



**ALL SAINTS C OF E PRIMARY SCHOOL, WIGSTON MAGNA**

# Behaviour Policy

## **Introduction**

This behaviour policy is intended to help maintain good behaviour and discipline throughout the school. Without an orderly atmosphere, effective teaching and learning cannot take place. If children are permitted to misbehave at school, they not only prejudice their own educational progress but disrupt the education of the children around them.

However, the role of the school goes beyond simply maintaining order, important as that is. We play a vital part in promoting the spiritual, cultural, moral, social, mental, emotional and physical development of children. The ethos of the school has a clear vision of the values which matter within the school and in the community around it. These values include: respect for others, for property and the environment; honesty; trust and fairness; tolerance and compassion; and the virtues of self-discipline.

It is important that we assist children to grow up with a clear and acceptable view of what is right and wrong; appreciating the needs of others and the community around them.

We believe a partnership between home and school is vital in ensuring that we provide the very best education, environment and example for each child. Teachers and adults in school along with parents have an equal responsibility and part to play in helping our children to develop into independent, responsible and caring individuals.

## **Objectives of this policy**

- To ensure pupils feel safe and secure at school
- To ensure pupils feel valued and respected
- To facilitate effective teaching and learning
- To ensure the security of property
- To maintain a safe, attractive environment

## **School rules**

In order to make the school rules understandable to children, they are few in number and take the form of the following 'Golden Rules':

- Do be gentle, don't hurt anybody.
- Do be kind and helpful, don't hurt people's feelings.
- Do be honest, don't cover up the truth.
- Do work hard, don't waste time.
- Do look after property, don't waste or damage things.
- Do listen to people, don't interrupt.
- Do walk around school sensibly, don't run or push.

## **Implementation**

For the school rules to be effective, a consistent, whole school approach to behaviour and discipline is needed. Whilst there may be some slight variations between key stages, the following basic practices should be observed:

### *Reference*

The 'Golden Rules' should be clearly visible and easily referred to all around the school. They should be displayed in every classroom, as well as other work areas (eg. library, ICT suite) and corridors. Throughout the school rules should be in pictorial as well as written form to aid children's understanding. In addition, SEAL displays should be in every classroom as a reminder of the themed whole school topic for that period.

### *Rewards*

Reward systems are an essential part of behaviour management. Good behaviour is noticed, encouraged and supported by:

1. Praise
2. House Points
3. Class treats
4. Stickers/Stars/ Smiley faces
5. Certificates
6. Star of the week

## *Sanctions*

Most children understand and abide by the school rules. However, when a child breaks the rules teachers or support staff take appropriate action. The severity and type of punishment is appropriately matched to the behaviour. Sanctions include:

1. Warning
2. 1 minute time out
3. 5 minutes time out
4. Sent to a 'partner class' for a fixed period of time
5. Sent to Head Teacher
6. Parents are sent a letter or called to school

For very serious and unacceptable behaviour:

- Lunchtime exclusions will be supervised by designated staff. Children will be given appropriate work to complete during this time.
- parents will be informed and involved in the discussion about appropriate course of action
- parents may be asked to seek daily/weekly report from teacher
- outside advice may be sought (e.g. Educational Psychologist)
- Chair of Governors may be informed
- Physical intervention may be necessary
- temporary exclusion from school may be considered
- where all else has failed, permanent exclusion may be considered

### **Types of exclusion**

At All Saints, we use several different types of exclusion to suit the type of behaviour or frequency of incidents.

- 1) Internal exclusion – this exclusion takes place within school. It is used for fixed periods of time, for example over playtimes or lunchtimes but may be extended, where necessary, to whole mornings or days.
- 2) Internal isolation – this also takes place within school. It will be used for a fixed period of time where the pupil will complete their work in a room on their own. They will also spend their playtime and lunchtime in isolation.
- 3) Fixed term external exclusion –. For repeat offences, children may serve an external fixed term exclusion. Parents will be expected to be responsible for supervising their child during the first five days of a fixed period exclusion and will face a fixed penalty notice if their child is found in a public place in school hours without reasonable justification. Work will be provided for the child from the first day of an exclusion.
- 4) Permanent exclusion – In the event of very serious and unacceptable behaviour, the school may permanently exclude a pupil. Parents will be expected to be responsible for supervising their child during the first five

days of a fixed period exclusion and will face a fixed penalty notice if their child is found in a public place in school hours without reasonable justification. It is the responsibility of the Local Authority to provide suitable full time education to a permanently excluded pupil on the sixth full day following the Headteacher's decision to exclude the pupil.

Very serious and unacceptable behaviour includes

- Leaving the classroom without permission
- Serious acts of vandalism
- Swearing directly at a person
- Fighting/hurting another child
- Excessive disruption
- Racist remarks

*Arrangements for sending children out of class*

If the behaviour of a child is such that he/she cannot remain in the classroom he / she will be sent for a fixed period of time to another classroom. The 'partner classes' are as follows:

Gruffalo / Elmer  
Barnardo / Dahl  
Simmonds/ Hockney  
Lineker/ Mandela

An LSA will ensure that the child arrives at the partner class and appropriate work will be sent with the child.

*Playground behaviour – (Please also refer to the playground policy)*

Children and adults should support play to make sure it is:

- Fun
- Fair
- Friendly
- Safe.

When incidents occur this is used as a checklist with children to identify where the problems lie.

Sanctions:

Morning play time / lunch time play / afternoon play time
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1: 5 mins against the wall
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2: 10 mins against the wall

After 15 minutes, playtime will be finished. However if the pupil is unable to comply the following will apply:

3: Internal exclusion

If behaviour persists at this level then:

4: Play / lunch time plan put in place

- Any serious incidents still need to be reported to the Headteacher or Deputy Headteacher as appropriate.
- When Individual Education Plans for Behaviour are reviewed arrangements for play and lunchtimes need to be considered.
- Footballs: In each playground there is an area for children to play football. There should be only one football in each playground, which should be soft (not leather). There are mini goals for each playground, which will be taken out at the start of break time and in at the end of lunch time by the superleaders. In the summer term, children will be able to play football on the school field.

### *Recording of behaviour incidents*

All behaviour incidents should be recorded on the class behaviour tracker (see Appendix 1), which are then given to the deputy head on a weekly basis. Serious behaviour incidents should be recorded in the school behaviour log.

### Transfer of behaviour tracker

Incidents of poor behaviour at lunchtime should be recorded on the class behaviour tracker to ensure information is transferred between classroom and lunchtime staff. As a minimum this should be verbal.

Any incidents that occur during lunch time play should also be recorded on lunchtime pink slips. These should also be transferred back to classroom staff and kept with the class tracker and given to the deputy head with the tracking sheet.

Where an incident has resulted in another child being upset or harmed, the midday supervisor dealing with the issue will be responsible for informing that child's class teacher or LSA who will pass information on to parents as appropriate.

### Informing parents/carers of tracked behaviour

If a child has needed to have their behaviour progressively recorded then the school will contact parents to inform them that their child has reached stage 3. Parents will also be informed if a child has been involved in an incident resulting in injury or significant distress.

### **Support staff**

The implementation of this policy is the responsibility of *all* staff, including support staff. All adults working in the school therefore have the authority to instigate or recommend any of the above rewards or sanctions. All staff will need to be aware of the contents of this policy.

### **Special Educational Needs**

Some children will be on the SEN register at School Support or School Support Plus for behavioural difficulties. In these circumstances, pupils will be expected to have targets for behaviour as part of their IEPs. It is recognised that some variation of the sanctions may be necessary in supporting these pupils. Targets are monitored regularly, reviewed at least termly, and discussed with the children and their parents where appropriate. If the behavioural targets on the IEP are proving to be unsuccessful, then they should be reviewed with the SENCO. All Saints uses a nurture unit for pupils with persistently challenging behaviour. Class Darwin utilises specialist staff, who are specifically trained to work with and support the needs of these children. Risk assessments are carried out individually for these children, which enable staff to support behaviour effectively and confidently, usually by de-escalating the situation and calming the child before their behaviour has impacted on other children.

### **Parental involvement**

For the behaviour policy to be effective it is vital that parents are involved and are able to support the school as much as possible. To this end the school will

- Distribute to all parents at the beginning of the school year the behaviour code, to be signed by parents and pupils as an indication of their acceptance of the code.
- Send regular newsletters reminding parents of the school rules.
- Hold informal and formal discussions with parents concerning children's behaviour.
- Refer parents to relevant agencies if they are having problems with children's behaviour at home.
- Inform parents of good as well as poor behaviour.

### **Monitoring and Evaluation**

The implementation of this policy will be monitored and evaluated by the following:

- Monitoring of behaviour trackers.
- Pupil interviews and questionnaires.
- Staff interviews and questionnaires.
- Lesson observations.
- Scrutiny of data – eg. exclusion rates, number of behaviour incidents, etc.
- Parental interviews.
- Reports to governors

### **Links with other policies**

This policy has particular links with the Teaching and Learning; PSHE; Special Educational Needs; Inclusion; Race Equality; Physical Intervention; Playground; Anti-bullying and Equal Opportunities policies.

### **Review**

#### **Reviewed by the Governing Body 2015**

This policy will be reviewed in the Autumn term, 2016.