

# WELTON PRIMARY SCHOOL



## Behaviour Policy

Policy confirmed by the Governing Body of Welton Primary School on:

Date: 2015-2016

Signed: J SNELL (Head Teacher)

Signed: G CHINNERY (Chair of Governors)

## Vision Statement

We are a community school committed to excellence. Working in partnership with parents, we provide a happy stimulating environment. All are cared for and nurtured spiritually, morally, intellectually, physically, socially and emotionally. We are a school with high expectations for all and where all are valued as individuals.

### 1. Aims and expectations

It is a primary aim of Welton Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and where the community functions with respect.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and function as members of a community. This policy supports the school community in aiming to allow everyone to work together in a considerate and effective manner.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour and sanctions inappropriate behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

In applying this behaviour policy, we wish to see pupils who:

- are polite and respectful
- are content and happy
- give their best effort
- are hardworking and conscientious
- are kind, helpful and caring to others
- listen and pay attention
- are enthusiastic learners
- contribute in class

The curriculum at Welton incorporates the SEAL programme which deals with many aspects of behaviour and social interaction and staff weave these elements through all learning throughout the day.

### 2. Adults

All informal contact contributes to standards of behaviour. By using every opportunity, the standard of behaviour expected can become an implicit part of the school's ethos. Adults and all members of the school community should take the initiative in establishing a relationship with every child and should:

- set a good example in speech and conduct.
- be respectful & polite yet consistent and firm.
- make eye contact.
- smile.
- greet and be greeted.
- start the dialogue.
- deal with all misbehaviour appropriately - to ignore it is to condone it.

### 3. Children

Most children quickly appreciate the need to follow certain behaviour patterns in order for the school environment to be a safe and happy place for everyone. Children should therefore:

- Set a good example - the youngest look to the oldest for the example of good behaviour.
- Move quietly around the school
- Always walk
- Stand aside to let others pass
- Hold doors open
- Lend a helping hand
- Always speak politely to everyone - even when feeling bad tempered - never shout. It is always discourteous. Never swear.
- Always respect other people and their possessions.
- Look after each other - do not 'tell tales' just to get others into trouble but if a situation needs help always get an adult.
- Listen to each other and adults. Do not interrupt when others are talking - wait patiently.
- Take pride in your classroom and school - taking care of everything around you.
- Assume and enjoy the responsibilities you are given - treating them with the respect they deserve.
- If you feel a difficult situation is developing, remove yourself from it.
- We have various feelings about the level of acceptable physical contact. Accept each other's boundaries e.g. only put your arm round a friend to comfort them if you know that it will please them; other friends may feel differently.

### 4. Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- Smile of approval
- Staff congratulate/praise children.
- Staff give children house points.
- Stickers and certificates
- Star workers (Magic Moments)
- Point out children's behaviour as positive models to follow
- Privileges
- Sharing work with other adults and parents
- Whole class reward
- Golden time may be awarded

The school acknowledges all the efforts and achievements of children, both in and out of school and provides regular opportunities to celebrate these successes.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation:

- Non verbal communication (e.g. raised eyebrows)
- Tone of voice
- Verbal warning
- Talking to
- Yellow card (this is passed to the Head each week)
- Relocation of seat within the classroom
- Work individually
- Red card (parents informed and time spent in another class)
- Removal of golden time
- Keeping in at playtime
- Relocation to another classroom
- Sent to Head for sanction
- Speak to parents
- Write to parents
- Temporary exclusion

- Permanent exclusion

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until they calm down, and are able to work sensibly again with others.

Lunchtime supervisors feedback to teachers details of any incidents that have taken place at lunch time. Conversely, SMSAs are informed of situations that may be relevant to behaviour at lunchtime.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher must take whatever steps are necessary to regain control of the situation.

If a child threatens, hurts or bullies another child, the class teacher records the incident and the offender is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child and restoration of relationships.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

The school does not tolerate bullying of any kind. If we discover that an act of bullying (including cyber bullying) or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. The Act forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from:

- committing a criminal offence
- injuring themselves or others
- damaging property
- doing anything prejudicial to maintaining good order and discipline at the school -whether that behaviour occurs inside the classroom during a teaching session or elsewhere.

The Act does not cover more extreme cases, such as action in self-defence or in an emergency, when it might be reasonable for someone to use a degree of force.

Detailed and up-to-date records are also kept of any incidents where force is used. These records include information about why the use of force was deemed necessary and the details of the incident should include all steps taken to diffuse the situation and resolve it without force, the nature of the force used, the pupil's response and the outcome of the incident.

## **5. The role of the class teacher, TAs and SMSAs**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. Adults must treat each child fairly, and enforce this discipline policy consistently. All children must be treated with equal value, respect and understanding.

If a child misbehaves, they should be corrected, and if necessary, a record of the incident should be kept on the 'Record of Behaviour' sheet. In the first instance, the class teacher will deal with incidents in the normal manner. However, if misbehaviour continues, they may seek help and advice from other colleagues or the head teacher and the parents are informed.

The SEN team liaise with external agencies, as necessary, to support and guide the progress of each child. Where necessary, the class teacher may discuss the needs of a child with the Behaviour Support Service or other outside agencies.

The class teachers report to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The class teacher should create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect. Expect to:

- Be in the classroom as the children come in.
- Extend and motivate all pupils.
- Be constructive in marking of children's work.
- Share children's learning experiences with them.
- Notice and praise positive behaviour patterns.
- Encourage creative dialogue - confidence in discussion is important.
- Set and maintain a high standard of order and organisation.
- Set and maintain a high standard of presentation and care of surroundings; use wall displays as an example of the high standards expected.

In addition to teachers, other adults are expected to:

- Ensure children know your expectations of them and maintain them
- Mean what you say.
- Give responsibility whenever possible.
- Use humour - it builds bridges.
- Keep calm - it reduces tension.
- Be positive and build relationships.
- Be consistent.
- Know the pupils as individuals.
- Be true to your word - if you give a warning of loss of privilege, then be sure to carry through.
- Follow up problems to their conclusion.
- Be firm and fair.

All staff should do all they can to avoid:

- Humiliating
- Shouting
- Over-reacting
- Blanket punishments
- Punishing what cannot be proven
- Sarcasm

## **6. The role of the Headteacher**

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, 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 head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The head teacher keeps records of all reported serious incidents of misbehaviour. The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For

repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

## **7. The role of parents**

Welton Primary School collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We provide an overview of expectations in the school prospectus and the home school agreement, and we expect parents to read them and support them. We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head and finally the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **8. The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines. The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

## **9. Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school.

The full governing body does not exclude pupils. Section 52 (1) of the Education Act 2002 states that only the head teacher of a school can exclude a pupil. This is defined as including anyone who is acting as head teacher on a temporary basis, for example, when the head teacher is away from the school. The head teacher should make it clear to everyone in the school who is in control when they are not on the premises. It is the job of the governing body to decide if the head teacher has taken the right action in excluding the pupil, and whether the length of the exclusion is appropriate in the circumstances.

Decisions to exclude should be taken only:

- In response to serious breaches of the behaviour policy
- If allowing a pupil to remain at school would seriously harm the education or welfare of the pupil or others in the school
- Permanent exclusion is appropriate where it is the final step in a process for dealing with disciplinary offences following a wide range of other strategies used without success.
- There may be some exceptional circumstances where, in the Head's judgement, it could be appropriate to permanently exclude on a first offence e.g...
  - serious actual or threatened violence against another pupil or member of staff
  - sexual abuse or assault
  - supplying or in possession of an illegal substance
  - carrying an offensive weapon
- In such cases the Secretary of State would not normally expect the governors or an Independent Appeal Panel to reinstate the pupil.

## **10. Alternatives to exclusion**

Before resorting to exclusion the school must first try other methods to deal with discipline issues. These may include:

- Using a restorative justice process, which allows the offender to redress the harm inflicted
- Internal exclusion, which requires a pupil to be removed temporarily to another place within the school and which may include break times
- A managed move, to a different school

Exclusion will not be used for:

- Minor incidents, e.g. failing to complete homework
- Poor academic performance
- Lateness or truancy
- Breaches of school uniform rules or rules on appearance, except where this is persistent and in open defiance
- Punishing pupils for the behaviour of their parents, e.g. failure to attend a meeting

## **11. Length of exclusions**

Heads may exclude for one or more fixed periods up to a maximum of 45 days in one school year. Inspection evidence suggests that 1 - 3 days is long enough to gain benefit from the exclusion without the pupil suffering adverse educational consequences. The school must set work for the pupil during a fixed term exclusion of more than one day, and a teacher should mark this.

Schools are obligated to arrange alternative education provision for exclusions in excess of 5 days. Where a much longer exclusion has been imposed, e.g. 15 days or more, the head must consider:

- How the time can be used to address the pupil's problems
- How best the pupil can be reintegrated to the school

## **12. Lunchtime exclusion**

Pupils can be excluded for the duration of the school's lunchtime, especially if it is disruptive behaviour at lunchtime that is the cause of the problem. This equates to a fixed term exclusion of one half school day. Parents have the same rights of appeal. Arrangements may need to be made for pupils who have free school meals.

## **13. Parental cooperation**

Where a parent refuses to comply with an exclusion, whether at lunchtime or for longer periods, the school must consider the pupil's safety in deciding what action to take. If the school is unable to resolve the situation it may be necessary to contact other support agencies' (Children Missing Education Service or Pupil Access and Support), or contact the Local Authority for advice about legal remedies.

## **14. The Role of the Headteacher**

Before deciding to exclude the head must:

- ensure that an appropriate investigation has taken place
- consider all the facts and firm, evidence to support the allegation and take into account the appropriate school policies. If the head is in any doubt as to whether the pupil did what is alleged they should not exclude.
- allow the pupil an opportunity to give their version of events
- check whether an incident was provoked, especially by either racial or sexual harassment
- if necessary, consult with other people, but not with anyone who may be later involved in a review of the decision

Once the decision to exclude has been made, the head must immediately inform the governing body's discipline committee (through the chair of governors if necessary or appropriate) and the Local Authority. This applies for all permanent exclusions, and those that result in the pupil missing more than 5 days in total in a term or not being able to take a public examination. Short term fixed period exclusions need only be notified termly. Notification should give the pupil's name, and the length and duration of the exclusion.

### **15. Informing parents of an exclusion**

The Head must, without delay, take all reasonable steps to inform the parents of the exclusion and its duration. This should be by telephone in the first instance followed by a letter within one school day. The letter should be sent by first class post, or personal delivery, to the last known address of the parent. If posted it should be assumed to have arrived. This applies to permanent exclusions, but in the absence of any advice regarding fixed term exclusions it would be wise to follow the same guidance.

The letter must state:

- For a fixed term exclusion - the period of the exclusion
- For a permanent exclusion - the fact that it is permanent
- The reason
- Any action taken by the school
- The parent's right to make representation to the PDC
- The person the parent should contact to make representation; usually the chair of governors

The letter should also mention:

- The latest date by which the PDC must meet to consider the exclusion
- The parent's right to see and have a copy of the child's school record upon written request
- For a fixed term exclusion, the date and time when the pupil should return to school (in the case of a lunchtime exclusion, the number of lunchtimes for which the pupil is being excluded and any arrangements necessary for a child receiving free school meals)
- For a permanent exclusion, the date it takes effect and any relevant previous history
- Arrangements for the pupil to continue with his/her education. (It is the parent's responsibility for ensuring work is completed.)
- The name of an appropriate Local Authority officer to contact for advice

### **16. Informing the PDC and the Local Authority**

Within one school day the head must inform the chair of governors and the Local Authority of:

- Permanent exclusions
- Exclusions that will result in the pupil being excluded for more than 5 days or 10 lunchtimes in one term (may be accumulated over a period of time)
- Exclusions where the pupil will miss a public examination
- Fixed period exclusions totalling less than 5 days or 10 lunchtimes in a term must be reported to the PDC and Local Authority once a term.

The information should include:

- The name of the pupil
- The length of the exclusion
- The reason
- The pupil's age, gender and ethnicity
- Whether the pupil has a statement or is being assessed
- Whether the pupil is in Local Authority care

### **17. Drug- and alcohol-related incidents**

It is the policy of Welton Primary School, that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse may be punished by a fixed-term or permanent exclusion depending on the circumstances, and the police and Social Care will be informed. If the offence is repeated, the child will be (if they were not previously) permanently excluded, and the police and Social Care will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and a referral will be made to Social Care.

It is forbidden for anyone, adult or child, to bring illegal drugs onto the school premises. Any child who is found to have brought any type of illegal substance to school may be punished by a fixed-term or permanent exclusion depending on the circumstances, and the police and social services will be informed. If the offence is repeated, the child will be (if they were not previously) permanently excluded, and the police and Social Care will be informed.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils, the child will be permanently excluded from the school. The police and Social Care will also be informed.

### **18. Monitoring and review**

The head teacher monitors the effectiveness of this policy on a regular basis and also reports to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child is sent to them on account of bad behaviour.

The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that no child is treated unfairly because of race or ethnic background.

## **AGREED RULES AND GUIDELINES FOR BEHAVIOUR**

### **PLAYGROUND**

Playtime:

- Children are expected to walk out to play.
- Playtime Snacks: Only fruit and plain biscuits - brought to school in reading folder/pocket and transferred to class drawer. Wrappers must be put in bins.
- KS1 to use the toilet on the way out to play. KS2 may use the toilet during playtime but may not enter the school without asking the staff on duty.
- Children are not to use classrooms at that time unless supervised
- Children are to stay in main playgrounds
- Children should play safely and treat all equipment with respect

### **WET PLAYTIMES**

- Staff will share classroom duties

- Wii Dance (or similar) will be organised by upper KS2 children in the school hall
- Children allowed to the toilet in small groups
- Children are allowed to eat snacks.
- Computers may be used ONLY at the discretion and under the guidance of the class teacher

### WET LUNCHTIMES

- Rules and behaviour are the same as at playtime.
- Children will have access to a selection of wet play activities
- Children are to be reminded of lunchtime behaviour guidelines, before handing them over to the SMSAs.

### LINING UP

- When the bell goes, the children will move into their class circles. They will then be escorted up to the school in an organised manner.

### BEFORE SCHOOL

- No wheeled toys or ball games may be used in playgrounds before or after school.
- Before 8:45 parents are responsible for their children - climbing frames and other outside equipment are not to be used.
- Teacher on duty will go out at 8.45am when the gates are opened.
- Children should not be in the playground before 8.45am.
- Children must not enter the building until taken by teacher except in an emergency.
- In the event of rain, teacher on duty will open up the KS2 side door to allow all children and parents to congregate in the school hall. The Wii Dance will usually be on for morning activity.
- Parents to say goodbye to children when bell goes and stand back to allow quick entry to school for class.
- No dogs or smoking in playground.

### AFTER SCHOOL

Children and parents should leave the school site promptly unless attending an after school club. Infant children will be dismissed from the KS1 or classroom door. Uncollected children stay with teacher until taken by teacher to school office. Junior children will be dismissed in groups by the teacher. If a child is expecting to be collected, and their carer does not appear, the child should return to the class teacher or go to the school office.

After-school Club: the carers will collect the children from the classrooms. If they are missing a child, they will approach the class teacher to find out where the child is.

### SCHOOL VISITS, SWIMMING, SCHOOL FIELD

Children walk in pairs. They are expected to walk sensibly, talk quietly and leave space for other pavement users, keeping away from the kerb. They should be silent when told - e.g. when crossing road.

### DRESS CODE

Pupils:

- School uniform is strongly encouraged.
- Long hair must be tied back.
- No jewellery except SMALL earring studs (Maximum 1 in each ear)
- Watches should be appropriate for school use and remain the responsibility of the child.
- Sensible shoes or trainers - no high heels or lots of straps.
- Appropriate PE kit - shorts and t-shirt/tracksuit.
- All clothes to be named especially sweatshirts.
- No fleeces, body-warmers or hats in class.
- Outdoor coat to be available for “drizzle” playtimes etc. and for swimming.

- No nail varnish or cosmetics.
- Hair clips/bands should be functional.

### MANNERS

- Members of school should be polite and courteous at all times:
- not interrupt when someone else is talking;
- use Please and Thank you;
- hold doors for others;
- give way in doorways and corridors;
- be aware that they are representing the school at all times;
- eat with mouth shut;
- not talk with mouth full.

### LESSON BEHAVIOUR

- Put up hands to ask/reply to questions.
- Pupils must show one another respect
- Pupils must be quick to be obedient.
- Teachers will establish Golden Rules and Golden Time routines and promote independence with responsibility
- Children should listen to their teacher, to other adults, to each other, and be listened to
- Pupils and staff will keep their work spaces and classrooms tidy

### ASSEMBLY

- Children will walk into assemblies and sit quietly.
- Children should sit quietly unless they are expected to join in a song.
- When singing all children are expected to join in.
- Children should leave the hall in a quiet orderly manner accompanied by an adult.

# Record of Behaviour



Class:

Week Beginning:

Date:	Name:	Card: Yellow/ Red	Reason:	Initials

Please return this completed record sheet to the office on Monday morning