



Enjoy Believe Achieve

WINMARLEIGH C of E PRIMARY SCHOOL

BEHAVIOUR POLICY

MISSION STATEMENT AND AIMS OF THE SCHOOL

At Winmarleigh Church of England primary School we set high expectations of behaviour. Together, we promote positive behaviour in our pupils and create an environment in which this can flourish. The aim of this policy is to ensure that our school has a positive atmosphere, where each member of the community feels valued and in which there is a joint approach and shared responsibility between the parents, pupils, governors and the school.

Discipline within our school stems from our Christian values and principles of love, forgiveness and care and respect for each other. Our Mission Statement underpins our School Behaviour Policy as we aim to "be strong and courageous", so that the children will become good and honest citizens in today's world, understanding the difference between right and wrong and knowing that the right choice is always the best choice.

Context

This policy should be read in conjunction with the following policies:

- Health and Safety Policy
- Safeguarding Policy
- Attendance Policy
- Equalities
- Teaching and learning Policy
- Anti-bullying Policy
- Home/School Agreement
- SEN Policy

Classroom Management

As a school, we expect every member of our school community to behave in a positive and respectful way towards each other. This policy is concerned with promoting good relationships so that we can all work together with the common purpose of helping everyone to do their best, to learn and realise their dreams - this applies to children and adults alike.

Children will be treated fairly and equally and this behaviour policy will be applied in a consistent way. In order to achieve this:

Teachers, Teaching Assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty (in line with this policy) in response to poor behaviour.

Teachers, teaching assistants and other paid staff will:

- ✓ respect each individual child
- ✓ set high standards and expect them to be reached
- ✓ offer children a balanced curriculum and ensure that lessons are interesting and stimulating
- ✓ ensure that the work offered is related to each child's level of learning and potential
- ✓ treat each member of the school community equally regardless of race, creed, gender or sexual orientation
- ✓ encourage and reward good effort and positive attitudes to learning and behaviour
- ✓ create a safe, bright and pleasant environment that is purposeful and well-organised
- ✓ make known the rules of the school, classrooms and playgrounds
- ✓ follow this school policy and use rules, sanctions and reward systems clearly and consistently

- ✓ be a good role model
- ✓ make children aware of the Gospel values in their everyday lives and how these link to our British and school community values
- ✓ ensure that children are appropriately supervised when moving around the school to minimise the potential for all aspects of poor behaviour
- ✓ work together as a team to support children's positive behaviour
- ✓ respond to all situations in a calm and measured way

It is the responsibility of all staff, led by the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school. The Headteacher will 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 is responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour.

The Headteacher will:

- ✓ support the staff in implementing the policy, by setting and modelling the standards of high expectations of behaviour
- ✓ ensure the consistent implementation of this policy in each classroom
- ✓ keep records of sanctions and rewards in order to analyse patterns and address issues when and where they arise (via CPOMS)
- ✓ keep records of all reported serious incidents of misbehaviour (via CPOMS)
- ✓ Discuss any incidents of poor behaviour with parents, where necessary
- ✓ Analyse any patterns of poor behaviour and take steps to ensure measures are in place to prevent future incidents of the same nature
- ✓ have the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour or for repeated violation of the school's expectations for behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher will consider permanently excluding a child
- ✓ at each stage of exclusion the Headteacher will inform the school governors

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues.

The **Governing Body** is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. Parents have a clear role in making sure their child is well behaved at school.

Parents will:

- ✓ encourage their child to make the most of the opportunities presented at school and take pride in his/her achievements

- ✓ support and co-operate with the school in disciplining their child and foster a good relationship with the school
- ✓ be aware of the school rules and expectations and support the school in implementing these
- ✓ encourage children to do their homework and offer support with this
- ✓ speak to the class teacher about any concerns and to share information with the school which may have an impact on their child's learning or behaviour
- ✓ set a firm foundation at home, encouraging high standards of behaviour, good manners and promoting independence
- ✓ act as good role-models for their children

Pupils will:

- ✓ Follow our code of conduct
- ✓ accept responsibility for, and the consequences of, their actions
- ✓ respect the adults with whom they work with and be tolerant and understanding of others
- ✓ be kind, helpful and caring for others, especially on the playground
- ✓ respect other peoples' property and the schools'
- ✓ work hard in class to the best of their ability and do their homework

Rewards

In our school, we believe that good behaviour should be acknowledged and rewarded, as this reinforces our expectations and makes clear to all, the behaviours that we want to see in our school. Rewards also encourage children to make good decisions about their own behaviour.

We praise and reward children for good behaviour in a variety of ways including:

- ✓ celebration Assembly
- ✓ positive comments
- ✓ having good work displayed
- ✓ speaking to parents personally/via praise postcards
- ✓ showing work to the Headteacher
- ✓ stickers
- ✓ sharing this positive news via the newsletter

The following in-class reward systems have been agreed:-

Class 1

- All the children start the day on green
- The adults working in school are challenged to spot the children displaying the positive behaviours outlined in the 'silver star' and 'gold star' boxes (as designed by the children and the staff)
- The adult must then verbally acknowledge this positive behaviour and ask the child to go and move their name to the relevant star
- If a child demonstrates multiple examples of silver star behaviour in a single day, they can be moved onto the gold star
- If a child ends the day on the silver star, this will be communicated with their parents at the end of that day via a silver star sticker
- If a child ends any day during each week on the gold star, this will be celebrated on the school newsletter and a celebration postcard will be sent home

Class 2

- All the children start the day on green
- The adults working in school are challenged to spot the children displaying the positive behaviours outlined in the 'silver star' and 'gold star' boxes (as designed by the children and the staff)
- The adult must then verbally acknowledge this positive behaviour and ask the child to go and move their name to the relevant star
- If a child demonstrates multiple examples of silver star behaviour in a single day, they can be moved onto the gold star
- If a child ends the day on the silver star, this will be communicated with their parents at the end of that day via a silver star sticker
- If a child ends any day during each week on the gold star, this will be celebrated on the school newsletter and a celebration postcard will be sent home

Playtimes and Lunchtimes

Good behaviour at playtimes is rewarded by the adult on duty. They praise the child and reward them with 'a golden ticket' which the child will then show to their class teacher. This gives the class teacher the opportunity to discuss with the child what they did which was positive and reward them accordingly, through the star system.

At lunchtimes, the welfare staff will follow the same system.

Sanctions

Where children do make mistakes or choices which mean a sanction must be given, the following system will be implemented consistently in each class and in year groups 1 -6. Foundation Stage will introduce this system in the summer term as part of the children's transition to Year 1:

- if a child displays poor behaviour, a reminder of the expectations will be given, and their name will be moved off the green disc. They will be given the opportunity to move back on to the green disc by changing their behaviour
- if poor classroom behaviour persists, another reminder of the expectations will be given, and the child's name will be moved NEXT to the amber disc with a reminder of what the amber disc means
- if the behaviour continues then the child's name will be moved onto the amber disc - the consequences of this are outlined below
- if poor classroom behaviour persists, another reminder of the expectations will be given, and the child's name will be moved NEXT to the red disc with a reminder of what the amber disc means
- if the behaviour continues then the child's name will be moved onto the red disc - the consequences of this are outlined below
- The children's school and worship councils have worked with teachers to compile a reference grid which outlines what they consider to be poor, unacceptable and exceptionally poor behaviour to be (see appendix). If a child displays any of the behaviours outlined, they will automatically be moved to the amber/red disc. This includes (but is not limited to):
 - ✓ physical aggression, which endangers the child concerned, other children or adults
 - ✓ bullying
 - ✓ severe verbal abuse that is overtly directed at staff or pupils
 - ✓ serious violation of property

- ✓ leaving the premises without permission
- ✓ deliberate use of sexist, racist or homophobic remarks which cause offence
- Occasionally, there may be incidents of exceptionally poor behaviour. If a child has their name moved onto the red disc, they will be taken to the 'calm zone' to discuss their behaviours with an adult and they will then miss their next playtime so that they can reflect. Their parents will also be informed of the incident via a note sent home/telephone discussion which will be recorded on CPOMS
- if there are three red incidents within a half term, the parents will be invited in to a meeting with the class teacher
- if there are any further incidents then the Headteacher may wish to invite the child and their parents into school for a discussion around the child's behaviour at this point and an Individual Behaviour Plan (IBP) will be established in agreement with advice from relevant agencies, the SENCo, the Headteacher and the child's parents
- children can be moved up and down the system at any point of the day. If children have shown remorse and are trying to improve their behaviour, then this must be acknowledged

Playtimes and Lunchtimes

Poor behaviour at playtimes is dealt with by the adult on duty. They will explain to the child why they are giving them a sanction and issue them with a 'red card' which the child will then show to their class teacher. This gives the class teacher the opportunity to discuss with the child what they did which resulted in the coloured card being issued and sanction them accordingly, through the disc system (the red card being given DOES NOT automatically place the child on the red disc).

Exceptionally poor behaviour

These will be dealt with by the Headteacher or Key Stage leader in accordance with the guidelines in this policy.

Exclusion

Only the Headteacher can make the decision to exclude a pupil. The decision to exclude a pupil will be a last resort and will be in line with *Government Guidance to Exclusion* and guidance from the publication 'Improving Behaviour and Attendance: Guidance on exclusion from schools and Pupil Referral Units' (2008) by DfE. The Headteacher will decide whether to exclude a pupil for a fixed term or permanently, in line with our behaviour policy, taking account of all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion decision. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel.

Schools have a duty to provide suitable full-time education for an excluded pupil from the sixth day of any fixed period exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth day of a permanent exclusion.

When a child is excluded from school, parents must take responsibility for their child and make sure they are not in a public place without good reason during school hours during the first five school days of any exclusion.

Following any fixed term exclusion, parents will be invited to attend a re-integration meeting to discuss their role, the school's role and the child's role in improving behaviour in school.

Behaviour outside the school gates

When representing Winmarleigh Church of England Primary School outside the school premises, children will be reminded of expected behaviour and this will be highlighted in visit risk assessments.

Where behaviour is inappropriate when a pupil is;

- taking part in any school organised or any school related activity
- travelling to or from school (when not under the supervision of an adult)
- wearing the school uniform (when not under the supervision of an adult)
- in some other way identifiable as a pupil at the school

or where the above does not apply but the inappropriate behaviour;

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

then the same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

Preventing Bullying / Preventing Child - on - child Abuse

At Winmarleigh Church of England Primary School, we firmly believe in developing good relationships between all members of our school community - relationships which are based on trust and respect. There is no place for bullying in our school and where we find bullying has taken place, we act immediately to prevent any further occurrences. We treat bullying very seriously because of the harm it causes to both the victim and bully.

Details of our approach to bullying and our efforts to prevent it can be found in our Anti-bullying Policy.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils.

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.

At Winmarleigh Church of England Primary School, we discourage children from bringing toys and other items from home, including money. The reasons for this are so that these items do not get lost, stolen or broken and therefore cause upset for children and their parents.

2. The power to search without consent for 'prohibited items' including (but not limited to):
 - knives and weapons
 - alcohol
 - illegal drugs
 - tobacco and cigarette papers
 - stolen items

Power to use Reasonable Force

At Winmarleigh Church of England Primary School, we do not have a 'no contact' policy, as this brings the risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or prevent them taking the action needed to prevent a pupil causing harm to themselves or others.

School staff have a legal power to use reasonable force. Force is usually used to control or restrain but NEVER as a punishment because this is unlawful.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most school staff at some point in their career that involve a degree of physical contact with pupils
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is necessary.
4. Schools generally use force to control pupils and to restrain them.
 - 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
 - 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
5. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

1. All members of school staff have a legal power to use reasonable force.
2. This power applies to any member of staff at this school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

1. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
2. In a school, force is used for two main purposes - to control pupils or to restrain them
3. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
4. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:-
 - remove disruptive pupils from the classroom where they have refused to follow instruction to do so;
 - prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground, and;
- restrain a pupil at risk of harming themselves through physical outbursts.

SEN

We recognise that a child with Special Educational Needs or a child with social, emotional and behavioural difficulties may require additional support in making the right choices about behaviour. Where this is the case, reasonable adjustments will be made to the rewards and sanctions as outlined in this policy. This may sometimes include a referral to an appropriate outside agency. An Individual Behaviour Plan (IBP) will be established in agreement with advice from relevant agencies, the SENCo, the Headteacher and the child's parents.

Complaints Procedure

This section of the policy should be read in conjunction with the school's complaints procedure which is available, in full, on our school website.

In respect of this policy, it should be noted that:

1. all complaints about the use of force will be thoroughly, speedily and appropriately investigated
2. where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action
3. when a complaint is made, the onus is on the person making the complaint to prove that their allegations are true. It is NOT for the member of staff to show that they have acted reasonably
4. suspension should not be an automatic response when a member of staff has been accused of using excessive force. The Headteacher and governing body will refer to the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance and consult with the LADO where an allegation of using excessive force is made against a member of staff. This guidance makes clear that a person should not be suspended automatically, or without careful thought
5. the Headteacher and governing body will consider carefully whether the circumstances of the case warrant a person suspended until the allegation is resolved or whether alternative arrangements are more appropriate
6. if a decision is taken to suspend a member of staff, the school will ensure that they have access to a named contact in school who can provide support
7. the governing body must consider whether a member of staff has acted within the law when reaching a decision on whether to take disciplinary action against them
8. as employers, the governing body and local authority have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

Behaviour Code

Gold Star Learning Behaviours:



Helping others
Respecting visitors - eg holding doors open
Showing our school Values
Caring for our environment
Showing respect for others
Helping out without being asked to



Leaving a good impression of our school when out in the community

Silver Star Learning Behaviours:

Listening when it is your turn to listen
Showing good manners (please, thank you, good morning, excuse me)
Trying your best
Focussing on your learning
Using outdoor equipment nicely
Sharing
Sitting still
Being Kind

'Amber' Behaviours

Hurting somebody because you were being silly
Doing something when you have already been asked to stop or told not to
Distracting others

'Red' Behaviours:

Answering back to any adult
Hurting somebody on purpose - even if they made you feel angry
Telling lies to an adult
Throwing things inside
Drawing on tables
Bullying - including emotional
Swearing at somebody
Damaging things which do not belong to you
Making fun of somebody because they are different to you
Hurtful words for any reason

Consequences

Amber - children will miss 5 minutes of their playtime and fill in a reflection sheet. This will be recorded by the class teacher on CPOMS

Red - children will miss a full playtime to complete a reflection sheet which will consider our Christian and British Values. This will be recorded by the Key Stage Leader/Headteacher on CPOMS