Policy Ref:
Student #004

Wiveliscombe
PRIMARY SCHOOL

Behaviour Policy

Statutory?	Yes
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Rationale

We seek to ensure that all of our children learn and thrive in an environment completely free from the fear of intimidation by others. Values such as honesty, compassion, respect and tolerance are key to our school.

As a school, we feel it is important to promote a caring and supportive environment to enable all members of the school within the school community to feel secure, respected and therefore encourage good behaviour in others. We believe that the development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the life of the school supported by curriculum content such as Personal, Social, Health and Citizenship Education. All children will at some point make wrong choices but it is our intention that through this policy our pupils can be given clear guidelines on how to behave well, as well as knowing that they can be able to learn for the future after any mistakes have been made.

Aims

We aim:

- to ensure care and consistency
- to be fair and be seen to be fair
- to treat all with respect
- to have clear expectations and strategies to ensure they are met
- to provide planned activities which motivate all to learn academically and socially.

Golden Rules

The Golden Rules are a teaching and learning tool which need to be constantly re-enforced and highlighted by all members of the school community.

1. We respect each other's right to learn and to do our best.
2. We show care for each other and our school.
3. We move about our school quietly and safely.
4. We always listen and respond politely.
5. We are kind and treat others as we would like to be treated.

Incentives to Positive Behaviour

We believe the ideal rewards are the intrinsic rewards offered by:

- good relationships
- a stimulating curriculum
- positive role models.

It is important to have a reward system in place which celebrates all forms of social and academic achievement and effort. We wish to ensure that each child has the opportunity to experience success.

The Reward System and the Incentives towards Good Behaviour

Non-verbal praise:

- A smile, thumbs up, applause.

Verbal praise:
We believe this is an important factor in creating a positive atmosphere which will promote good behaviour. It will be related to the Golden Rules and can be given to and by everyone.

Marking Policy and Display

Positive comments are used to build on success and children's work is displayed so that it is obvious to any visitor that we are proud of success.

In recognition of a particular task or behaviour the pupil may share success with others:
1. The class
2. The neighbouring class or teacher
3. An adult chosen by the child
4. The headteacher
5. Parents/wider community

Positive Recognition

Across the school, the children work towards gaining dojo points, stars or stickers for good work or behaviour. In addition, a `Star of the Week' assembly takes place weekly to encourage good work and behaviour. In addition, a weekly whole school "Celebration Assembly" takes place where individual children in each class are praised for good work and are awarded a certificate. A special cup is awarded to the class with the highest attendance and it is displayed for a week in the classroom of the winning group.

Behaviour awards are designed to encourage our children to show exceptional levels of behaviour, displays of thoughtfulness and kindness to those in our school community. These acts of good behaviour or kindness are shared within assemblies and at the end of the term as a reward for the children who have been recognised.

Dojo points are awarded throughout the week and points connect pupils with teachers and parents. When a child is awarded a point in class, parents receive a notification.

Discouraging Unacceptable Behaviour and Restorative Justice

It is important to remember before we resort to our sanctions/punishments, that we ensure a child who has misbehaved in some way is given the opportunity to make amends and experience forgiveness.

The process should be:
• Understanding of what was wrong
• Understanding feelings' of others
• Feeling sorry
• Problem solving to put it right
• Learning for the future

However, there is a need for sanctions if a child breaks established class/school rules. It is our belief that sanctions consistently and firmly applied will result in clear boundaries and therefore good behaviour is promoted.

NB It is important at all times to criticise and target the behaviour and not the child.

Sanctions - The Three Chances Rule

For unacceptable behaviour, the following sequence will be used.

1. Praise - given to the children who are showing appropriate behaviour at all times.
2. Non-verbal signal or shake of the head, look etc. (the aim being to cause as little disruption as possible to learning. Positive first opportunity to do the right thing).
3. Verbal - a reminder of the Golden Rules and clear discussion about what needs to happen to put the situation right and avoid possible sanctions. (Second opportunity to do the right thing).
4. Time out (Break/Lunchtime) this is the final action that results from poor behaviour following previous reminders. (Third and final opportunity to behave appropriately).
5. If a child continues to misbehave, she/he will be referred to a senior member of staff/appropriate phase leader who will decide which of various sanctions should be applied.
6. The parents of a child who frequently misbehaves will be notified by a conversation, telephone call or a letter signed by the class teacher. The SENDCo will be informed and behavioural advice sought if relevant. (A behaviour plan can subsequently be put in place if appropriate)

Serious incidents/persistent misbehaviour

Referral to the phase leader/assistant/headteacher.
Fast track with involvement of the SENDCo and outside agencies.
Some behaviour may be so serious that a senior member of staff and parents are immediately involved. Behaviour such as:

- bullying;
- defiance/ use of bad language;
- damaging school or others' property;
- assaulting a member of staff - verbal or physical;
- fighting;
- leaving the school grounds without permission;

- behaviour which causes an accident/Health and Safety issue.

Where an incident has not been witnessed by an adult, children are asked to explain what has happened from their own perspective; this sometimes may be through a written account. This enables staff to take appropriate action.

At this stage, the parents will be contacted as suspension (fixed term or permanent) may be necessary. Children may be excluded from planned visits due to their behaviour.

The headteacher may decide upon an internal suspension where the child works away from the class for a day. The child may need to be placed on the following:

Disciplinary Code:

1. An interview with the child and another member of staff will be held in a one-to-one situation, away from everyone else, which may result in an interview with the class teacher, the parents and the child.
2. An interview between the Senior Leader and the parents of the child. This may result in a written reporting system which will involve the parents. The length of time for these reports will be negotiable.
3. If all the above measures fail, then the Senior Leader, in consultation with the Governors, Local Education Authority and outside agencies, will apply a fixed term or permanent suspension.

Suspension Arrangements

Our suspension arrangements are conducted in full accordance with the Equality Act 2010. If the headteacher is satisfied that a pupil has committed a disciplinary offence, and the pupil is being removed from the school site for that reason, the formal suspension process comes into operation.

Only the headteacher (or in their absence the acting headteacher) can exclude a pupil and the decision to exclude should always be done after careful consideration of all the relevant facts and circumstances.

The Suspension Process:

- The child is removed from any area where he/she could harm him/herself or others.
- Parents or guardians are contacted, given a brief explanation of the difficulties and notified that they must collect their child from school either immediately or at a fixed time. The length of the intended suspension is clearly stated verbally to the parents or guardians.
- The school office will prepare and send the formal suspension letter to parents, with a copy being sent to the SEND Governor and the LEA.
- The school has a duty to provide education during a fixed-term suspension. Work will be prepared and sent home by the child's class teacher.
- On the child's return to school, the headteacher (or in their absence the acting head teacher) will meet with the child and the Parents/Guardians to discuss re-entry to the school and establish the need for appropriate behaviour in reference to the school's Behaviour Policy.

Fixed period suspensions totalling 5 or fewer days or 10 or fewer lunchtimes or half days must be reported for monitoring purposes to the Local Governing Body (LGB). Where a pupil is given a fixed period suspension of a duration of six days or longer, the school has a duty to arrange suitable full-time educational provision from and including the sixth school day of suspension. This would happen in consultation with the Support Services.

Fixed Period Suspension of 15+ days

The Clerk should secure from the headteacher the following:

- PSP or IEP
- Log of incidents
- Copy of any professional reports
- Any other relevant information
- School assessment test results
- Most recent School report
- If KS1, Foundation Profile, School Entry Plan, Boxall Profile

The clerk must then check the availability of the headteacher, LA Officer, relevant LGB and parents/guardians for the review meeting. This must take place between the 6th and 15th school day following notification from the Head teacher. The meeting should be at a time and place convenient to all parties.

The headteacher should, where appropriate, keep written records of the actions taken, including any interview with the pupil concerned.

Permanent Suspension

When a permanent suspension is notified to the LGB, the Clerk must secure the following information from the Head teacher:

- Any information in support of the decision to exclude
- A summary of the strategies and interventions used to try to prevent permanent suspension
- Copies of PSP and IEPs for the pupil over the past 12 months
- A log of incidents
- Attendance record
- Copies of reports from the Support Services
- Behaviour/Discipline Policy
- School assessment results
- Copy of the most recent School report
- If the pupil is in KS1, information from Foundation Profile, School Entry Plan, Boxall Profile
- Relevant information about the pupil's home circumstances
- Relevant information regarding SEN, disability or medical conditions
- Witness statements

The clerk must then check the availability of the headteacher, relevant LGB and parents/guardians for the review meeting. This must take place between the 6th and 15th school day following notification from the Head teacher. The meeting should be at a time and place convenient to all parties.

The clerk will collate and forward the information to the LA where a Pupil Support Casework Officer will be allocated.

Governors Duty – Permanent Suspension

The LGB will comply with the statutory time limits. They may ask the LA Officer for advice, but must make their decision alone. A note of the LGB's views on the suspension will be placed on the Pupil's School Record with copies of the relevant papers. The Clerk will take detailed minutes, bearing in mind the parental right to appeal. A copy will be required if this goes to Independent Appeal.

The LGB will inform the parent and headteacher of its decision in writing no more than one day from the hearing, stating the reasons.

The LGB will not attach conditions to any direction it may give to the Head teacher to reinstate the pupil.

Where the LGB decides to uphold the permanent suspension, its letter to the Parent/Guardian will include the following information:

- The reason for the decision
- Their right to appeal to an Independent Appeal Panel, together with the name and address of the person to whom any notice to appeal should be sent
- The date by which the appeal should be lodged
- That any notice of appeal must set out grounds on which the appeal is made
- That any claim on grounds of disability discrimination can also be set out in the notice of appeal

Children Beyond

Occasionally some children may be beyond normal incentives and sanctions. Their behaviour may stem from physical or emotional needs which are not being met. They may be very unhappy and have a low self-esteem. In cases like this the SENDCo will be involved as well as the Behaviour Support agency. His/her parents will be involved in agreeing the Individual Behaviour Plan, which will be consistent with the principles and practices within this policy.

Conclusion

The Behaviour Policy has been written in order that we can manage the behaviour in the school in the best possible way and for the good of all who work in the school whether staff or pupils. If it is to be effective everyone must use it with confidence and consistency. Throughout, it is the principle of always promoting good behaviour that will apply. Our Behaviour Policy reflects and is informed by the LGB's Written Statement of Behaviour Principles which is available from the school office and is published on the school's website. This Behaviour Policy complies with Section 89 of the Education and Inspections Act 2006.

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The behaviour policy explains that suspensions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendices

Procedures:
Appendix 1 - Daily Routine in wet weather
All children go to their classrooms in the main building. Class teachers will be in their classrooms by 8.45 am, so that children are supervised.

Appendix 2 - Procedures for Playtimes
KS1 & KS2 will line up in the morning at playtimes and lunchtimes, in designated areas.
The designated playground area will be used for football games on a rota basis.
Teachers, Learning Support Assistants and lunchtime staff will collect their children and walk them to classrooms after Breaks. Lunchtime Supervisors will line up and take children to class after lunch.

1 whistle means stand still, the next, line up.

Appendix 3 - Movement around the school
When moving around the school, classes will be supervised by an adult.
We expect all children to walk quietly along corridors and pathways.
Children will be accompanied by an adult to and from Acts of Worship. (Times agreed)
Children will be encouraged to use the toilet during playtimes. They will also be allowed to use toilets during lesson times if necessary.

Appendix 4 - Wiveliscombe Primary School Golden Rules:
1. We respect each other's right to learn and to do our best.
2. We show care for each other and our school.
3. We move about our school quietly and safely.
4. We always listen and respond politely.
5. We are kind and treat others as we would like to be treated.

SAFETY RULES
For our safety:
1. We will walk quietly along corridors and on pathways.
2. We will not run inside the building.
3. We will stay on the playground before school, at playtimes and at lunchtime.
4. We will not go into teaching areas without supervision.
5. We will not go into the car park.
6. We will not harm others

Appendix 6 - Home School Agreement (see separate document)