

## Walsden St Peter's CE (VC) Primary School Behaviour Policy

### Rationale

In our school good behaviour is central to everything that we do and reflects our Christian ethos. We promote positive behaviour through praise rather than punishment, which encourages pupils to treat each other, their belongings and the environment with care and respect. Children and adults have a right to expect high standards of behaviour that allows teaching and learning to take place, and which make our school a happy and safe place for all.

### Objectives

1. To create an ethos of good behaviour that will ensure pupils' security, safety and well-being.
2. To promote good relationships through fair treatment and respect.
3. To help pupils understand that good citizenship relies on respect, discipline and effective codes of conduct.
4. To ensure that all children are aware of behaviours' which are desirable and those which are unacceptable.
5. To ensure all children are aware of the behaviour expectations so they can make good choices.
6. To build a school community which values kindness, good humour, even temper, obedience and empathy.
7. To use good behaviour to build a safe community of which they are proud.

### Strategies

1. Both staff and learners will promote school expectations at all times.
2. Staff will set and expect high standards of behaviour in and out of the classroom.
3. Rewards and sanctions will be utilised by staff to promote good behaviour.
4. The headteachers will always be informed of any issues concerning poor behaviour, after which an agreed and appropriate course of action will be taken.
5. Parents and carers will be involved at an early stage when a pupil is experiencing behaviour problems.
6. When serious problems of behaviour arise, the headteacher may involve outside agencies.
7. In accordance with the Local Authority Children's Services Exclusion and Suspension Guidelines, extreme cases of poor behaviour may result in a child's exclusion, in which case a parent/guardian/carer must be informed immediately and must collect the child from school. The child will be kept in a safe place until this happens. In the case where the excluded child is looked after or on a Child Protection Plan, the school will inform the allocated social worker and also the Virtual School if the child is looked after. In accordance with LA guidance, the police/MAST will be informed if the child absconds or is not collected at the end of the school day.

### Our whole school expectations

Children should:

- try their best
- play sensibly and with care
- use kind words
- move around carefully - stop and apologise if they bump into someone;
- treat everyone with respect
- speak to others as they would wish to be spoken to
- look after school property
- be honest

- follow school and community rules

Children should not:

- fight or play fight
- hurt others deliberately either physically or verbally
- disrupt the work of others
- threaten others with violence
- swear
- be rude to adults
- demonstrate behaviour which may endanger others
- provoke others
- take things into their own hands – children should report provoking behaviour / unkindness to adults

### **Positive Reinforcements**

Rewards are used regularly throughout school and can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards others and personal achievement. This will raise self-esteem, create a supportive culture, enable children to appreciate their strengths and enable children to recognise the success of others.

Rewards used include:

- positive praise
- adult/peer acknowledgements
- stickers/stars/stamps
- whole class rewards
- lunchtime awards
- weekly 'Star of the Week' certificates
- house points
- sent to the Head teachers or principal teachers with work
- written comments on work
- extra privileges / responsibilities
- displays in school, celebrating work

### **Sanctions**

Although positive reinforcement is central to the encouragement of good behaviour, realistically there is a need for some sanctions. The class level sanctions are in sequential order; at whole school level the Headteacher has the power to exclude a pupil at any point based on disciplinary grounds.

### **Stepped Sanctions**

1. Teacher gives positive praise to those setting an example and gives reminders of expectations.
2. Verbal warning giving the child a 'choice' to correct their behaviour.
3. Removal, the child will play / work in a different place, table or has some thinking time.
4. Child given a 'timeout' in the following playtime / dinnertime depending on the time of day.
5. Persistent breaches of behaviour policy will lead to the child being sent to a member of SLT or Headteacher.

6. If sections 1 to 5 are repeated, parents will be informed and the following **could** apply:

- Parental meeting
- Internal exclusions – working away from own class, being unable to go out with peers at break time or lunchtime (staff will endeavour to build in some break time at a different time)
- Fixed term exclusion
- Permanent exclusion

As a school we try to work on a stepped approach to sanctions, however this isn't always possible. At times staff will have to go straight to step 4, especially if another child has been hurt. Depending on the incident more than 1 time out can be given after consultation with the SLT. Restorative justice is always used; children will be asked to apologise to others and may be asked to write an apology.

### **Recording**

All significant behavioral incidents are recorded on and monitored through CPOMs.

### **Internal Exclusions**

For an internal exclusion children will work in isolation in a quiet space in school, where possible the child will do the classes work from the day. Where not possible children will be given achievable activities to complete. Parents will be contacted and the reason for an internal exclusion will be given. The child will not spend breaks or lunchtimes with their class but will be given an opportunity for breaks and rest times. Parents / carer are expected to see the Headteacher at the end of the day to recap, discuss the day and discuss points for moving forward.

### **Exclusions**

An exclusion is seen as a last resort after all other attempts to modify behaviour by restorative intervention, and adjustments to meet the needs of the child, have failed. It is hoped that exclusion will rarely be needed. It will however, be necessary to have the option to exclude any child who remains unable to correct behaviour after all other approaches have been tried and is still therefore, disrupting the learning environment, or posing a danger to others.

Exclusions are the sole responsibility of the Headteachers.

The Headteachers will report to the Chair of Governors, the governing body and the Local Authority all exclusions irrespective of their length.

Parents will be contacted immediately where possible and informed in writing if their child is excluded for any period of time. Parents will also have the reason why explained in the letter; the number of days (school days only) and the name of a contact for advice.

The parents will be informed, in writing and orally, of their right of appeal to the Governing Body and the Local Authority.

### **Permanent Exclusions**

Permanent exclusions will result in the Headteachers notifying the Local Authority.

The governing body, which has the right and the power to redirect the Headteachers to reinstate a permanently excluded pupil or confirm the exclusion, will immediately convene a meeting to consider the exclusion and any representations made by the parents. The governing body must notify the Local Authority of their decision within a maximum of 15 school days.

The Local Authority must come to a view upon whether to direct the reinstatement of a permanently excluded pupil or to confirm the Headteachers' decision in the light of any observations by the governing body.

Parents must be notified of a decision by the L.A. to decline to reinstate a pupil within 20 working days of notification of the exclusion by the Headteachers. Where the Local Authority direct the Headteachers to reinstate, it is the responsibility of the Headteachers to inform the parents.

### **Appeals**

Until such times as any appeals have been dealt with by the Local Authority then the school will continue to set work and monitor progress.

### **Children with Specific Behaviour Difficulties and Behaviour Plans**

We acknowledge and understand that all children have different needs and that some children find managing their own behaviour more difficult than others due to differing reasons. We achieve fairness by meeting each child's individual needs rather than by treating every child the same. Whilst we don't use this to excuse inappropriate behaviour we do seek to understand the reasons behind the behaviour.

In some cases, it may help the child if they have an individual behaviour plan. These plans are based on a wide range of evidence gathering including observations of the child in class. Such plans are usually prepared by the class teacher and the child in consultation with the SENDCo and the child's parents. The plans set clear targets for the child and are reviewed regularly to monitor the progress being made.

### **Outcomes**

This policy will promote the excellent ethos of the school, ensuring that staff and pupils are happy during the school day. It will underpin excellent teaching, learning and progress and will promote the high standards and expectations set out in the school's aims and rules of conduct.

### **Policy Monitoring and Review**

The headteacher and staff will monitor behaviour on a daily basis.

This policy will be reviewed every two years.

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

Anti-bullying policy

**This policy was adopted by the Governing Body on 8<sup>th</sup> April 2019.**

**Next Review : April 2021**