

## BEHAVIOUR POLICY

### Wickersley St Alban C of E Primary School

#### **Mission Statement**

Our school is a community that seeks to base its life on the love of God shown in Christ, to be open to the Spirit of God and to serve the Kingdom of God.

Development in all areas is essential to raising standards of attainment for all pupils.

On this basis we aim to help every child fulfill their potential as a child of God, spiritually, intellectually, emotionally, physically and socially by

- Providing a broad and balanced education by structured progress through the National Curriculum and a range of other experiences.
- Helping every child develop a sense of worth and self confidence

Valuing and developing a partnership between families and school, with local churches and with others in the wider community.

“Where behaviour is good, most pupils show through their actions that they know what constitutes appropriate behaviour, that they understand what is expected of them and that they respond accordingly. They are considerate, courteous and relate well to each other and to adults. Pupils take responsibility for their own actions, appropriate to their age and maturity. They develop self-esteem, self-discipline and adhere to high standards of behaviour which contribute to effective learning.”

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**Statement of Principles**

**Pupils**

- We all have a right to work, play and learn in a friendly, safe and helpful school

**Teachers**

- We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

**Parents**

- We all have a right to feel welcome and to know that our children work, play and team in a friendly, safe and helpful school.

**Aims**

The school wishes to encourage each individual to be happy, confident and enjoy self-esteem whilst displaying a willingness to cooperate with and to show consideration and respect for others.

We expect all children to:

- Be pleasant, well behaved, disciplined and polite
- Show respect for **all** adults who work in or visit the school
- Show friendship, kindness, care and helpfulness towards others, especially those younger than themselves
- Accept people for what they are regardless of race, colour, size or beliefs.
- Work to the best of their ability and allow others to do the same
- Be responsible for their own behaviour
- Develop a sense of fair play and sportsmanship
- Take care of school and others' personal property
- Obey school rules and listen to teachers' advice
- Be aware of the sanctions to be used if rules are not obeyed
- Be appreciative of their environment and care for it

**Rules**

To help protect our rights and to encourage responsibility, we have basic rules for all our school community.

Our 'Golden Rules' address those explicit behaviours that show respect and caring towards each other.

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The golden rules have been drawn up and 'owned' by the people involved. They are displayed in each class.

## **DO**

do be gentle  
do be kind and helpful  
do be honest  
do work hard  
do look after property  
do listen to people

## **DON'T**

don't hurt anybody  
don't hurt peoples' feelings  
don't cover up the truth  
don't waste time  
don't waste or damage things  
don't interrupt

Praise for the displaying of required and acceptable behaviour will be given to all pupils.

An agreed hierarchy of sanctions is in place and pupils and parents/guardians are made aware of the system. The hierarchy can, however, be fast tracked if there is a serious incident or if the Head, in consultation with the staff, feels that the sanctions are not working for a particular pupil.

Continued attention is drawn to the rules and the sanctions in order to keep them in the minds of the school community.

Adults act as role models to our pupils and are careful to show kindness and consideration and to avoid humiliating or belittling children.

The development of privileges for everyone is encouraged; these may then be withdrawn should rules be broken after an official warning has been given.

## **Playtimes**

We expect the same rules will apply at playtimes and that children will respond to the supervision of support assistants and SMSAs (School Meals Supervisory Assistants).

Additional privileges are offered by these assistants (e.g. use of basketball equipment, special lunchtime table, stickers).

## **Sanctions**

Golden Time is a special half hour offered to all children every week. Blocks of 1/2/5 minutes can be removed. The child can also gain back time. Golden time will be something educational such as art, ICT, listening to tape story, model making, games.

## **Hierarchy of Sanctions**

1. Draw attention to inappropriate behaviour through verbal communication (used three times).

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RIGHT	ACTION	<u>CONSEQUENCE</u>
Safety	Using scissors inappropriately	Children lose the right to use the scissors until they can use them safely. Children will need to fix anything that has been ruined.
Learning	Disturbing other children who are working	Children lose the right to learn and work in a group, and may be isolated.
Treatment	Hurting somebody on purpose, e.g. kicking, name calling	Watch them being fixed up in the office. Do two things for the hurt child to make them feel better. e.g. write a letter to say sorry. Make something for them. Do their tidying up. The hurt child makes the decision about this.
Movement	Running	Go back and walk
Communication	Calling out	Children will be ignored at first and if they continue to call out they may be isolated to think about the rule that they chose to break.

2.
  - (a) Time out from golden time – up to 15 minutes
  - (b) Time out from playtime 1-2 minutes (supervised) and/or
  - (c) Loss of responsibility
3. Report to Key Stage 1 Coordinator or Deputy Head together with letter to Inform and ask for any possible relevant information – 3 recorded visits.
4. Letter to parents asking them to visit Head:

to agree short term report book for two weeks

This is monitored by Deputy Head Teacher/SENCO and brought to Head Teacher. Successful conclusion completes hierarchy and the pupil begins again.

Continuing problems will lead to an individual behaviour plan.

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## **Behaviour Plans**

Pupils with specific behaviour difficulties will have individual behavioural targets agreed by the class teacher, the pupil and the SENCO. These targets will form part of the individual behaviour plan which will be monitored by the SENCO and parents/guardians will be asked to agree and sign the plan. Pupils will have an individual report book to be completed by the pupil and the class teacher at the end of each session including breaks. It is taken to the Head Teacher or Deputy Head Teacher at the end of each day and home for parents/guardians to sign. **It is the pupil's responsibility to ensure that the book is brought to school each day.**

1. Purpose discussed and agreed
2. Requirements prioritized
3. Targets set
4. Steps and rewards agreed and buffer action (What happens if there is an outburst?)
5. Positive feedback given to pupil and to home

Records are kept about each plan. Pupils with an IEP for behavioural difficulties may also have a positive behaviour diary which celebrates their good behaviour and honesty.

In the case of a violent outburst by any pupil the pupil will be escorted to the Head or Deputy Head Teacher or if the teacher is unable to leave the scene, the Head or Deputy Head Teacher will be sent for. Any request by a class teacher for either of the above personnel should be taken seriously and should be acted upon immediately unless the message is accompanied by a qualification such as "It isn't urgent" or "When you have a minute to spare". On the rare occasions when neither of the above member of staff is available, help should be sought from another adult within the school.

## **Exclusions**

Exclusions are directed by Government guidelines and each case will be judged on its own merits.

The need for exclusion is determined by the Head Teacher and may follow a single, very serious event such as

- Behaviour endangering self or others
- Abusive behaviour towards adults or children
- Serious abuse of property

or may follow a protracted programme of action designed to improve behaviour.

## **Rewards**

Rewards and praise are the most important responses at the teacher's disposal. When praising, teachers focus specifically on **what** they are praising.

- Golden Time – free choice
- Comments or smiley faces in children's work
- Public praise in front of peers

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- Reward stickers/certificates for particular achievements
- Opportunities for greater responsibility in school
- Specific privileges in use of school facilities or equipment

## **Pupil Responsibility**

We believe that pupils can best help to develop their own self discipline and self esteem by undertaking an increasing number of responsibilities as they progress through school.

e.g. Y6 Hall chairs at lunchtime and assembly times  
Monitors in lower school classes  
Administration of PEQ card system  
School Council Delegates

In addition to this, pupils will be afforded the opportunity to chose certain things during the course of the school year, such as where they would like to sit, which activities they would like to pursue at certain times etc. Such privileges can be withdrawn or amended at the teachers' discretion.

## **Home/School Partnership**

Cooperation between home and school is conducive to good behaviour and effective teaching and learning. Both home and school should seek to support each other for the benefit of the child and both should appreciate their respective contributions t the shared goal. It is our expectation that parents will support this policy. School recognises that parent/guardians are the first educators of their children and respects the continuing input of the home. To formalize this partnership, a Home/School agreement will be made on entry to Nursery. The Home/School agreement for the main school will include our Internet Access Agreement.

## **Role of Key Stage Leaders**

The key stage leaders have overall responsibility for behaviour of pupils within their key stage, and are responsible for ensuring that the policy is followed by their staff.

## **Role of the SENCO**

The coordinator should be kept informed of any issues of behaviour management within the school and will be responsible, together with the Head Teacher and any outside agencies, for setting targets, monitoring progress and giving or seeking advice. She/he will not be responsible for exclusions.

## **Role of the Governing Body**

The Governing Body is responsible for the policies within the school and is kept informed of any and all issues relating to their policies.

The Governor with specific responsibility for SEN will be informed by the Head Teacher of specific problems relating to behaviour and of any exclusions which may occur, information pertaining to the latter to be in written format. Any information relating to the behaviour of individual pupils is always confidential.

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**Physical Restraint and Use of Reasonable Force**

Physical restraint and reasonable force may only be used in rare circumstances when all other measures have failed to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- Injuring themselves or others
- Causing damage to property, including the pupil's own property
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere

The use of restraint and reasonable force follows procedures recommended by the LA and Dfe, and is limited to those employed by the school. The school adopts a 'guide, hold, release' policy. In the majority of cases the child can be guided to safety. On the rare occasion that physical restraint is required to safeguard children, trained staff use 'hold and release' strategies. The latter incidents are recorded in a log and reported to the parents.