



## Behaviour (updated November 2021)

Staff encourage the highest standards of behaviour. The ethos of the school and the planning of the broad curriculum promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the school. These attitudes and values are further encouraged through a system of rewards and sanctions.

Good school discipline helps to create a happy caring atmosphere and will support the inclusion of all children. The school, therefore, promotes a positive attitude to good behaviour. The children are expected to observe high standards of self-discipline. The class teachers are responsible for the conduct of the children in their care and they explain what is required to the children.

The school encourages pupils to take responsibility for their own learning and attempts to provide a curriculum that is appropriate to the needs of pupils. The school encourages pupils to take responsibility for developing a positive behaviour culture through such measures as peer mediation, involvement and strategies for self-discipline.

The school has developed a set of School Rules, which have been devised through consultation with staff, governors and parents. They are core to the behaviour of the children and are the basis of the reward and sanction system in the school.

We believe in early intervention and will provide measures to encourage pupils to take responsibility for their own behaviour. It will also provide appropriate training to all staff to promote positive and consistent standards of behaviour.

### **The Principles**

The Governing Body has accepted the Nottinghamshire County Council Education Department's booklet 'Children's Behaviour in Schools'.

The Governing Body believes that, in order to enable effective teaching and learning, good behaviour in all aspects of the school is necessary. It seeks to create a caring learning environment in the school by:-

- promoting good behaviour and discipline
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, violence, bullying and any form of harassment

- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's Policy and associated procedures

## **Roles and Responsibilities**

The Governing Body, in consultation with the Headteacher, staff and parents, will keep this Behaviour Policy under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Headteacher is responsible for the implementation and day-to-day management of the Behaviour Policy and its procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.

Staff, including teachers, support staff and volunteers, are responsible for ensuring that the Behaviour Policy and its procedures are followed and consistently and fairly applied. Staff have a key role in advising the Headteacher on the effectiveness of the Policy and its procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, for teaching good behaviour and for implementing the agreed Policy and its procedures.

The Governing Body, the Headteacher and staff will ensure there is no differential application of the Behaviour Policy and its procedures on any grounds, particularly ethnic or origin, culture, religion, gender, disability or sexuality. They will ensure that the concerns of pupils are listened to and appropriately addressed through the School Council.

## **The Management of Behaviour**

The school has adopted the following principles of good management:-

- All pupils have a right to work in a calm, supportive and purposeful atmosphere
- All pupils have the right to come to school without the fear of being bullied
- Teachers discuss rules at the beginning of each school year outlining expected classroom and school behaviour
- Pupils normally work in the same classroom within structured, working groups in a safe, disciplined environment.
- Staff share problems and information that they have with specific pupils and discuss strategies for dealing with the specific problem/individual
- Information of pupils with special educational needs will be made available for cover/supply teachers to quickly identify and resolve problem areas.
- The class teacher has prime responsibility for pastoral care

The vast majority of our children behave very well. Teachers monitor behaviour on a day-to-day basis both in the classroom and on the playground. We seek to promote the following types of behaviour:-

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<u>Learning Behaviour</u>	<u>Social Behaviour</u>	<u>Emotional Behaviour</u>
<p>Is attentive and has an interest in school work.            Has good learning organisation.            Is an effective communicator.            Works efficiently in a group.            Seeks help where necessary.</p>	<p>Behaves respectfully towards staff and other adults,            Shows respect to other pupils.            Only interrupts and seeks attention appropriately.            Is physically peaceable.            Respects property.</p>	<p>Has empathy.            Is aware of the needs of others.            Is happy.            Is confident.            Is emotionally stable and shows good self-control.</p>

Where a child's behaviour is not satisfactory, a teacher, together with the SENCo, may consider setting targets for improvement through an Individual Behaviour Plan. It is likely that teachers will choose to focus on one or two areas of improvement for an individual child, taking the above criteria into account.

In order to promote improved behaviour, the process of support for an individual child will, in general, follow this pattern:-

1. discussing current behaviour,
2. discussing restorative actions and sanctions with the child
3. discussing the situation with parents
4. setting targets
5. creating an Individual Behaviour Plan which is likely to include targets
6. applying the Individual Behaviour Plan
7. monitoring on an ongoing basis
8. acknowledging any improvement

The Individual Behaviour Plan should show clearly what is needed to be done by staff, pupils and other key people (for example personnel from other services) to achieve the targets. It should also show how implementation will be supported with both resources and staff development. The Plan could also include identifying tasks such as improving the opportunities for inclusion.

For children who have an Individual Behaviour Plan, teachers are advised to keep notes whether an improvement or deterioration has been made. It may be particularly useful to describe specific incidents to highlight examples where a change has happened.

Particularly with older children, we should share the reasons for improvement or deterioration with the pupil. We will also attempt to give parents every opportunity to be a valued part of this process.

### **Three Age Groups for Rewards and Sanctions**

We have decided to organise our rewards and sanctions according to the age of the child on the basis that children have different needs as they grow older. These age groups are:-

1. Years R and 1
2. Years 2, 3 and 4
3. Years 5 and 6

### **Rewards and Praise for Good Behaviour and Work**

Rewards are a very powerful tool for teachers to use. The general practice of classroom management involves many rewards being given to children on a daily basis.

The school also operates a formal individual 'Merit' system. These merits can be given for work or for good behaviour, manners, kindness, service etc. class teachers may alternatively use the class dojo system to record positive outcomes.

Where merit stickers are used, they are recorded on a Merit Card. When a card is full, the Headteacher will award a certificate in assembly. There are different colours of cards and certificates. The children start with a red card at the beginning of the school year and, once it is completed, progress onto the next colour. The Headteacher will occasionally monitor the numbers of merits being awarded in each class.

#### Years R and 1

These rewards may be given for good work or behaviour:-

- giving verbal praise to children
- written remarks about good work
- giving smiley faces, stickers or stamps
- sending children to a nearest teacher or to the Headteacher/Assistant Headteacher for praise
- giving verbal praise or written achievement certificates to parents
- having names in a pot and giving a weekly prize
- putting a child into 'Golden box' for recognition by the school
- star of the week (Year R)
- giving special jobs the following day (Year 1)

#### Years 2, 3 and 4

These rewards may be given for good work or behaviour:-

- giving verbal praise to children
- written remarks about good work
- sending children to a nearest teacher or to the Headteacher/Assistant Headteacher for praise

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- giving verbal or written praise to parents
- giving table or group points
- giving 'Dojo' points
- giving house points (Y3 & 4)
- putting a child into 'Golden box' for recognition by the school
- choosing box and stickers
- Golden time – free choice session for those who have not received sanctions

### Years 5 and 6

These rewards may be given for good work or behaviour:-

- giving verbal praise to children
- written remarks about good work
- sending children to a nearest teacher or to the Headteacher/Assistant Headteacher for praise
- giving verbal or written praise to parents
- giving table or group points
- choosing box
- giving house points
- giving raffle tickets for major termly prizes valued at £15 and £10
- putting a child into 'Golden box' for recognition by the school

The school also operates a simple class reward system with teachers being able to allow ten minutes extra play if the whole class has behaved and worked well during the previous week.

### Lunchtime

The Midday Supervisors give verbal praise and blue house points (Y3, 4, 5 and 6). These house points are held by each Midday Supervisor. These smiley faces are placed in the School Council box in the classroom and counted each week. There is a reward for the winning class.

The Senior Midday Supervisor may also give a special lunchtime smiley face award in the form of a certificate.

### **Sanctions for Misbehaviour**

The following is a guide for all staff. It must be applied with good sense and flexibility as every child and every incident is different. We try to ensure that staff, parents and children understand the process of sanctions.

Poor behaviour or performance can occur either in the classroom or on the playground. Our Policy incorporates two strands:-

1. misbehaviour around school
2. failing to work in the classroom

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When we sanction a child, our primary motivation is to help the child to improve and to understand our expectations. If misbehaviour is regular, the Senco will support the child by developing an Individual Behaviour Plan with the teacher and with the parents.

### Years R and 1

If a child is behaving inappropriately, the following progressive steps will be taken:-

- the child will be warned and reminded of rules.
- loss of or part of playtime, with the child staying with the teacher or teaching assistant
- parents will be consulted
- the child will be taken to the Headteacher or other senior leader in extreme circumstances

### Years 2, 3 and 4

In the classroom, an initial verbal warning is given. If there is an improvement, nothing more will happen. If the child continues to misbehave, an additional warning will be made. After that the step system will operate.

A teacher may suggest a child works elsewhere, eg in a shared area or another classroom, to give a period of time to reflect or calm down, if deemed appropriate. Children will often choose to do this, and this might become part of a strategy to support children to deescalate.

Misbehaviour, outside of the classroom, may lead to the step system being implemented immediately.

The school operates a 'six step' sanction system for these classes. If there is a repetition of misbehaviour, the seriousness will increase. However, we wish the seriousness to be gradual so that the child has plenty of chances to change his/her behaviour.

Step 1	loss of part of one playtime session
Step 2	loss of one playtime session
Step 3	loss of two playtime sessions and Senco, parents and Headteacher informed
Step 4	loss of two days' playtime and parents invited to discuss the situation and targets given for improvement
Step 5	loss of two days' playtime and Individual Behaviour Plan constructed

Nb. A behaviour support plan could be recommended at any stage if deemed appropriate to support a pupil.

In addition, a record card can be used to support the monitoring of a child's behaviour. This could be implemented at any stage

If a child has to lose playtime because due to poor behaviour we will often give a restorative activity, if appropriate (reflection activity, apology, discussion with staff member).

Steps may be 'suspended' in order to encourage the child to improve. Steps last for one week and a record is kept by the classteacher.

In certain circumstances, where it is evident that a child needs long term support to improve behaviour, the child may be required to miss lunchtime and, possibly breaktime play for longer periods of time and will receive individual support from either the class teacher or a teaching assistant. This may be in situations where the child is violent towards other children. Where this is done, parents will be consulted and an Individual Behaviour Plan will be created.

### Years 5 and 6

Nb. A behaviour support plan could be recommended at any stage if deemed appropriate to support a pupil.

In addition, a record card can be used to support the monitoring of a child's behaviour. This could be implemented at any stage

If a child has to lose playtime because due to poor behaviour we will often give a restorative activity, if appropriate (reflection activity, apology, discussion with staff member). This is not always appropriate or possible.

Steps may be 'suspended' in order to encourage the child to improve. Steps last for one week and a record is kept by the classteacher.

In certain circumstances, where it is evident that a child needs long term support to improve behaviour, the child may be required to miss lunchtime and, possibly, breaktime play for longer periods of time and will receive individual support from either the class teacher or a teaching assistant. This may be in situations where the child is violent towards other children. Where this is done, parents will be consulted and an Individual Behaviour Plan will be created.

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| Step 1 | loss of one playtime session  |
| Step 2 | loss of a full days' session and the Headteacher informed   |
| Step 3 | loss of two days' playtime and Senco, parents and Headteacher informed  |
| Step 4 | single or multiple detention and loss of playtime and targets for improvement given (parents' informed)       |
| Step 5 | single or multiple detentions, loss of playtime and Individual Behaviour Plan constructed (parents' informed) |

Steps may be 'suspended' in order to encourage the child to improve. Steps last for one week and a record is kept by the classteacher.

If a child has to lose playtime because due to poor behaviour we will often give a restorative activity, if appropriate (reflection activity, apology, discussion with staff member). This is not always appropriate or possible.

In certain circumstances, where it is evident that a child needs long term support to improve behaviour, the child may be required to miss lunchtime and, possibly, breaktime play for considerable lengths of time and will receive individual support from either the classteacher or a teaching assistant. This is specifically in situations where the child is violent towards other children. Where this is done, parents will be consulted and an Individual Behaviour Plan will be created and pastoral care given.

### Lunchtime

A verbal warning from the Midday Supervisor is given. Repeated, or serious, misbehaviour will result in a child waiting with the Midday Supervisor for the Senior Midday Supervisor. The child will be verbally warned that their behaviour is unacceptable and a sanction may be given in accordance with the school's Behaviour Policy. The Senior Midday Supervisor or other member of staff will discuss more serious incidents with the class teacher.

Usually, the classteacher will contact parents/carers in order to discuss more serious incidences of poor behaviour.

### **Serious Incidents of Misbehaviour**

Very occasionally, more serious incidences of poor behaviour may occur.

Such circumstances might include:-

- bullying
- serious incidents of verbal or physical abuse of other children
- verbal or physical abuse of staff
- misuse of drugs
- deliberate acts of vandalism or theft

In these circumstances, steps may be 'jumped'. In extreme circumstances, all the steps may be jumped as the misbehaviour may require either a fixed-term or a permanent exclusion.

The Chair of Pupils and Personnel, or Chair of Governors will always be informed if the Headteacher considers an exclusion necessary.

In all cases of fixed-term exclusion, the parents/guardians will be required to see the Headteacher with their son/daughter to discuss the terms of readmittance.

A Personal Support Programme may be organised by the school. Should any situation of exclusion arise, the Headteacher will discuss the situation both with the Chair of the Pupils and Personnel Committee, Chair of Governors, or other member of The Governing Body.

### Lunchtime

If the child's behaviour presents serious ongoing problems at lunchtime, then it may be necessary for the child to be taken home for lunch every day for a period of time. If the child is in receipt of free school meals then a meal will be provided at 11.45am.



On the child's return to staying for lunch, he/she will be reminded of the behaviour that is expected at lunchtimes.

### **Recording Good Behaviour and Misbehaviour**

The teachers should keep a record of those children who have been honoured through the Golden Box system. Each class teacher keeps a record of those children who have been on the step system.

Staff are required to keep timely and accurate records of incidents of poor behaviour. Where a child displays continual poor behaviour, records should include:-

- type of incident
- time of incident
- pupils involved
- adult response
- outcomes

It is the responsibility of other staff to keep the class teacher informed of any rewards or punishments. In addition to the formal record, class teachers and the Senior Midday Supervisor may also keep other relevant information concerning both good and poor behaviour.

### **Informing and Involving Parents**

Parental support is essential for our Code of Conduct to work. Therefore, we contact parents and seek their help whenever we are concerned about a child's behaviour. For children in Years 2, 3, 4, 5 and 6, we always contact a parent if the child goes onto Step 2, or beyond.

As far as possible, we also set an ethos of praise whenever appropriate and try to share children's successes with their parents.

We make the commitment that we will try to work with parents in trying to maintain the highest standards of behaviour.

### **Reviewing Effectiveness**

From time to time the SMT will review these records of misbehaviour in order to monitor the effectiveness of this Policy and to see if there are any patterns of poor behaviour across the school. Additionally, the SMT will share good practice with other staff and Governors by reviewing individual practice and also practice seen in other schools.