

Wentworth Primary School

Behaviour Policy

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Achieving Happily

Behaviour Policy

Introduction:

NAHT (1 988) 'Discipline in Schools'

Good behaviour is 'conduct which assists the school to fulfil its function, namely the full development of the potential of all pupils'. Discipline is the system of rules for good behaviour and aims to develop self-discipline in pupils and to create the conditions for an orderly community, in which effective learning can take place and in which there is mutual respect between all members.'

Our role as caring adults in the School, is to create the conditions necessary for the full development of our children in an orderly community. The climate of the School is concerned with establishing and maintaining good behaviour, and the school's ethos is based on the quality of relationships, whereby there is courtesy and respect established between individuals.

Effective discipline can only be established if the child can expect the same reaction from all members of staff to any particular misdemeanour. Staff must also feel that in any matter of discipline, carried out according to policy, they will have the full support of the Head, Deputy Headteacher or Assistant Headteachers.

Aims and Objectives

- To develop a whole School Policy on behaviour which is clearly understood by pupils, parents and all School Staff.
- To develop respect for each other, adults and authority within and outside School.
- To develop a positive attitude to and understanding of others.
- To engender a feeling of corporate responsibility for the School community.
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders.
- To establish rules and the realisation that rules are for the benefit of the community as well as the individual.
- To ensure a safe, caring and happy school.
- To encourage individual and group self-discipline.
- To prevent bullying.

Basic Principles to Establish

- That rules should be derived from the principles underlying behaviour policies and are consistent with them.
- That we must develop a healthy balance between reward and punishment and both should be clearly specified.
- That rules should be applied consistently by all members of Staff. However, there should be flexibility in the use of sanctions to take account of individual circumstances.
- That pupils should learn from experience to expect fair and consistently applied sanctions for bad behaviour, which makes the distinction between serious and minor offences apparent.
- That pupils due to be disciplined will be listened to and the truth of the situation will be established before sanctions are delivered.
- That pupils should be encouraged to be truthful and honest at all times.
- Every child has the right to learn but no child has the right to disrupt the learning of others.

Practical Considerations

- Accept only a working level of noise in class.
- Avoid sending a child out of the class to stand outside the room, otherwise the child is outside your control and not doing the work you require of him/her. Send him/her firstly to the Assistant Headteacher, and/or as necessary to Deputy Headteacher or Headteacher with a note explaining their misbehaviour.
- The class should be encouraged to sit quietly if they have to wait at any time for you to enter the room.
- When addressing you, every child should be encouraged to use your name to avoid the possibility of rudeness or 'off hand' comments.
- Always insist on 'please' and 'thank you', and general good manners at all times.
- Depending on the age of the child insist that adults 'are made way for' and doors held open.
- Children should only leave the classroom under your direction.
- At the end of the sessions, children should be brought to silence, sitting correctly and dismissed by groups, once the tidiness of the room has been checked.
- Your class is your responsibility, do not leave them unsupervised unless there is a real emergency, (not photocopying or putting up corridor displays).

- Do not leave children changing for games or PE without adult supervision.

Please bear in mind;

- Some children prefer to stay in.
- Some children need to run off excess energy.
- Ensure that the child knows how much work is required.
- Children should enter the School for clubs at lunchtime only at the specified time, not before.
- One child must never be allowed to disrupt a class, if all the usual measures fail send for the Assistant Headteacher, Deputy Headteacher or Headteacher to remove them.
- Punishments of whole groups should be avoided if possible - find the culprit.
- Avoid any humiliating punishments at all costs.
- Never threaten anything you cannot or are unwilling to carry out.
- If you threaten action, you must carry it through, so be reasonable in your threats.
- Try to ensure that all children feel the pleasure of reward at some time.
- Discipline in your class is your responsibility in the main. Around the school is corporate responsibility. If a situation arises you cannot deal with, send for the Assistant Headteacher, Deputy Headteacher or Headteacher.

School Rules

All the rules have been devised over a period of time after various discussions with the children through the School Council, to hear their opinions. When these rules are given to the children there must be opportunity to discuss them and ensure that they are fully understood and accepted. All rules will be displayed in the appropriate place. Some classes may wish to add extra rules of their own.

Our School rules are as follows:-

- To be a caring and responsible citizen of the Wentworth Community, I have to follow these rules:
- I will be respectful to others in what I say and do.
- I will keep myself and others around me safe.
- I will take care of my school and its equipment, both inside and out.
- I will walk quietly and calmly around the school.
- I will listen when others are talking.
- I will be polite and helpful.
- I will tidy up after myself.
- These rules are the Wentworth Behaviour Charter and support our aim of children being able to 'Achieve Happily'.

In the Playground

While 'on duty' in the playground, you are the responsible person.

Playground Rules

We aim to:

- Look after the play equipment and put it away when we've finished.
- Respect each other's feelings.
- Keep our hands and feet to ourselves.
- Look after the environment and the playground furniture.
- Respect those who want to have a 'quiet' playtime.
- Keep our playground clean and tidy by putting litter in the bins.
- Take our turn on the urban gym and daily mile track.
- Respect each other and the adults who care for us.
- At the first whistle, children should stand still in silence. At the second whistle children should walk to their class line quietly. This is calming time before lessons, so children should be sent in silently, class by class. To encourage self-discipline in KS2 as an alternative, pupils may be sent in by class direct from the first whistle.
- Any child who is causing concern and annoyance to other children should be removed from the scene and their anti-social behaviour explained with suggestions of how to improve it.

- Any pupils suffering from minor injuries during break time should be sent in with a responsible child to see the First Aider. You should not leave the playground to accompany them. In the event of a more serious accident or injury, radio for assistance.
- During wet playtimes, the member of staff on duty will patrol the classrooms, children are expected to be seated and occupied, not moving around corridors.
- All staff should meet their class on the playground, promptly, at the end of break times.
- Support from a senior member of staff should be sought in any incident you cannot deal with.

Around the School

- Keeping the School litter free is a community responsibility. Children should be encouraged to always use the litterbins provided. If these are full, please inform the caretaker.
- Staff and pupils should report damage and graffiti as quickly as possible. Intentional damage to premises and equipment is a serious offence and should be reported to the Assistant Headteacher, Deputy Headteacher or Headteacher.
- All staff are responsible for behaviour at mass circulation time.
- Children should always walk on the left of corridors. Children should never run.
- When classes are moving about the School, they should be supervised at all times by their teacher. They should be told to stop at convenient places in order to remain in the sight of the teacher at all times.
- All classes should move quietly about the School.
- Children should only enter the School at lunchtimes for their dinner sitting or when given permission to go to the toilet by the supervisory staff.
- If children are working unsupervised outside the classroom then it is the class teacher's responsibility to check up on the children periodically and explain that other classes should not be disturbed. If other classes or teachers find them disturbing they must be warned by the teacher and if no response, sent back to their class.
- Multicultural awareness and equal opportunities are identifiable in cross-curricular teaching themes and must be used to promote the attitudes on which respectful and tolerant behaviour is based.
- Assemblies must also be used to discuss examples of anti-social behaviour to encourage acceptable behaviour and self-discipline.

Out of School

- The general standard of behaviour and discipline must prevail on educational visits.
- Children should be supervised as they leave the building in a quiet and orderly manner.
- When the children are walking home in School Uniform they reflect the School's reputation and should be expected to behave accordingly.
- In relation to bullying; where the bullying of or by pupils takes place off-site or outside of normal school hours (including cyberbullying) the school will ensure the concern is fully investigated. Appropriate action will be taken including providing support and implementing sanctions in school

Midday Supervisors

Supervisors have the same standing of authority as teachers at lunchtime and should command the same respect. The same playground rules should be adhered to at lunchtimes as at break time. Teachers should add their support to supervisors if misdemeanours are reported to them at the end of lunchtimes.

Supervisors should follow the same principles as set out in this policy.

Senior staff are always available at lunchtime to oversee supervision and take action as appropriate against incidents of misbehaviour. Pro-Futures coach is available to organise games activities, to referee and to support 'positive playtimes'.

Rewards

Children are well motivated and well behaved when teachers praise and reward their success and emphasise their potential, rather than draw attention to their failures - make every effort to be positive in approach. Always explain what behaviour is being commended when giving rewards or praise, in this way the children will learn what is expected of them.

The following is a system of rewards, which can be used as appropriate:

Praise - normal teacher response to satisfactory performance and behaviour. Set a realistically high standard to improve children's performance and do not accept the status quo.

By sending a child to show good work to the Headteacher, Deputy Headteacher or Assistant Headteachers, make sure that the reward is justified and really special so that it represents a real achievement and makes the act of bringing work to the SLT a reward in itself. Please send a note with the child to explain their achievement, this way the child can be praised for the right reasons.

Assemblies can be designed to celebrate the achievements of individuals, groups, teams or classes. In assemblies (particularly the Friday celebration assembly) individuals can show,

display, talk about an achievement, interest or hobby - out of school achievement is very important to the under-achiever in school.

Badges/Sticker/Housepoints/Dojo points earned for specific or general achievements, which can be given by teachers, Headteacher, Deputy Headteacher, HLTA's and TA's.

There is a House system whereby children may be rewarded for good work, courtesy and good behaviour by earning Housepoints. Housepoints are collected weekly and totals announced in the Friday celebration assembly. A Housepoint cup is awarded to the winning house each half-term. Some Year 6 pupils (House and Vice-captains) assist the staff to maintain order and help to ensure the smooth running of the school.

Sticker cards and smiley face badges can be awarded in addition to build self-esteem, particularly in KS 1.

Special awards are given to pupils by the Headteacher in the Friday assemblies for good work, good behaviour and general courtesy or effort.

A pupil is awarded the 'Wentworth Courtesy Shield' for a prolonged display of good manners. This is retained for a term.

Wentworth 'congratulations' post cards are sent home by the Headteacher for outstanding pieces of work or achievement.

Sanctions

We need to maintain a child's self-esteem but at the same time make them appreciate why their behaviour is unacceptable and how they themselves can resolve it. In using the following sanctions we must be fair and flexible to ensure the sanctions are relevant to that child, yet we must also be consistent in our standards.

For minor offences the following sanctions can be used:

- Disapproval - in a climate of respect we would expect this to be the most effective sanction.
- Staying in a break time - either in the classroom under the supervision of a member of staff, outside the Head's Office or staff room, completing work.

For misbehaviour during play/lunch, the sanction should be imposed by the teacher supervising.

For more serious or persistent offences:

- Send the child to the Assistant Headteacher, Deputy Headteacher or Headteacher.
- Call the Headteacher or Deputy Headteacher into the class.
- Class teacher contacting parents.

- Consultation between Headteacher, Deputy Headteacher or Assistant Headteacher and parents. Pupil placed on report for a specified time scale.

With serious misbehaviour (e.g. persistent aggression, disobedience) the parents must be notified as soon as possible.

Parental Involvement

When serious disciplinary problems arise, we should involve parents but the responsibility in School is ours.

Parents should be made aware that children's home and school behaviour is quite often very different and our standards may differ.

School's behaviour policies should be communicated fully and clearly to parents and they should be regularly reminded of its content.

If parental interview fails to remedy the situation a further interview should be held between the Headteacher, Deputy Headteacher or Assistant Headteachers.

Exclusion

Pupils involved in serious or persistent misbehaviour may be excluded from School for a fixed or indefinite period. This would be the Headteacher's decision. The Statutory guidance is available within 'Exclusion from maintained schools, academies and pupil referral units in England' – September 2017 (DfE).

The Most Difficult Child and Children with SEMH (Social, Emotional, Mental Health Issues)

It is important that we ensure that the Special Educational Needs of Children with emotional and behaviour problems are assessed and met (see SEN Policy).

It is also important that alternative provision is made for the most difficult child, either by provision within the School with support or by access to an institution outside School.

We treat the needs of each child as an individual. We have an inclusive philosophy and ideology. We will work with agencies, parents and the child to cater for their needs. However, we will need to retain the right of exclusion either temporary or permanent where it is felt an incident or incidents of a serious nature that continued presence in the school poses a danger to body or property. Examples, but not definitive:-

- Disruption and defiant behaviour for a prolonged period when other strategies have failed.
- Violent behaviour towards others, peers and adults – e.g. kicking, hitting and punching.
- The use of any article as a weapon – 'Offensive Weapons Act'.

We will, where necessary, implement a reduced timetable for children who are having difficulties to avoid the need to permanently exclude.

Attendance

Any child who has long periods of absence without notification or regular periods of short absences should be reported to the Headteacher.

Conclusion

From 'Education Observed: Good Behaviour and Discipline in Schools.'

'The ethos and climate of the School as a whole is central to establishing and maintaining high standards of behaviour. Where clear priorities are co-operatively agreed and pursued, the communal sense of purpose engendered is a source of great strength ...'

Where teachers insist, firmly but fairly, on hard work and commitment from pupils, and on high standards of behaviour, they are more likely to obtain them.

Please remember that maintaining good discipline and developing good behaviour is a corporate responsibility.

School rules, rewards and sanctions as well as 'The Wentworth Deal' – our charter for pupils, parents, staff and Governors have all been communicated to parents.

L Pollock

Headteacher and School Council

This policy should be read in conjunction with the SEND, Anti-Bullying, Mental Health and Wellbeing, Complaints and Equality Policies