



WOOTTON WAWEN C E PRIMARY SCHOOL

BEHAVIOUR POLICY

Statement

In order for a school community to achieve its aims, there has to be a level of agreement about acceptable behaviour among all who use the school. Parameters of acceptable behaviour need to be clear, well documented and known by all members of the school community.

Behaviour is managed most successfully when staff adopt **positive strategies** to reinforce appropriate behaviour and marginalize the behaviour that is inappropriate. This school believes that encouragement works better than punishment. It also believes that unacceptable behaviour will not be tolerated, especially when it impacts on other members of the school community.

Our task is to uphold the statement published in our school prospectus:

Behaviour in school is based on showing care and consideration for others. We aim to teach our children tolerance towards others and community responsibility. We believe that good discipline is essential for the school to maintain a happy and purposeful working atmosphere.

Aims

We aim that every child within our school is valued equally as a member of our community, where they can be encouraged to develop:

- self- discipline
- respect and consideration for others and their property
- an awareness that people are responsible for their actions
- attitudes that make our school a safe environment
- behaviour acceptable to the expectations of the school.

We believe these aims can be achieved through a partnership between the school, the child and their parents.

Code of Behaviour

Everyone within the school should treat others with respect, regardless of age, gender or race. Children should respond positively to requests and instructions from all staff.

Everyone is encouraged to play their part in developing a caring community in which every individual is valued.

All within the school are encouraged to value the difference as well as similarities that exist between people.

Aggressive actions or reactions are not acceptable in school.

Bullying will not be tolerated.

Bad and aggressive language is not acceptable within this school.

Everyone is encouraged to value the property, buildings and external environment of the school.

Everyone is encouraged to take pride in their school and to promote a positive image of the school.

At the beginning of the school year the class teacher discusses the school rules with each class.

In addition to the school rules, each class also has its own classroom code, which is agreed by the children.

Every member of the staff encourages the children to follow the **SMART** behaviour rules that are displayed around the school:

- S Safe
- M Manners
- A Attitude
- R Respect
- T Teamwork

Rewards

We aim to encourage positive behaviour and to demonstrate this actively to the children through:

- giving verbal praise, both quietly and in open forums such as assemblies.
- all members of staff give raffle tickets to pupils who behave in a positive way and show SMART behaviour. (The named raffle tickets are placed in a Key Stage pot. Every two weeks all children who have a ticket in the pot are awarded an extra five minutes play time and one ticket is drawn out. The owner of the ticket is allowed to pick a prize from the Headteacher's "goody bag".)
- awarding house points for good work and effort. (In Foundation Stage and Year 1 children use star cards to record their house points and once these are complete they are awarded a Star Card Certificate in Celebration assembly.)
- writing positive comments on children's work
- communication with parents.
- recognition of positive behaviour and good work in our weekly Celebration assemblies where two children from each year group are nominated for the Golden Book and one child for the Values Book. Parents are invited to see their child's' achievements acknowledged in an assembly held each half term.

The sharing and rewarding of positive behaviour acts as an indicator of the standards we expect children to achieve.

Sanctions

We have in place a series of sanctions which we use in the hope that they will deter future misbehaviour. These include:

- asking a child to move seats if they are disturbing others
- redoing a task if they do not try their best
- staying in to complete a task if it is not done within the allocated time
- staying in to complete outstanding homework
- missing playtime or lunch time
- if a child's behaviour endangers the safety of others, the class teacher should stop the activity and prevent the child from taking any further part
- being refused permission to take part in playground activities
- missing a school club
- not representing the school at an external function.
- in serious cases parents are invited into school to discuss the problem and some pupils may be put on a behaviour card where they are assessed against targets agreed on between the deputy Headteacher/Headteacher , child and parent. The targets are monitored daily by a member of the SMT.

Sanction Procedure by Teaching Staff

Staff should initially deal with the day to day and minor incidents of discipline within their own class. All class teachers follow the same procedures:

- a verbal warning is given by the teacher
- the name of the child is written on the board
- two ticks against the name and the sanction of a missed play is given
- if a child receives two sanctions in a week their behaviour is reported to the Deputy Headteacher
- a child who persistently misbehaves will be placed on a target sheet which is an agreement between the teacher and child about expected behaviours and attitude in school. Normally a maximum of 3 or 4 targets will be agreed and the child will assess themselves against these in each lesson (A/B/C grades). The class teacher will sign to show they agree with the judgements. This sheet is intended as a prompt for the child to remind them of expected behaviour. The target sheets are reviewed regularly and the class teacher in discussion with the child will decide when it is appropriate for them to stop or change targets.
- if a target sheet does not result in an improvement then children will be placed on a report card and parents will be invited to a meeting with the class teacher and child to discuss the concerns. The report card has to be filled in each day and sent home for parents to monitor. Review meetings will be held regularly to monitor progress.

Serious cases of inappropriate behaviour should be reported immediately to the Deputy Headteacher or Headteacher.

Bullying (also see Anti-Bullying Policy)

Persistent, aggressive behaviour, whether physical or verbal which threatens or frightens others over a period of time is deemed to be bullying. So are behaviours which deliberately lead to marginalisation or exclusion of individuals from a group.

Such incidents are investigated and dealt with immediately they come to light.

All school staff are asked to be constantly vigilant in recognising incidents of bullying.

Parents are immediately involved if a case of persistent bullying comes to light and appropriate school sanctions are implemented.

The school defines bullying as **persistent** aggressive behaviour that threatens or frightens individual/individuals. However the school feels that isolated incidents if not stopped immediately could lead to future bullying. Therefore:-

- All children are encouraged to report immediately any incident in which they feel threatened or frightened by another pupil to their class teacher (if they feel unable to do this they should report it to their parents who will inform the class teacher the next day).
- Class teachers will talk to the child/ren involved and if necessary apply appropriate school sanctions (in most cases this will be sufficient to stop further aggressive acts).
- If unacceptable aggressive behaviour continues to be reported then the deputy head teacher / head teacher should be informed. Senior members of staff will be responsible for involving parents and applying further sanctions.

Use of Restraint

Intervention is only made as a last resort if a child is in danger of hurting themselves or others and property. All instances of restraint must be reported to the Headteacher, who will inform parents/carers and recorded.

Restraint procedures are dealt with in greater detail in the Staff Code of Conduct.

Screening, Searching and Confiscation

If in doubt, school staff will search and confiscate, in accordance with the Department for Education's advice for Headteachers, Staff and Governing Bodies, on Screening, Searching and Confiscation. A copy of this guidance is available in the school office.

Role of the Class Teacher

It is the responsibility of the class teacher to ensure the Code of Behaviour is implemented in their classroom, and that their class behaves in a responsible manner during lessons.

If a child repeatedly misbehaves in class, the teacher should keep a record of all incidents. In the first instance, they are dealt with using sanctions as outlined above. If mis-behaviour continues, advice may be sought from the Deputy Headteacher/ Headteacher. Further action may then be taken.

The class teacher liaises with other agencies as required.

Role of the Midday Supervisors (MDSAs)

Midday Supervisors will always stand where they have got the best views of all children.

When dealing with issues they will use rule reminders (which part of SMART have you forgotten etc.) with the children and positive praise (look how well that group are sharing) to set the expectations.

Where a child has been hurt, even if it is accidental, they will ensure an apology is given.

Where they see persistent poor behaviour they will remind children of sanctions and talk to the class teacher.

If there is no improvement then the Headteacher will be consulted and parents invited in to discuss the issue. The school may use a report card to help the child monitor their own behaviour

Any serious incidents should be referred straight to the Headteacher

Role of the Headteacher

It is the responsibility of the Headteacher and SMT to ensure that the Behaviour Policy is consistently and fairly implemented throughout the school, also to report to Governors on the effectiveness of the policy as required.

It is also the responsibility of the Headteacher to ensure the Health and Safety of pupils through the daily implementation of the Behaviour Policy.

The Headteacher supports all staff in their implementation of the policy, and sets high standards through assembly themes etc.

The Headteacher keeps a log of all serious incidents and actions taken.

The Headteacher has the responsibility of authorising fixed term exclusions for serious acts of misbehaviour. For repeated or extreme incidents, where the safety of the child or others is at risk, permanent exclusion will be considered. This will be as a last resort and in consultation with the Governors and/or LEA.

Role of Governors

It is the responsibilities of the Governors to agree the Behaviour Policy and its effectiveness. They support the Headteacher and staff in the implementation of the policy.

Although the Headteacher has the day to day responsibility for the implementation of the policy, the Governors may offer advice on particular issues. The Headteacher must take this into account when making decisions regarding matters of behaviour.

The Governors are informed of any fixed term and permanent exclusions. Parents have the right to appeal to them for re-instatement.

Parents may also appeal to the Governors if they believe their child is being treated unfairly.

Exclusions

In extreme situations, which are very rare, exclusion procedures, following LEA guidelines, will be put into practice.

Monitoring

The Deputy Headteacher has responsibility for the day to day monitoring of the effectiveness of this policy, and reports to the Headteacher and Governors, making recommendations for future improvements.

Records are kept by the Deputy Headteacher/Headteacher of major incidents of behaviour and parental concerns.

Statutory records are kept of exclusions.

The class teacher should keep a log of incidents of mis-behaviour within the class, as appropriate

In Conclusion

The school policy is to encourage children to be self-disciplined and to be accountable for their own behaviour. Emphasis, wherever possible, is on the positive aspects of a child's behaviour.

However, response must be made firmly, fairly and promptly to those who fail to reflect the values of the school.

Our behaviour policy is to underline the aims of the whole school and is reflected through the quality of relationships and mutual respect shown between all members of the school community, thus enabling effective teaching and learning to take place.

Signed: _____

APPENDIX 1 - Guidance on expected behaviours

Classroom Practice

There should be a recognisable beginning and end to each session with pupils arriving and leaving in an orderly fashion.

Pupils should work in a structured and safe environment.

Children should move around the classroom in a purposeful and controlled way.

The children will be expected to respect the property of the school and that of other children.

All pupils will be expected to be meaningfully employed, keeping to set tasks.

Children should not be left unsupervised in a classroom.

At playtimes/lunchtimes all children will be expected to be in the playground except in exceptional circumstances.

A teacher should only be called out of the room during a lesson in an emergency, in which case, another member of the school staff should be used to provide short term supervision.

If parents ask for children to be kept in during playtime/lunchtime the children should go to the entrance hall, unless they are supervised by their teacher in the classroom.

Any incidents of misbehaviour should be recorded by the class teacher in their class book.

Around the School

Generally

Movement around the school should be in an orderly fashion. In the corridors and classrooms children should WALK quietly. They should be reminded that running is dangerous and therefore forbidden.

Children should accept that all have an equal right to free movement around the school.

Children should always give way to adults when moving around the school.

At all times children should be polite and well-mannered when addressing their peers and adults.

In the Playground

Pupils should keep to their designated areas

K.S. 1 - small playground

K.S. 2 - large playground

Once the bell has been rung inside the school building, the staff on playground duty will ring the outside bell. Pupils should react immediately to this and line up sensibly and stand in silence.

Teachers or teaching assistants always collect children from the playground and lead them into school in an orderly fashion.

At mid-morning break Key Stage 2 pupils line up as year groups on the large playground. Key Stage 1 and Foundation stage line up on the small playground.

The small climbing frame is to be used by the class of the teacher on duty when the field is dry. (maximum number 12)

The lower third of the playground can be used by pupils to play football with a sponge ball.

There is a rota for this area.

Other physical activities such as skipping etc. can be done in the remainder of the playground.

There is a seating area separating the two playgrounds which can be used by any pupils.

In the dining hall

Lunchtime should be seen as a sociable occasion with children being encouraged to interact with each other at the table in a polite and relaxed way.

Children should enter the dining hall quietly and sit down when told to do so.

Noise should be kept to a reasonable level.

Good table manners should always be encouraged.

Children should only leave when given permission to do so by midday supervisors.

Monitors may be appointed by the midday supervisors to help clear the tables, stack chairs and sweep the floor.

Lunch time

General

Children should only stay in school when supervised by an adult.

Pupils should never leave the site unless with a parent/guardian.

Midday supervisors should always be treated with respect. Children should always address them politely and should always respond promptly and positively to requests made by the midday supervisors.

Positive behaviour at lunchtime should be encouraged by midday supervisors by the giving of verbal praise and raffle tickets. Good behaviour is also rewarded with certificates for Lunchtime Class and Pupil of the week being presented at our weekly Celebration Assemblies. Unsuitable behaviour should be reported to the class teacher or the head teacher.

Wet lunch time

Key Stage 2 children will stay in their classrooms where they will be supervised in quiet activities by a lunchtime supervisor.

Key Stage 1 and Foundation Stage children will be supervised by lunchtime supervisors in the inside classrooms.

Wet playtime

All staff should stay in their classrooms. Tea/coffee will be brought to the classroom.

All classrooms have a selection of play activities and games that pupils can access during wet weather.