Wincanton Primary School

Behaviour Policy

September 2023

Approved by Headteacher Graeme Wilson.

Proposed Date of Future Review: **September 2025**

1. RATIONALE

The school's vision statement:

LEARNING TOGETHER, LEARNING FOR LIFE

This policy is closely linked to the Anti-Bullying Policy and PSHE Policy.

2. AIMS

We believe that a child who is happy, valued and intellectually challenged should enjoy school and behave well. We therefore aim to:

- Develop in the children a sense of self-discipline and responsibility for their own actions.
- Create an orderly community where effective learning takes place, where there is mutual respect between all members and a concern for the environment.

3. PROMOTING GOOD BEHAVIOUR

Good manners and responsibility for one's own behaviour are essential for the smooth running of the school and to support good quality teaching and learning. We have 4 Golden Rules for children and staff which form the foundation of the Behaviour Policy:

1. **to be kind and polite**
2. **to do our best in everything**
3. **to care for our school and everybody in it**
4. **to take responsibility**

It is the corporate responsibility of every member of staff (support and teaching staff) to present consistently a positive role model in their behaviour and actions, their treatment of children, colleagues and parents within the school every day.

4. REWARDS

We are agreed that we can best promote good behaviour with a consistently positive approach including encouragement and praise. Encouragement and praise take many forms and will include verbal and written praise, class superstars, fishy points, smiley faces, stickers, raffle prizes, positive comments on reports, medals in assembly, Heart of kindness, fulfilment of roles and responsibilities with Wonga jobs and the sending and receiving of WOW cards to and from school.

5. SANCTIONS AND STRATEGIES FOR DEALING WITH INAPPROPRIATE BEHAVIOUR

If a child fails to follow the Golden Rules she/he is reminded and the appropriate behaviour is reinforced. If poor behaviour persists it may be necessary to apply sanctions and involve parents to support the improvement of behaviour. Sanctions will include (see Appendix for details) 'time out' from group, class or playground activities and, at the last resort, exclusion. In **managing behaviour proactively and using sanctions it is essential that the child understands fully that it is the behaviour that is unacceptable rather than the child as a person. It is the teacher's responsibility, where able, to prevent situations arising by pre-empting the child's behaviour by ensuring, where possible, the environment and conditions for learning are appropriate to the child's needs.**

6. APPLICATION

This Behaviour Policy is for every member of our school community. For it to be fully effective every member of each category of staff must abide by it and the guidance in the appendix with confidence and consistency.

7. MONITORING, REVIEW AND EVALUATION

The Behaviour Policy is regularly reviewed every two years. This document is for the staff, parents and children of the school and a summary is provided in the home-school agreement.

This policy is closely linked to:

- Anti-Bullying Policy
- PSHE Policy

APPENDIX

PROMOTING GOOD BEHAVIOUR

A child who is happy, who is valued, who is intellectually challenged with relevant tasks and activities will almost always behave well in school. **It is the teachers aim to provide a happy, purposeful and positive classroom atmosphere.** It is our corporate responsibility to expect and deliver such high standards throughout the school - thus **every child** is the responsibility of **every** teacher, and indeed all members of staff. Our corporate approach must be consistent. We expect high standards of behaviour and the following positive classroom strategies **are essential.**

Do

- Have high expectations of pupils and encourage them to have the same of themselves.
- Agree a "Class Charter" of high standards of behaviour positively stated and display it prominently in the classroom and refer to it regularly.
- Maintain and insist upon high standards of effort, work and presentation from children of all ages and abilities.
- Develop and maintain a positive atmosphere with high levels of praise and encouragement for **all children.**
- Provide intellectually challenging tasks within our curriculum framework.
- Ensure a calm, reasonably quiet and positive classroom environment where children feel safe and supported.
- Ensure that where possible events are pre-empted through the teacher's knowledge of the child's likes and dislikes. Ensuring support is available when required through the use of pre-tutoring or differentiated opportunities.

Do not

- Use sarcasm to tease/belittle.
- Shout regularly, belittle, humiliate or bully children.
- Throw objects or manhandle children in anyway.
- Place children in the corridor or outside the classroom; as an alternative organise a partner colleague who will accommodate cooling off periods.

If a child is not working/behaving as he/she should there could be a variety of reasons arising from situations in school or at home. Ensure first of all that you are applying the positive strategies; if this is not working seek support from relevant member(s) of SLT. One child must not be allowed to damage the education of others in the class or make your job even more challenging. It is not and should not be seen as a failure to ask for advice/help.

REWARDS

Praise and encouragement can be given in many ways. The list below is not in any order of priority nor is it exclusive. All staff should aim to be pro-active and be positive to catch a child doing something well and praise them. Rewards will include:

- Sharing success in assemblies.
- Written positive comments on pupil's work.
- Verbal encouragement or praise.
- Visit to senior member of staff.
- Smiley face on card.
- Smiley face card completed results in presentation of photo and certificate.
- Awarding of "fishy points"(House points).
- Use of school report, or Parents' Evening to comment on good work, achievement, general attitudes and behaviour.
- Sending home of Smiley face cards to share with parents and presented in assembly.
- Sending and receiving of WOW cards.
- Pre selection of "well done" medal and certificate in celebration assembly.
- Stickers
- Class Super Stars
- Raffle tickets/prizes

Key to the success of this policy is that all staff look for, recognise and commend good behaviour, high standards of effort and achievement. The intention is that all children canlearn from appropriate roles and consistent rewards around them that achievement (academic progress, effort, social skills and good behaviour) is acknowledged and celebrated. Success breeds success.

STRATEGIES TO DEAL WITH INAPPROPRIATE BEHAVIOUR

SANCTIONS

1. Use of verbal warnings and reminders in class. Moving around the class to take away from distraction.
2. Use of the Traffic light system in class: everyone on green, first warning- amber, second warning- Red. When on red the child is sent to other teachers.
2. Teacher informs parent(s) and Headteacher.
3. Headteacher discusses concerns with parent(s) and may confirm with letter warning of possible exclusion.
4. When poor, disruptive or violent behaviour continues exclusion may be used as a last resort.
5. Log all behaviour incidents on the playground and in class on "My Concern." This is the responsibility of the member of staff who is dealing with the child/ren in question. This will be picked up by the Headteacher or Deputy and filed on the online log.

EXCLUSIONS

i) **At lunchtimes.** With the agreement of the parents for no more than 5 days at any one time, this can be managed without recourse to official exclusion and associated paperwork.

ii) **For a fixed period exclusion.** Refer to Statutory Guidance on Exclusions from the DfE available from their website http://www.education.gov.uk. Only the Headteacher can exclude a child to a maximum of 45 days in any one year.

iii) **A permanent exclusion** is only used after everything else has failed including Pastoral Support Programme (PSP).

SUPPORT SYSTEMS

1. **Pastoral Support Programme**

A PSP should be put in place for a child who is in danger of being permanently excluded. However, a PSP should not be used to replace the special educational needs process. It is likely that pupils who have been identified as having special educational needs would be registered on the SEN Code of Practice and have an Individual Behaviour Plan (IBP) or Individual Learning Plan (ILP). Rather than set up a PSP for pupils with an IBP/ILP, schools should ensure that those children with SEN plans at serious risk of exclusion or disaffection reflect appropriate strategies to meet their additional needs.

The intervention of other services/agencies, eg Get Set, Education Social Work Team, other Social Services, Educational Psychologist, Youth Service and the Youth Offending