



# Pickhill Church of England Primary School Behaviour Policy



Approved by FGB December 2016

Date of next review: December 2019

## Rationale

The Governing body, staff and pupils are committed to creating a caring, friendly and safe environment which inspires children to achieve their full potential and enjoy their primary school years. We acknowledge the need for positive behaviour and attitudes to support good quality teaching and learning. We firmly believe that encouraging good behaviour and the fostering of positive attitudes and Christian values is central to achieving this. This policy sets out the expectations for behaviour at our school and the procedures we have created in order to help us meet these expectations. It also sets out the consequences for misdemeanours should they arise.

## Aims

- To promote a positive ethos and climate in which underpins good quality teaching and learning.
- To create a consistent environment that encourages and reinforces good behaviour.
- To define acceptable standards and the principles of good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

## Role of Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

### **As adults we will aim to:**

- create a positive climate with high expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.
- be responsible for dealing with incidents in and around school. If in doubt staff can refer to the Headteacher.
- lead by example in words and actions.

### Role of the Headteacher

It is the responsibility of the Headteacher to implement the school Behaviour Policy consistently throughout the school and to 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 supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The head teacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The school governors will be notified if exclusion occurs.

### Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus and we expect parents to read these and support them. We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, it is essential that parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the school's Governing Body.

### Role of the Governing Body

The Governing Body has the responsibility of setting down and monitoring these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The

governors support the Headteacher in carrying out these guidelines. The governors should follow the normal complaints procedure in cases of complaint.

### Rules and Procedures

Praise and reward for good behaviour is the key to creating a positive atmosphere where the children have the opportunity to succeed. Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

#### **Rules and procedures should:**

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- give clear choice and consequence options;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the overall aims of the school.

If school rules are broken we need to know:

- what happened
- when
- how often
- in whose company
- in what circumstances.

Each individual and situation is different; it is not possible to lay down strict guidelines for every situation. Distinction needs to be made between minor and serious incidents; the latter includes bullying (see our Anti-Bullying Policy), deliberate injury or attempted injury, stealing and truancy.

#### **Ways to encourage our children**

- Star Pupil awards are presented each week in the Celebration Assembly and are also announced on the newsletter.
- Literacy and Numeracy certificates are presented every week in the Celebration Assembly. Those children will then have a display on their table the following week to show they were the stars for Literacy and Numeracy.
- Separate individual cards will be sent home as appropriate to children telling their parents of good work, behaviour or being helpful. This will then be noted in our Golden Book which is displayed in the entrance to the school.

### Traffic Light System

Each class employs a traffic light system to encourage positive behaviour and to sanction poor behaviour.

- At the beginning of each day, all children begin on "green".
- Any child displaying inappropriate behaviour moves to "amber" as a warning.
  - If inappropriate behaviour persists, they move to "red". The Headteacher will then see the child. Their name will be put into the book and they will lose Golden Time that week.
  - If the same child arrives on red for a second time their name will again be put into the book and parents will be requested to meet with the Headteacher and the child's teacher.
  - If the child repeats this for a third time then the parents will be brought into school again and the child will be put on a Behaviour Report. The parents of the child will meet with the Headteacher and the class teacher at the end of the week to discuss whether the child may be taken off of the report.
  - This may be adapted for younger children or those with Special Educational Needs

### Golden Time

The whole school joins together for a weekly golden time session on Friday. The children are able to choose from a list of activities appropriate to their age, e.g. outdoor play, supervised use of the Internet in the ICT Suite, playground game etc. Those children who are missing Golden Time are sent to work with the Headteacher or teacher in charge in the Headteacher's absence.

### Lunchtime

To encourage the positive behaviour the MSA will choose children throughout the week to receive stickers and certificates. The certificates will be given out in the Celebration Assembly on Friday.

If any child acts in a way that is not acceptable then their name will then be put into a book and this will be shown to the Headteacher or teacher in charge in the Headteacher's absence. Each time their name is entered into a book they will lose 5 minutes of their lunchtime play - supervised by a member of staff. The 5 minutes will be accumulative. When it reaches half an hour parents will be informed.

### Sanctions

The approach that is taken encourages pupils to understand that their behaviour can impinge on the rights of others and as a result will have consequences. Regular rule reminders are to be used as an initial non-confrontational approach with disruptive behaviour.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- There should be a clear distinction between minor and major offences.

Possible sanctions include:

- Expression of disapproval
- Referral to the Headteacher
- Comment made in Reading Record, in order for parents to see/make comment
- Loss of team points (Key Stage 2 only)
- Loss of Golden Time
- Internal exclusion for set period (must be supervised)
- Letter to parents
- A letter of apology written by the offender and given to the injured party or persons.
- Extra tasks to fulfill at leisure times and/or for homework
- Missing part or all of play or lunchtime.
- Non participation in extra curricular activity.
- Ultimately, exclusion (following LA guidelines)

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place in order to meet the needs of the individual pupil.

Time to discuss issues with the children is important and may take place during "circle time" or PSHCE lessons. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school.

### Children with Special Educational Needs (SEN)

Where children are persistently displaying inappropriate behaviour an individual behaviour plan may be implemented and they may be placed on the SEN register. Following a period of time on this register, it may be felt necessary to seek help from the Educational Psychologist and/or Behaviour Support Service and this may be called upon through discussion with the SENCO (Special Educational Needs Co-ordinator).

### Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor incidents on the child's merit card. The Headteacher records serious incidents on green A4 paper and places them in the individual pupil record. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. The buildings/health and safety sub-committee monitor the accident book in order to keep a check on aggressive incidents in school.

### Accountability

It is the responsibility of the headteacher and the governing body to ensure that the school policy is administered fairly and consistently.

