- provide positive and constructive feedback.
- set clear expectations of classroom routines and standards of tidiness.
- value pupils' contributions both orally and written.
- be consistent.
- speak appropriately.
- praise achievements for all pupils.
- develop positive relationships with all pupils.
- be perceptive and defuse difficult situations.
- use humour.
- follow school procedures.
- support difficult situation through the SEAL materials.
- share their difficulties with the peers/SENCO/SMT for support.

### **Expectations of staff:**

- To make clear our expectations of good behaviour
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe, pleasant, stimulating environment, physically and emotionally
- To use rewards, rules and sanctions clearly and consistently
- To be a good role model
- To develop a class charter with children so that children are very clear about how they are expected to behave
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim

- To deal with any incidents promptly and inform parents when necessary
- To recognise that each child is an individual and to be aware of his/her needs
- To offer a framework for social education.

As Behaviour co-ordinator Clare Hall will monitor behaviour throughout the school each week and track causes and concerns. The results will then inform the planning of activities to address patterns/diffuse causes/identify key times or trigger points.

This policy is to be used alongside the school's Anti-Bullying Policy to support it.

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