



BEHAVIOUR POLICY

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Policy Statement

This document is statement of the aims, principles and strategies for managing behaviour at Wolviston Primary School. A copy of this policy is available for all parents on request and it will be reviewed annually and amended if necessary.

This policy was developed through a process of consultation with all staff and pupils of the school. We are a Rights Respecting School and this policy is underpinned by our continued work of our commitment to UNICEF and the UN Convention of Rights of the Child.

This policy links directly to the following articles of the UN Convention of the Rights of the child.

Children's rights and responsibilities:

Article 14 – Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 19 - Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 23 - A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families

Article 28 – All children and young people have a right to primary education, which should be free. Discipline in schools should respect children's human dignity Young people should be encouraged to reach the highest level of education they are capable of;

Article 29 – Education should develop each child's personality to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30 - Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Rationale

Wolviston Primary School's aim is to create a happy and friendly atmosphere where children can develop their full potential. Each child in our school is valued and encouraged to develop spiritually, morally, emotionally and academically in a happy, safe and secure environment.

We recognise that good behaviour has to be taught, and this Behaviour Policy outlines the rules and expectations of our school. Children will learn to recognise, respect and value each other and they have a right to feel safe and secure in and around the school. Effective adaptations to this policy can be made to support individual children with special educational needs and disabilities to promote positive behaviour.

Aims and objectives

We aim to:

- Help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of Wolviston Primary school community.
- Promote and encourage self-esteem, self-discipline and respect.
- Celebrate and reward all children who behave well.

- Treat all children fairly and apply this Behaviour Policy in a consistent way.
- Encourage the involvement of parents in supporting the implementation of this policy.
- Define acceptable standards of behaviour.
- Provide guidance and support for staff when dealing with inappropriate behaviour.

Home to school contact

We establish good relationships with parents to ensure they understand the school's expectations. We aim to make parents aware of any issues as they arise. The use of our learning platform (Seesaw) is used to communicate minor incidences to parents and carers however if an issue is regarded more serious than individual parents will be contacted by the class teacher/ member of the senior leadership team.

Good Behaviour Rules

At Wolviston Primary School we also have Good Behaviour Rules, these will be given out at appropriate times during the school year to remind pupils of rules, expectations, rewards systems and sanctions. These are reinforced by class teachers and also the senior leadership team within whole class assemblies and also during class circle times. The use of the 5 steps to well-being program and other PSHE programmes enables teachers to further dedicate time to teaching and helping children to understand behaviour expectations.

An overview of our school rules are:

Take care of Yourself

Take Care of Each Other

Take Care of our School

Roles and responsibilities:

The Headteacher

- To ensure the health, safety and welfare of all children in the school.
- To implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The head teacher keeps records of all reported serious incidents of misbehaviour and racist incidents.
- The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.

The Role of Governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the head teacher, school staff, parents and pupils.

The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy.

The governing body will notify the head teacher that the following should be covered in the school behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate to safeguard children
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
- In providing guidance to the head teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.
- Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to decide to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The governing body will, in consultation with the Headteacher consider what the school's response will be to:

- any poor behaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or, misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to themselves, another pupil or member of the public or
 - could adversely affect the reputation of the school.

- To support the school in its efforts to address issues related to behaviour management.

School Staff

- To implement the behaviour policy in a consistent manner.
- To ensure effective adjustments are made for pupils with SEND
- To model the behaviour expected of the children.
- The class teacher treats each child fairly and enforces the behaviour policy consistently. The teacher treats all children in their class with respect and understanding.
- To consistently reward good behaviour with verbal praise, stickers, wolf tokens and also other reward systems (which will be continually reviewed to ensure their effectiveness in promoting good behaviour)
- To use CPOMS to factually record observations and incidences
- Teachers can confiscate pupils' property if inappropriate
- Teachers can also discipline pupils for misbehaviour outside school
- To inform parents of good behaviour as well as behaviour that is causing concern
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child
- To discuss with children the importance of making good choices regarding their behaviour and to ensure children understand the consequences of their actions

Rewards

At Wolviston Primary School, we place great emphasis on an effective reward system which recognises and encourages good behaviour.

- Verbal praise
- Visit to another teacher to share good news
- Award Stickers and certificates
- Lunchtime supervisor stickers
- Golden certificate presented at House Assembly weekly.
- Years 5 and 6 working as playground friends in Nursery and KS1.
- Year 6 acting as buddies to help reception children to understand playtime rules at the beginning of the year.
- Wolf tokens given to individual children
- Head Teacher's Award (sticker and/or certificate)
- Praise postcards sent home
- The winning house will be allowed to come in non-uniform on the last day of term

Parental Involvement

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.

- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

Use of Reasonable Force

All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom.

Any use of force will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour. Reasonable force will be used only when immediately necessary and for the minimum time necessary and consideration will be given to the age and understanding of the pupil and whether they have Special Educational Needs or disabilities.

Several Staff are 'Team Teach' trained. This national training award teaches staff the least intrusive positive handling strategies and methods of restraining pupils who are at risk of injuring themselves or others. Where an incident requires physical intervention then a physical restraint report must be completed by the adult involved within 24 hours. The original will be given to the Head Teacher and a copy will be sent to the Local Authority. School will inform parents / carers about serious incidents involving the use of force

Bullying

We have a **zero tolerance** to bullying in Wolviston Primary School. Our Anti-Bullying Policy can be found on the website or parents and carers can request a paper copy.

Exclusions

We pride ourselves that on most occasions we deal with major behaviour issues internally and do not use exclusion as a deterrent. However, in individual/exceptional circumstances it may become necessary to exclude a child.

- Violence towards anyone else, this includes pupils, staff or visitor.
- Intentional use of weapons or drugs on the school premises

Persistent, unacceptable behaviour at lunchtime may result in the child being excluded from lunchtimes.

Safeguarding

Where child protection issues arise, priorities and protocols come into effect. If any colleague believes that a behavioural incident could have implications for child protection they report the matter to the designated safeguarding lead immediately.

Allegations of Abuse Against Staff

All members of our school community have a right to be protected from harm. All allegations will be taken seriously. Where there are child welfare concerns school will take action to address them in accordance with our Child Protection / Safeguarding Policy.

DfE guidance protects teachers from malicious allegations and strengthens their authority in the classroom. It makes clear:

- Heads can temporarily or permanently exclude pupils who make false allegations. In extreme circumstances they may even press criminal charges against the pupil.
- The default position should be to assume the teacher has behaved reasonably unless a complainant can show that a teacher has behaved unreasonably. All accusations will be investigated fully and with the advice of the LADO (Local Authority Designated Officer)
- Schools should not automatically suspend teachers accused of using force unreasonably.
- All but the tiny number of the most complex cases should be resolved within three months and the vast majority should be resolved in four weeks.
- Malicious allegations are not be included in employment records

Outside agencies

When a child's repeated inappropriate behaviour is becoming a major cause for concern, advice and support will be sought from outside agencies. A meeting will be arranged to discuss the needs of the child and set targets to work towards improving behaviour. A behaviour IEP will be written and the child may receive support during school time from the appropriate outside agencies e.g. CAMHs/Alliance.

Implementation and monitoring

We try to develop a positive attitude to discipline using the strategies mentioned in this policy. The effectiveness of our policy will be monitored regularly, we will analyse the following

- The amount of reported incidents of inappropriate behaviour.
- Pupil questionnaires are dealt with by the School Council and in class.
- Parent questionnaires
- Views from parents and carers of SEND pupils

This policy should be read in conjunction with other school policies:

- Anti-Bullying Policy
- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- Pupil ICT Acceptable User Agreement