



WILKINSON PRIMARY SCHOOL **Behaviour Policy**

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Wilkinson Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

The policy reflects current practice within the school. It's fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of the school's general rules..

Aims

The aim of Wilkinson Primary School is for every member of the school community to feel valued and respected, and for all persons to be fairly treated. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy, is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

Wilkinson Primary School has a number of "Rules". The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. Wilkinson Primary School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information).

School Rules

The school's 'rules' are:

- **Show pride and Respect in all that we do!**
- Please your teacher
- Aim high! Work as hard as you can.
- Show respect to all people in our school.
- Use your manners all the time
- Walk silently around the building
- Behave calmly and sensibly.
- Look after things, keep school neat and tidy.

As well as the 'Rules' every member of the school community should apply the following principles:

- If you don't stop the inappropriate behaviour you are condoning it;
- You own your own behaviour.

British Values as defined by The Government, run throughout every aspect of school life:

1. Democracy
2. Rule of Law
3. Mutual Respect
4. Tolerance for those of other faiths and beliefs

A Positive Approach

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from positive relationships and from setting high expectations of behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive, every day experiences so that our children are more likely to reach their full potential.

The core beliefs of Wilkinson Primary School are that:

- Behaviour can change and that every child can be successful.
- Praise, together with a positive system of rewards are more likely to change behaviour and increase children's self-esteem and thus help their achievements.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.

Expectations

At Wilkinson Primary School we will:

- As adults treat each other with respect at all times, therefore providing positive role models for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure, where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of and follow the core values and school rules.

- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

Rewards and Consequences Overview

We aim to create a healthy balance between rewards and consequences with both being clearly specified. Pupils should learn to expect fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

Included in the policy are suggestions for behaviour management techniques (see 'consequences' below). All class teachers should operate a stepped approach to consequences, which allow children to identify the next consequence. Children, for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and consequences.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate children's best efforts, will be celebrated, through display and performance.

Rewards may involve:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Stickers, stamps, certificates
- Sending good work to other staff members for rewards or praise
- Positive phone call home
- Class wide rewards – Golden Time
- House points (counted termly Cup given in final Assembly)
- Team points
- Individual points e.g.: Merit points, reward points.
- Praise postcard
- Star of the Week
- Class Dojo reward points

Golden time

“Golden Time” activities are suggested and agreed by staff and children. Children then choose their preferred activity on Friday. When the class receive 5 class awards, they can complete their chosen activity. Ideally, those children who have a tendency towards disruptive behaviour will be less inclined to continue if they are risking the loss of a privilege that they had a part in deciding.

In this way, the message given to children is that if they are sensible, co-operative and go about their business to the best of their ability, they will be consistently rewarded for their efforts and they are secure in the knowledge that their reward will not be forgotten about, due to pressure from other commitments in the curriculum.

Consequences

Despite positive responses as a means of encouraging good behaviour in Wilkinson Primary School, it may be necessary to employ a number of consequences to enforce the Rules, and to ensure a safe and positive learning environment.

As with matters relating to rewards, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

It is imperative that any consequence is applied fairly and the consequences fully explained.

If the class / school rules are broken the following consequences may be taken:

(This will be differentiated based on the needs of the children)

- Children will be reprimanded and then a verbal warning by a member of staff
- Child misses a playtime & Phase Leader is informed
- Time out

- After a combination of the above, children may then be sent to the Phase Leader. If poor behaviour persists, the child must report to the Head or Deputy Headteacher (except in extreme cases of inappropriate behaviour when immediate removal to the Headteacher’s office is necessary).

- Serious behaviour may involve meeting with parents.
- Extremely poor behaviour must be reported to the Headteacher or Deputy Headteacher immediately. A phone call will then be made to the parents.
- For continual unacceptable behaviour or in case of serious verbal or physical violence the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below)

Lunchtime Timeout

For persistent low level behaviour or a one off more serious incident children are sent to Time Out. Staff complete a behaviour reporting form. During this time the child will complete a 'put it right' form, providing an opportunity to reflect on the incident, it's effect on others and what they would do differently in the future. Children will be given time to have their lunch.

Fixed- Term and Permanent Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The Governing Body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Recording, Monitoring and Evaluating Behaviour

Serious incident forms are located in the office.

Classroom

Teachers follow the behaviour system. It is imperative that children are aware of the next consequence and these are displayed in the classroom.

Playground

Incidents of disruptive behaviour in the playground are dealt with by the member of staff on duty and are recorded in the playground behaviour log.

Early Years

Across Early Years a range of rewards are given to encourage and promote good behaviour. These include:- Verbal Praise, stickers, house points, certificates and a "Golden Apple." Children are rewarded with a golden apple to take home if they are well behaved. Our apple behaviour management system enables the children to move their photograph from one apple to another, as directed by the staff:

Golden Apple :- For good behaviour

Green Apple – All the children begin the day/session on the Green Apple

Yellow Apple – If behaviour is not appropriate

Red Apple – If the child presents more serious inappropriate behaviour.

Roles

Role of the School Council

The School Council meets weekly. The group consists of children from Reception - Year 6. Each class has one elected member, School Councillors wear special badges which identify them throughout school. Three House Captains are elected by the whole School in the Autumn Term and they define the agenda and write the minutes of School Council Meetings.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

Peer Mentors/Mediators

Children are trained to support children on the playground. They identify children who may be on their own and encourage friendships. They help by noticing behaviours that may lead to situations on the playground and help to diffuse them.

The Role of Parents

Parents have a vital role to play in their child's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. (See home/school agreement in parent handbook.

We explain the School's Rules and our expectation is that parents read these and support their implementation.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to implement consequences to punish a child, parents are encouraged support the actions of the school. If parents have any concern, they should contact the Headteacher. If the concern remains, parents should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Non-Teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times, helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children, should be made aware, that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors work closely with class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.

The Role of the Class Teacher

Wilkinson Primary School is aware that good classroom organisation is key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Wilkinson Primary School are positive, enthusiastic and have very high expectations of both learning and behaviour. They foster a sense self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to the Open Door Policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the Rules are enforced in their classroom, and that their class behaves in a responsible manner during lesson time.

The Role of the Governors

The Governing Body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school's behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy

The Headteacher keeps records of all reported serious incidents of misbehaviour and has responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour, the Headteacher may permanently exclude a child.

Co-ordinator Headteacher/Family Liaison Officer

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