**Primary and**

**Nursery School**

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**Behaviour Policy**

**Purpose**

The purpose of our Behaviour Policy is twofold:

* To help ensure that behaviour problems do not arise in the first place or are minimised.
* To reduce the impact of behaviour problems which do occur on the smooth running of the school by ensuring all are aware of the procedures for dealing with the problems.

**Rationale**

All teachers are free to teach

And

All students are free to learn

No-one

Has the right to stop them

As a school we believe that the most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for the whole School community. Our behaviour policy focuses on *Positive Behaviour,* which supports learning and promotes, celebrates and rewards achievement.

**Aims**

* To promote consistency of positive behaviour within the school.
* To promote an understanding of why students misbehave and therefore how they can be encouraged to amend their behaviour.
* To encourage and enable all staff to develop appropriate strategies for dealing with poor behaviour.
* To promote the concept that all students are individuals and should be treated as such.
* To establish clear guidelines of behaviour with appropriate rewards and sanctions which are clearly understood by the whole school community.

**Objectives**

* To ensure there is a firm understanding of and regard for equal opportunities. Each member of the School Community has a right to fair and consistent treatment irrespective of class, disability, gender or race.
* To create a learning environment which is characterised by:
* Good relationships between staff and students
* Respect shown to all members of the School Community
* A sound balance between rewards and sanctions
* An acknowledgement that everyone in the school has the right to be able to fulfil

their potential and everyone has the responsibility to allow them to do so

**Reasons for Poor Behaviour**

There are many possible reasons for a student exhibiting poor behaviour. They include:

* Low self-esteem
* Inappropriate curriculum
* Inappropriate teaching styles
* Problems at home
* Problems with peers
* Medical problems

It may well be the case that the problem is a combination of reasons.

Our Behaviour Policy focuses not only on sanctions but also on rewards and ways of improving the student’s self-esteem.

**Ways of Improving Behaviour**

There are many ways of trying to promote good behaviour. Two ways which are highlighted by research are the importance of good staff-student relationships. It is important there is a consistency among staff in implementing policies and when dealing with individual students:

Other ways of encouraging positive behaviour include:

* Ensuring that the curriculum is appropriate for each individual student
* Using a variety of teaching styles
* Recognising achievement – regular use of praise
* Treating students as individuals; recognising and trying to meet their needs
* Mentoring

**Rewards**

As a school we are committed to promoting, celebrating and rewarding achievement. We recognise that our students possess a range of talents and abilities. We are therefore committed to recognising and rewarding effort and achievement at all levels. Every classroom has a displayed behaviour chart appropriate to the age of the students. The students have the opportunity to move up the positive behaviour chart and receive rewards for following the golden rules and working hard.

We also reward students individually and as a group. There are many ways in which students are rewarded e.g. certificates, team points and stickers. Rewards are tailored to meet the needs of the class. However, we recognise that one of the easiest and most effective ways of rewarding a student is the use of verbal praise.

**Individual Rewards Group Rewards**

Praise postcards

Verbal Praise Lunchtime Rewards Praise

Class rewards School council Rewards Additional playtime

Certificates Reading badges Class treat

Star of the Week Star of the day (where appropriate) House group reward

Stickers Written praise

House Points

Examples of rewards linked to House point Green rewards, see Appendix 6

**Sanctions**

When imposing sanctions we need to keep the above in mind. It is also important that we remember to:

* Criticise the behaviour and not the student.
* Use private rather than public reprimands whenever possible.
* Be consistent when dealing with students and when implementing the Behaviour Policy.

Minor breaches of discipline should generally be dealt with by the class teacher by reference to our school’s golden rules as well as set of agreed upon behaviours matched to their level of perceived severity (determined by the school staff as a whole). Where these rules are consistently being broken over the course of a lesson / day a staged response should be followed:

|  |  |  |
| --- | --- | --- |
| Card colour  | Behaviour to warrant this card | Schools response to this behaviour |
| Yellow | See appendix 1 | *Children will move their name, by request, from green to yellow on the standardised classroom behaviour chart (appendix 5). Children will be given the opportunity to move their name back to green from yellow once, if the specific behaviour is rectified.* *If a child is still on yellow at the end of a session, they will miss 5 minutes of their next period of free time, whether that be break time, lunchtime or 5 minutes of their time in the afternoon.**A letter will be sent home and a record of any yellow cards a child has at the end of a session. Letters will not be sent if a child rescinds this yellow card during the session and does not receive any further yellow cards in that day. Details will also be recorded of these incidents on our school tracking system SPTO.* |
| Red | See appendix 2 | *Children will move their name, by request, from green or yellow, to red on the standardised classroom behaviour chart. Children will not be given the opportunity to move their name back to green/yellow from red.**On receiving a red card, children will loose the next full break time AND lunchtime, even if this is the lunch on the day of the incident and the break time of the following day.**On receipt of a red card, children will be directed to a member of SLT to have a conversation about their behaviour (with the class teacher when possible).**A letter will be sent home and a record of any red cards a child has at the end of a session. Details will also be recorded of these incidents on our school tracking system SPTO.* |

Each student will be reminded at each event that it is their choice; it is up to each student to show acceptable behaviour. Children will regularly be reminded of the schools vision and their key role in promoting a positive learning environment for all.

As well as the displayed positive behaviour chart in every classroom, there follows a displayed behaviour chart that students move down if they continue to break our golden rules. The chart is linked to the above table.

There are some examples of misbehaviour that will result in the child being removed immediately from the classroom. These are outlined in the above table. A Serious Incident Form is to be completed and a copy filed on the pupils record.

**Lunch time arrangements**

All lunchtime staff will receive appropriate in-house training and support required to consistently apply this behaviour policy consistently.

Lunch time staff will promote positive behaviours through the use of lunchtime reward systems and house points.

Where sanctions are required, lunchtime staff will issue yellow cards in line with an understanding of the behaviours that warrant this. Dialogue between teachers and lunchtime staff will ensure that any situations warranting careful observation can be monitored in an attempt to prevent a second yellow card (and thus a red card) being issued to a child.

Where yellow cards are issued by lunch staff, children will complete their 5 minutes of ‘time out’ with an allocated member of SLT who will be stationed at a set location.

Lunchtime staff will not issue red cards. Instead, if red behaviours are observed (see appendix 2), the child will be sent to a set location where a member of SLT will remain during Lunchtime to decide whether the behaviour warrants a red card. If a red card is issued at this time, the child will remain inside with the member of SLT until the end of lunch. This will not act as missing their lunchtime as part of the red card sanction unless the behaviour is identified within the first 5 minutes of lunchtime.

**Communication**

Parents will be fully informed of incidents which take place during the school day. If a yellow card has been issued and is still relevant at the end of a session then a letter will be issued to parents informing them of the behaviours for which the card has been issued.

Parents will be informed of all red card incidents through the issuing of a letter containing details of the relevant behaviours as well as through direct contact, where possible, with the class teacher either face to face or by telephone at the earliest convenience (i.e. at the end of the school day). More serious incidents may require communication to be made within the school day, these may include fixed term and permanent exclusions.

Further to informing parents of the card being issued, details will be stored on the schools SPTO tracking system to help us, as a school, identify trends and work to reduce future occurrences. Where appropriate, parents will be informed and encouraged to work alongside the school to identify possible reasons for poor behaviour and put strategies in place to promote positive behaviour.

**Exclusions**

The school will work to the principles outlined in the DCSF Attendance and Behaviour Guidelines.

 At Winshill Village Primary and Nursery there are three types of exclusion:

* **Internal Exclusion** –The student works alone in another classroom. Children will not be sent to another year group to complete this, it will be a form of exclusion from other children which is designed to prevent further disruption of learning. They do not get a break time or lunchtime break alongside their peers. They do eat lunch within the normal routine.
* **Fixed Term Exclusion –** The student is required to stay at home for a stated number of days.
* **Permanent Exclusion** – The student is not allowed to return to the school. The Local Education Department is then responsible for arranging for the student to be educated either at another school, at home or in a special unit.

**Internal Exclusion**

If students are placed in internal exclusion they will be withdrawn from lessons and are required to complete the work set by their teacher in another classroom. Children will not be sent to another year group to complete this, it will be a form of exclusion from other children which is designed to prevent further disruption of learning. A letter is sent home to parents and a note is placed in the student’s file.

Behaviours for which internal exclusions will be considered, see Appendix 3

**Fixed Term Exclusions**

Excluding a student from school is a serious step to take. Only the Headteacher has the authority to exclude a student. In all cases parents will be informed preferably by telephone, but if this is not possible by letter on the day the student is excluded. The letter explains why the student has been excluded and the process by which the parent(s) can appeal against the exclusion should they wish to. This letter is placed in the student’s file. On their return to school the student should come in with their parent(s) to meet with the Headteacher.

Behaviours for which fixed term exclusions will be considered, see Appendix 4

**Permanent Exclusion**

It is the school policy to do everything possible to avoid this ultimate sanction and such an option will only be used in the most extreme of situations. There are two scenarios where such an action will provide unavoidable:

* An action of gross misconduct or an illegal act which threatens the safety of the school community or any individual and deliberately goes against behavioural norms.
* Repeated indiscipline over a long period of time and following a history of fixed term exclusions.

**Anti-Bullying Policy**

Bullying of any kind is totally unacceptable at Winshill Village Primary and Nursery School. Any behaviour which is the illegitimate use of power with the intent to hurt others, physically or mentally, is bullying behaviour and is treated extremely seriously.

We aim to take a pro-active approach to bullying behaviour by encouraging a friendly, responsible atmosphere allied with swift action when required.

We believe our students are entitled to receive their education in a safe, caring environment free from fear and intimidation; an environment in which the causing of suffering to one’s peers is not only seen to be unacceptable but is openly discussed; an environment in which incidents are reported, recorded and effectively, promptly and consistently dealt with.

All staff, students and parents are encouraged to share these values and translate them into action.

All students and their parents are made aware of the appropriate action to take if bullying takes place and all teaching and non-teaching staff are informed of the procedure they are to follow.

These procedures include the following elements:

* All allegations are investigated as soon as possible. During school time this will be within 24 hours maximum, but, preferably, immediately.
* The incident is recorded.
* Parents are informed (minor incidents excepted) and will be asked to attend school in serious cases.
* The situation will be formally monitored via review meetings for as long as necessary to prevent further incidents. Parents will be kept informed.

The overriding aims are to:

* Stop the bullying behaviour immediately and prevent recurrence.
* Re-educate the students’ attitudes and behaviour for the future.
* Reconcile the students if possible.

**Appendix 1 – Yellow card behaviours**

YELLOW Behaviour

Low level disruption

Off task talking

Interrupting a member of staff

Not following instructions

Accidental Swearing

Unkind to others with words

Refusal to Work

Not focusing on work

Not lining up sensibly

Wasting learning time

Running in school corridors

Throwing equipment

Eating in class

**Appendix 2 – Red card behaviours**

RED Behaviour

Stealing

Racist Comments (once)

Leaving classroom without permission

Play fighting

Swearing

Spitting

Breaking School Equipment

Not following instructions

Disrespecting other children

Any repeated yellow behaviour

Leaving class without permission

Answering back

**Appendix 3 – Internal exclusion behaviours**

Internal Exclusions

Physical Violence

Fighting

Insulting staff

Disrespecting Staff

Repeated Yellow or Red Behaviour

**Appendix 4 – Fixed term exclusion behaviours**

Fixed Term Exclusions

Leaving School Grounds without permission

Physical Violence to a member of staff

Endangering another person

Repeated behaviour

**Appendix 5 – Standardised classroom behaviour chart**

**Appendix 6 – Green behaviour rewards**

Rewards for GREEN Behaviour

(This is what will happen if your behaviour is really good)

|  |
| --- |
| Teachers give classroom rewards – housepoints and stickers |
| Green all week – 10 minutes extra break on a Friday.Achievement Assembly – class weekly certificates.Star of the Week |
| Special Visits to Phase Leader, Mrs Claxton or Miss Goodson  |
| Postcards to be sent home to parentsClass Good to be Green party for children who are green for a half termEnd of Year Good to be Green Visit for children who are green all year. |

## Monitoring and review

The governing body will monitor the Behaviour and Anti-bullying Policy on an annual basis. If the policy appears to need modification, then key stakeholders will report findings and recommendations to the full governing body. Consideration of the school Single equality Policy is always given when reviewing school policy. The Governing Board takes into serious consideration any representation from parents and comments will be recorded.

**Adopted by Governors date…………**

**Signed…………**

**Review date……………**