



Woolsery Primary School Behaviour Policy

Introduction

This policy details the approach to behaviour management in our School. It has been developed by the whole staff and approved by the Governing Body. The policy and our expectations have been communicated with parents. It will be discussed each year in the Autumn term by the School Voice teams.

"good behaviour is a necessary condition for effective teaching to take place."
(Education Observed 5 - DES 1987)

Information for Parents

The school will exert the same discipline on children as we would expect from a parent. It is worth mentioning here that 'the way in which parents bring up children can have a significant influence on their behaviour in school' (Elton Report on School Discipline 1989).

A parent who:-

1. Provides firm but affectionate guidance in the home is most likely to produce the attitudes on which good behaviour in school can be based.
 2. Ensures that they set a good and consistent example to their own children...
- And
3. Avoids being too 'soft' or punishing their children too harshly will assist the school in producing the type of behaviour we are all seeking.

In school, our principle aim is to encourage children to take responsibility for their own behaviour. To do this we ask children to show us how they should behave in certain situations, e.g. if a child is found running through the corridor we would ask them to show us how they ought to go through the corridor. Thus the onus is put on the child to explain or make good their misbehaviour.

Also, our behaviour policy has been developed to complement the school's mission statement and aims and values which are set out below:-

MISSION STATEMENT

Aims

The School has agreed a new set of Aims which clearly underpin our Mission Statement:
"Learning at the heart of the Community".

Our aims are:

At our school, we all...

- Value the success, achievements and aspirations of ourselves and of others within a safe and caring environment
- Recognise children as individuals who are trying to develop their own personalities, aptitudes and attitudes
- Help learners to develop lively, inquiring minds and a love of learning through a creative, diverse and responsive curriculum
- Provide an atmosphere of mutual respect, honesty, co-operation, kindness, good humour and confidence which encourages self discipline through care and consideration
- Strive to be an integral part of the local community to promote a mutual sense of belonging
- Ensure parents can approach the school with problems and praise, being confident that the school will respond appropriately
- Provide equal opportunities for all, regardless of age, gender, religion or ability

As part of the Atlantic Coast Co-operative Trust, we share a common set of values with our partner schools:

Our school strives to create an environment that supports and promotes confident and successful learners. Through a series of class and whole school activities we promote key strands which underpin the following skills:

- Self-awareness
- Motivation
- Empathy
- Managing feelings
- Social skills

Within these aims, the school's behaviour policy strives to:

Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the School's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Rationale

We believe that in order to achieve these aims there must be a consistent approach to behaviour management throughout our School in relation to:

- ✓ Clear values and expectations
- ✓ Specified rewards and consequences
- ✓ Positive parental partnership
- ✓ Detailed procedures for playtimes and lunchtimes

We have a central role in our children's social and moral development just as we do in their academic progress. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural expectations. Children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At Woolsery Primary School we work towards standards of behaviour based on the principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

All adults encountered by the children at our School have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. All adults should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

Roles and responsibilities

All members of staff are required to share the responsibility of guiding our children in their behaviour. Specifically, class teachers are responsible for employing effective classroom management strategies and delivering a differentiated curriculum using a variety of teaching styles. The Headteacher is responsible for overseeing the implementation of this policy and co-ordinating this area, which includes identifying any training needs and issues as they arise.

Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of our School's life is encouraged and this assists the development of positive relationships.

Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan alongside key members of staff who will coordinate any intervention needed, which could include Thrive techniques (or similar), to ensure the child is able to access the curriculum. Any further disciplinary action will be discussed and communicated clearly.

Good behaviour is also reported to Parents.

Classroom Rules

At the beginning of the academic year, each teacher and class devise a set of rules ("The Class Agreement") in order to create an environment conducive to effective teaching and learning. These are reviewed and amended on a termly basis, or as and when required.

Rewarding Good Behaviour

The emphasis of rewards at Woolsery Primary School is to reinforce good behaviour and also to have a motivational role, helping children to understand that good behaviour is valued. The awarding of rewards is carried out by all school staff and parent helpers using the hierarchy of rewards below:

- Non-verbal gestures providing instant positive feedback on behaviour to the child
- Verbal praise, both informal and formal, public and private (to individuals and groups)
- Motivational stickers and in-class celebration such as "super learner" where these don't detract from the whole-school systems
- Family Group Points, earned for positive behaviour and adding towards a Family Group Treat for the winning group each term or half term
- Weekly Headteacher Awards for two children per class for specific achievements, recorded in the Newsletter to parents
- Recognition from Headteacher through gold stickers.
- Recognition from parents and whole school community (assembly)
- Annual presentation of the Governors' Shield for Manners and Politeness.

We believe that the rate of praise and rewards for behaviour should be as high as it is for learning.

Negative Behaviour

Rewards and sanctions are used in conjunction with School and class rules. We believe that the use of rewards is preferable to sanctions and assertive behaviour management strategies are used throughout the School. The hierarchy of sanctions for use in class is set out below.

- Non verbal gesture
- Praise other children for appropriate behaviour, allowing child to modify behaviour
- Verbalise appropriate behaviour
- Verbal reminder (*the Warning*)

- Stand up and move away from the situation, work with others who are demonstrating good behaviour, or work alone (*Time Out*)
- Loss of proportion of playtime depending on age (Reception 5 minutes - Year 6 whole playtime)
- Child sent to Headteacher - time in another class or in the Office (informal discussion with class teacher and parents)
- Involvement of Headteacher/SENDCO/ Pastoral staff
- Letter to parents
- Meeting with Headteacher and parents

Class teachers use their professional judgement when deciding where to enter the hierarchy depending on the inappropriateness of the behaviour.

Outside the classroom

If a child is misbehaving outside of the classroom, for example, in corridors/cloakrooms/ assemblies they are reported to their class teacher who then takes appropriate action.

Before School

From 8.40 am, children are supervised on the playground by the head teacher or teacher on duty that day. Children are expected to behave as they do during playtimes and any inappropriate behaviours are managed in the same way.

Playtime Procedures

Children are never on the playground without adult supervision. Should a child's behaviour be inappropriate the duty teacher will resolve the disagreement/problem and if necessary remove the child from the situation. KS1 pupils will stand next to the teacher and KS2 pupils may be sent to stand by the wall, or sent inside for reflection. Serious offences will be managed in the same way as they are at lunchtimes.

Lunchtime Behaviour Management

The Mealtime Assistants (MTA's) are in charge of the management of behaviour during the lunch hour and as such have complete authority, although they may refer to teachers if necessary. MTA's follow the procedures for good behaviour and will award family group points for good behaviour, as all other members of staff. If children are behaving in an inappropriate way, they are given a warning to stop. If the child chooses to continue, then the child is treated in the same way as the playtime procedures. Incidents or concerns will be noted in child's Chronology, having been communicated to the class teacher or TA. Children committing serious offences, ie spitting, swearing, stealing, fighting, pushing, kicking, hitting, making rude comments, making verbal or non-verbal noises, damaging property will be taken to the Headteacher (or member of the Leadership Team in the event of the Headteacher not being present). These incidents will be recorded on the chronology, and if it is repeated three times within one month, a child's parents will be invited into school to discuss the issue and to discuss possible solutions followed by a period of monitoring and shared liaison to ensure behaviour improves.

Children are praised for their politeness and good table manners in the dining room.

When wet, children will be based in classrooms within the main school building. One MTA will remain in the hall to supervise lunches. Class Teachers are responsible for liaising with MTA's as to what equipment/resources are available for the children to use during this time.

Specific programmes for individual children

If a child continually chooses to behave inappropriately and has to be given sanctions on a regular basis, it is likely that they will need an Individual Behaviour Plan. The SENDCO, Class Teacher and Head teacher will work together to implement the programme which will include:

- Achievable targets, additional and different strategies to help the child to achieve the targets, responsibility for implementation, parental involvement, etc.
- Behaviour Plans may well include Thrive assessments or designated Thrive activities if these are available to the school.

Individual Behaviour Plans will follow the guidelines of the Code of Practice and be additional to and different from the policy for the whole School but they will still remain within the general ethos of the School.

Physical intervention

Very rarely, a member of staff may be required to physically intervene with a pupil, for example, if two pupils are fighting, or if a pupil were causing danger to others and needed to be moved away. There is a policy on Positive Handling that covers this aspect of behaviour and outlines procedures to be followed. Further guidance is available to all staff in the Safeguarding pack held in the Staffroom.

Exclusions

The Head teacher, in consultation with the governors, has the right to exclude pupils if the need arises. Devon County Council sets the criteria for this and when such an occasion does present itself, these guidelines will be followed. This is seen as a last resort by all, and would only take place if a gross act of misconduct was performed, or if all else has repeatedly failed. Parents would be well informed of the steps along which a child had proceeded to get to this stage and we would be working in very close contact with them and other agencies, for example, the Inclusion Officer, Educational Welfare Officer, Educational Psychologist, Social Services or Local Authority support teams.

Review and Monitoring

Behaviour systems in place are regularly reviewed and monitored and new staff are given training into their use so as to ensure understanding and consistency.

Parents' opinions are sought about our behaviour policy and the policy is made available to all new parents. This policy will be reviewed on an annual basis or when the head teacher perceives there is the need.

VERSIONS:

Reviewed – 21st May 2019