

West Pennard Church of England Primary School

BEHAVIOUR POLICY

In accordance with the School's Christian Ethos

Revised Sep 16

As a school it is our aim to provide a caring and supportive environment for pupils to learn and teachers to teach. We believe that we all have the responsibility to treat each other with fairness and respect. Our school is a 'Rights Respecting School'. The rights associated with this policy are:

United Nations Conventions of the Rights of the Child (UNCRC)

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 12: Every child has the right to say what they think in all matters affecting them.

Article 15: Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

The purpose of a Behaviour Policy is to work alongside parents as we strive to develop the following objectives in preparation for the child's growing independence, ability to make wise decisions and in turn become strong and responsible members of the community.

Objectives

1. To encourage children to understand that they have rights and these in turn carry rights respecting actions.
2. To encourage individuals to grow in independence and self-esteem.
3. To help pupils learn to take responsibility for their own actions.
4. To help pupils understand why other peoples' differences should be respected.
5. To develop pupils' skills of co-operation, tolerance, fairness and forgiveness.
6. To help pupils build strong relationships and a sense of social awareness.
7. To enable pupils to develop the skills to choose between right and wrong.

Approach

- For children to be involved in agreeing their rights respecting actions and ensure they know them well
- To regularly use a variety of helpful strategies such as Circle Time
- To promote high standards of behaviour
- To praise and promote self-esteem
- For all staff to be conscious of the example they set at all times
- For all staff to be vigilant and consistent in overseeing standards at all times
- To speak of the child's behaviour being unacceptable rather than the child

Values

Our policy is based around the following values and qualities which we consider to be of paramount importance and which we wish to cultivate in all members of the school:

sensitivity	sympathy	endeavour
consideration	reliability	honesty
trust	loyalty	co-operation
fairness	forgiveness	respect

Whole School and Class Rights Respecting Actions

Rights Respecting Actions are kept to a minimum and are designed to ensure that a calm, happy and safe atmosphere may prevail.

The children's rights respecting actions concerning behaviour are:

- * To respect and value the opinions of others and treat them as they would like to be treated
- * To behave well and be polite and helpful to adults and children
- * To wear school uniform and keep themselves tidy
- * To take a pride in doing their best in class work and homework and hand it in on time

- * To attend school regularly and arrive on time
- * To bring in the things that are needed and look after them properly
- To help keep the lovely school grounds looking cared for and free from litter
- To be welcoming to all visitors

Children also decide on their own class rights respecting actions based on the UNCRC which are also displayed in the classroom. Teachers recognise the importance of discussing and negotiating these rights respecting actions with the children. The beginnings of new school year and new terms are particularly important times for this. The school assembly is also an important occasion when the Head or other members of staff will draw children's attention to rights respecting actions that reflect the aims of the School.

Our school aims, based on the RESPECT mnemonic, are displayed prominently in the School Hall, the classrooms and outside the school office. Parents are also made aware of the aims on joining the school.

Rights Respecting School Council

Our established School Council is based on our belief that the children should be actively involved in decision making and learn to take responsibility for issues which affect the smooth running of the school. We believe that consultation and the forum to effect change that will improve their learning and play environment is to be valued, whilst at the same time serving to build their sense of Citizenship in years to come.

School Expectations

1. Children will be taught to take responsibility for their own actions. If they choose to abuse an agreed code then they must expect to be sanctioned.
2. The children will be given clear guidance on what is and what is not acceptable behaviour so that they can begin to accept a moral code of their own.
3. The staff believe in drawing attention to good behaviour. Positive reinforcement of high standards is expected.

Responsibilities and Routines

There are clear responsibilities and routines to ensure the smooth running of the school and the safety of all members. These are explained to the children at the beginning of the school year and reinforced regularly. The areas are:

- Movement around the school
- Assembly behaviour
- Playground rights respecting actions including use of yellow and red cards
- Wet playtimes/Before school
- Play arrangements on the field
- Conduct in the dining hall
- Enrichment Day rights respecting actions and sanctions
- E-safety policy and rights respecting actions

A copy of these responsibilities and routines are held in each class and are available on request.

Dress

1. We expect children to wear their clothes tidily. Jumpers may be tied around the waist in the playground but must be worn properly in the school building or not at all. Sweatshirts must not be worn with sleeves rolled up in the school building. Children must ensure that shirts are tucked in and buttoned up when coming into the Dining Hall or returning to class after playtime.
2. Trainers, unless they are plain black, must not be worn to school. Hi-top trainers are not permitted. High heeled shoes must not be worn. Shoelaces must be tied at all times and be the same colour as the shoes.
3. Socks must be black, grey or navy (boys) or socks and tights must be black, grey, navy or white (girls).
4. Jewellery is not allowed, including bracelets, necklaces and rings. Only stud earrings are safe. Make up and nail varnish is forbidden.
5. Temporary tattoos are not considered acceptable and must be removed.

6. We advise that all long hair is tied back to help avoid the recurrent 'nit' problem. Unusual hairstyles eg shaved hair/patterns, gelled 'Mohican' style and dyed hair is not permitted.
7. Skirts must not be too short (just above the knee) or tight to allow for movement and modesty,
8. Trousers should not be 'jean style' or be skin tight. 'Jeggings' are not allowed.
9. We expect children to wear correct PE kit.

Language

1. Offensive language is not tolerated at West Pennard School and should be reported to the Head or Deputy and a record will be made. Children will automatically miss a playtime to reflect on their behaviour. If a further transgression is reported the parent will be contacted.
2. We believe children should be courteous to all staff and use their names.
3. We expect children to wait until an adult has finished their conversation before seeking their attention. We also expect the use of "Excuse me, Mr/s" when children come into the classroom with a message, and at other times the use of "please" and "thank you" is expected.

Welcoming Visitors

We encourage all members of the school community to welcome visitors and show courtesy to them, eg. by opening doors etc. In years 1 to 6 class monitors also welcome visitors to the class and explain the teaching and learning taking place at the time.

We expect all members of the school community to treat each other with respect; ie. in the way they themselves would like to be treated. This applies to the playground and at all times in school

Restorative Justice

The School employs Restorative Justice approaches to solve disputes or concerns. These are based on four key questions:

- What were you doing?
- What is the rule about that?
- How is it affecting others?
- What is the best choice you can make now?

Where necessary a case conference is called to explore situations and support children or adults in resolving disputes or anxieties. Usually this will be facilitated by a Learning Mentor. In a more serious situation parents will be informed.

Playtime Sanctions

1. Children are first warned by the member of staff on duty if behaviour is inappropriate.
2. Any child who is in need of 'time out' to reflect on inappropriate behaviour should be sent to speak with the Learning Mentor or asked to sit on an appropriate bench to calm down. The supervisor should take the 'no blame' approach and children should realise that this will be the case.
3. Restorative Justice approaches should be employed by all staff. It is important that staff deal calmly and consistently with situations in terms of employing a steady tone of voice and to be aware of the impact of body language. The aim is to deescalate not inflame. Should there be a need for further intervention then the Learning Mentors will investigate further, make a record and inform the class teachers and parents if necessary. Classes also have individual 'concerns books' to note incidents. The Headteacher should be informed of any incidents causing concern. Details of lunchtime responsibilities and procedures are contained in 'The Lunchtime Supervisors' Handbook'.
3. If a child is sent to the Head the child will be warned that parents will be contacted and if the behaviour continues, this will happen. A note will be made in the Head's Concerns book.
Serious offences may warrant contacting parents more immediately.
4. All actions are assessed on a case by case basis.
5. The school operates a yellow and red card system which is used when children transgress playground rules. The system supports the child's integration back into the playground whilst monitoring behaviour. Further details are available on request.

Our Golden Playground Rules

Children abide by a set of rights respecting actions that are clearly displayed in classrooms and by playgrounds.

To have a happy playtime we need to:

- ✓ Play nicely together
- ✓ Listen to the staff
- ✓ Look after our property
- ✓ Be kind and helpful
- ✓ Be polite
- ✓ Respect our environment

School Transport

Although the school cannot be responsible for the behaviour of the children on school buses we do expect parents to support our expectations. To assist in the management of behaviour 'bus places' are allocated on the North Wootton and Pilton Bus routes.

1. All children must wear the seat belts provided
2. No children should stand or move seats unless requested to do so.
3. Children must get on and off in an orderly manner
4. The driver must never be distracted by loud or disturbing behaviour.
5. A procedure for contacting parents will operate if children disregard their responsibilities.
6. Children must abide by the rights and responsibilities in the bus charter.

REWARDS AND SANCTIONS

Rewards

Our aim is to foster a positive and encouraging atmosphere in the school in which uncooperative behaviour is unlikely to emerge. The ideal incentives are the intrinsic rewards which result from a stimulating curriculum and happy, settled relationships.

The following reward systems are also used regularly in order to recognise all forms of social and academic achievement and effort.

- * sharing pieces of work with other children, subject leaders and the Head
- * stickers, stamps and smiley faces
- * written comments to build on success
- * comments sent home
- * house points, achievement awards and certificates
- * encouraging words and enthusiasm from the teacher
- * earning Golden Time
- * displaying good work
- * occasional prizes
- * cups - half-termly, termly
- * small privileges such as free choice
- * class specific rewards
- * peer-led awards eg House Captain's cup, 'good sitting' stickers
- * praise in Friday 'celebration' assembly

Merit badges are awarded in assembly on Fridays and half termly, termly and annual cups are also awarded to recognise achievement and effort in different areas. Special stickers for good behaviour and manners are also awarded regularly.

Sanctions

1. Children will normally be warned if they persistently disobey class or playground codes of behaviour.
2. A child may be told to take time out with the Learning Mentors to cool off and reflect on behaviour or to complete work if they are being disruptive. If Learning Mentors are unavailable then children can be sent, by arrangement, to other classes.

3. If a child persists then a playtime or privilege may be withdrawn.
4. If the problem persists the child will be sent to the Head and a record of the visit will be made. If the child still fails to co-operate parents will be contacted.
5. The school adopts a 'no-blame' approach when managing potentially difficult situations. This means that the children are involved in trying to seek a solution between themselves after sensitive discussion with all parties involved. Their behaviour is then monitored closely. By placing the responsibility back with the pupils they are now required to consider carefully how they are affecting each other. We feel this approach is successful in encouraging children to modify their behaviour.
6. When a pattern of behaviour emerges that is of concern then a behaviour contract will be drawn up and signed by child, teacher and Headteacher with clear guidelines for behaviour and sanctions. This will be shared with parents and all members of staff.
7. The final sanction for extreme behaviour will be to exclude the child for a given number of days. They will only be able to return to school after a 'return to school' interview with the child and parents.
8. The ultimate sanction is permanent exclusion.

Children with Social, Emotional and Behavioural Difficulties

Pupils who have been identified as having specific Behavioural difficulties will receive support from the Learning Support Service and a behaviour plan will be set in place. Parents will be invited to work closely with the school.

Restraint Policy

The school has a duty of care to avoid acts that are likely to cause harm to another person. Physical intervention is only permissible to prevent a pupil "engaging in extreme behaviour" prejudicial to the maintenance of good order, discipline and the safety of others or themselves. This is explained in more detail in our Restricted Physical Intervention Policy.

Parents and carers responsibilities

We accept that when discussing issues concerning their children's progress, attainment, behaviour or social and emotional concerns, parents may be anxious and upset. However, staff have the right to be spoken to in a calm and respectful manner. Any parent or carer who becomes verbally or physically aggressive will be asked to leave and the meeting terminated. The Headteacher will then contact the parent or carer to convene a meeting at a mutually convenient time to attempt to resolve the difficulties. As an ultimate sanction the Headteacher has the right to refuse the parent or carer entry to the school site.

Monitoring and Evaluation

The policy will be drawn to the attention of all new members of staff and shared with all parents when joining the School. Behaviour records and concerns are shared with staff on a weekly basis. The Head and Learning Mentors meet weekly to share records and concerns.

H Burchell
Sep 16