



WELLESLEY PRIMARY SCHOOL

Behaviour Policy

Issue No: 9
Date: August 2024

Approved by Governors: 23rd September 2024

Behaviour

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Change Record Sheet

| Issue No | Date | Summary of Change | Amended by: |
|----------|---------------|--|---------------|
| 5 | October 2018 | Policy Reviewed | Heather Small |
| 6 | April 2021 | Policy Reviewed | Heather Small |
| 7 | November 2021 | Policy Reviewed | Heather Small |
| 8 | October 2022 | Policy Reviewed | Heather Small |
| 9 | November 2023 | Policy Reviewed | Heather Small |
| 10 | August '24 | Policy Reviewed and clarification on sanctions added | Heather Small |

Summary

This policy will be reviewed every year.

This policy has been reviewed to ensure that it meets the requirements of the equalities impact assessment.

Behaviour

Rationale

Learning how to behave towards others is a particularly important aspect of school life. We need to promote self-respect and self-regulation, respect for others and for their property, together with the basic virtues of honesty, fairness and politeness. Through this we will be able to establish a school atmosphere where children feel safe, secure and happy and where they have the maximum opportunity to learn.

As a school we are committed to ensuring equal treatment of all of our employees, pupils and any others involved in the school community, regardless of ability, disability, age, gender, race, religion, sexual orientation or other protected characteristic). We will ensure that all persons are treated with equity in our procedures, practices and aspects of service delivery. We believe that this will help reinforce our commitment to improving performance of all pupils, and being a school where all are included. This school will not tolerate any harassment of people.

This policy complies with Section 89 of the Education and Inspections Act 2006 and follows the DfE Guidance – Behaviour in Schools 2022

Aims

- To ensure that every member of the school community feels valued and respected.
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others.
- To help children grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- To reward good behaviour and provide encouragement and stimulation to all pupils.
- To treat all children fairly and apply this policy in a consistent way.
- To ensure that children are aware of the school rules.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-regulation and respect for self, others and the world around us.

Principles

The school will

- Have a whole school approach to pupil discipline to ensure consistency.
- Have high expectations of behaviour from all pupils.
- Involve pupils in the annual review of our class rules.
- Set good examples to pupils in the way adults treat them and other adults.
- Set good habits early with high expectation of cooperative behaviour from the start.
- Provide an environment conducive to on task behaviour.
- Minimise uncertainty and disruption in lessons.

Behaviour

- Intervene promptly where there is poor behaviour so it is clear that it will not be tolerated.
- Use differentiated language when addressing children of different ages or with different needs.
- Thresholds for sanctions and rewards will be age-appropriate.
- Understand that some children with SEN will need adjustments made to both sanctions and rewards, as appropriate to their needs.
- Involve parents in our processes by communicating policy and expectations and ensure their support through a home school agreement.
- Create a positive partnership with parents to encourage their support when dealing with the difficult issue of unacceptable behaviour.
- Make positive recognition of individual pupils or group achievements in good and improved behaviour, e.g. by awarding house-points or Head Teacher Awards.
- Support behaviour management through circle time, small group work and individual counselling.
- Attempt to identify and address any underlying causes of poor behaviour.
- Avoid humiliating pupils and deal discretely with poor behaviour.
- Ensure that criticism focuses on the behaviour not the child.
- Ensure that pupils are given opportunities to put things right.

School Code of Conduct

Our code of conduct is deliberately positive to promote good self-discipline among our pupils and to deter undesirable behaviour.

- Respect each other and all adults in school.
- Be polite to each other and all adults in school.
- Respect school and other people's property and keep the school and equipment tidy.
- Move around the school building and grounds quietly and safely.
- Respond quickly to requests and instructions.
- Complete all work to the best of your ability.

It must also be understood that certain behaviours will be considered as serious misconduct and unacceptable.

- Swearing at other pupils or staff
- Any bullying behaviour (including physical, emotional and sexual) in person or online
- Physical violence aimed at another pupil or staff
- Deliberate damage to the property of an individual or the school
- Theft of personal or school property
- Leaving the school site without permission.
- Refusing to obey instructions given by members of staff
- Incidents which are deemed racist, religious, sexist, homophobic or transphobic

In most cases dependent on age and maturity incidents involving the above will be addressed by the deputy headteacher or headteacher and parents will be informed.

NB Staff and Parents have their own code of conduct (see separate documents)

Behaviour

Rewards

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-regulation. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

It is important that children are familiar with the school ethos and the Code of Conduct.

In this context, children will be rewarded for good behaviour.

We will use a system of rewards, which will include:

- Verbal praise
- Award of a house-point for good behaviour, manners, helpfulness or good work which will be recorded on a chart in each classroom (Year 1-6). Certificates will be awarded to children in assembly who have gained 50, 80 and 100 house points. Children who gain 50, 80 and 100 house points will be awarded with a special badge. In Years 5 and 6 children will be able to trade their house points for small prizes at the end of each half term.
- Children in the EYFS will receive stickers for good behaviour, manners, helpfulness or good work.
- Referral to the Head Teacher for a 'Head Teacher's Award and being entered in the 'Golden book'. Being given the opportunity to talk about their achievements to the rest of the school during a weekly celebration assembly (children to be sent to head teacher in order to be entered in book).
- Referral to Deputy-Head Teacher for a special sticker.
- Wednesday Treat Time - Children have the opportunity to choose a special activity to take part in for a 15 minute period during Wednesday afternoons.
- Working towards a class reward. As a class, children decide on treat to be awarded once they have collectively gained 10 points for collective good behaviour or work during a half term period.
- Teachers may also adopt other systems within their classroom to promote positive behaviours, e.g. working towards a class reward.

We reinforce good behaviour and help our children feel good about themselves. Children will also be encouraged to develop an understanding of intrinsic reward and the impact trying hard or doing the right thing has on their self-belief and esteem.

Sanctions

Failure to abide by the principles of the Code of Conduct or to obey school rules may result in the following steps being taken:

KS1

1. If a child does something special, e.g. is particularly kind to a friend, they go onto the rainbow picture and are given a sticker.
2. If a child's behaviour is unsuitable, a warning is given and their name is moved off the sun picture.
3. If the child's poor behaviour continues their name is put on the sun and cloud picture which means they miss five minutes of Enrichment Time.
4. If the child's behaviour still does not improve, they move down to the cloud picture (missing ten minutes of Enrichment Time) and they have a five to ten minute time out in class.

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5. If the child's behaviour continues to be unacceptable, they are given a yellow card and sent to the Deputy-Head Teacher for a fifteen-minute time-out. A log of this will be kept and it will be recorded on My Concern by the Deputy Head Teacher
 6. If a child's behaviour still does not improve, they will be sent to the Head Teacher for a fifteen minute time-out. A log of this will be kept and a yellow card issued.
 7. Each day children start back on the sunshine picture.
 8. If three yellow cards are issued in one term parents/carers will be notified.
 9. Three yellow cards issued within one term will be the equivalent of being given a red card.
 10. All of these steps can be missed if a child commits displays any of the behaviours above. This is considered a red card situation and parents/carers will be contacted. The child will be taken out of class for a discussion and time-out; they may also miss part or all of break or lunchtime. The child will also be placed on report. This will involve the child's teacher discussing his/her performance at the end of each session and recording appropriate comments on a record sheet. The child will be expected to complete an agreed number of positive sessions by the end of the week. The child will remain on the report for a minimum of a week or until his/her behaviour improves. At the end of the week the parent/s will be sent a copy of the report form. Where appropriate, parents will be invited to meet with the headteacher in order to draw up an individual behaviour plan designed to support the child in correcting his/her behaviour (This will be written in consultation with the class teacher and school SENCo).
 11. Three red cards issued in any short term will result in an internal or external exclusion. The duration of these will escalate if poor behaviour continues and a further three red cards are issued in a short amount of time. This will be recorded on My Concern.
 12. If the child's poor behaviour continues advice and assistance for the school and the pupil may be sought from other professionals e.g. Educational Welfare Officer, Educational Psychologist.
 13. Extremely serious misconduct or a failure to improve despite support and reasonable adjustments being made may result in fixed term or permanent exclusion (In line with guidelines from South Gloucestershire LA).
- Teachers may give an immediate sanction of missing part of break or lunchtime if children do not change behaviour after being given warnings.
 - Teachers may jump steps depending on the severity of the offence committed by the child. In the case of severe unacceptable behaviour – please see above - pupils will be given an immediate yellow or red card and sent to either the head or deputy headteacher.
 - Children who receive a warning will miss 5 minutes of Wednesday Treat Time for every offence they commit.
 - Rewards and Sanctions for children with SEND may be adapted and take account of their specific individual needs.
 - Poor behaviour out of school witnessed by staff or brought to the attention of staff may be addressed in school following the same guidelines.

KS2

- KS2 children follow the same system as above but they have a tree system and move down the branches. They do not get moved up to the equivalent of the rainbow picture as they receive other acknowledgement, e.g. house-points.
- Children in Y3 and Y4 start every day afresh at the top of the tree. However, children in Y5 and Y6 stay where they have been moved for a week.

Behaviour

Uncompleted work

- Children who do not complete classwork due to lack of effort will be kept in at lunchtime for a period of 10-15 minutes in order to complete their work. If it is still not finished it will be sent home.

Lunchtime sanctions

- 1) Initial discussion and discovery of facts with those involved.
- 2) The pupil will be told that his/her behaviour is unsuitable and will be encouraged to modify that behaviour.
- 3) If their poor behaviour continues the child will be isolated from their peers and asked to sit on a designated seat for a period of 5 to 10 minutes, during which their behaviour will be discussed and they will be encouraged to modify that behaviour. The child's name and the offence they commit will be recorded in an incident book
- 4) If behaviour does not improve the child will be taken to the Headteacher or Deputy Headteacher. Their behaviour will be discussed and they will be encouraged to modify that behaviour. They may be asked to write a letter of apology to the offended person if appropriate or repair or contribute towards the cost of any damage they have caused. Time-out will be given where necessary.

The following types of incidents should result in a child being sent automatically to the Head or Deputy Head teacher.:

- Swearing at pupils or staff
 - Any bullying behaviour (including physical, verbal, emotional and sexual)
 - Physical violence aimed at another pupil or staff
 - Deliberate damage to the property of an individual or the school
 - Theft of personal or school property
 - Leaving the school site without permission.
 - Refusing to obey instructions given by members of staff
 - Incidents which are deemed racist, sexist, homophobic or transphobic.
- 5) When appropriate, parents will be informed of their child's inappropriate behaviour and they may be invited to meet with the Headteacher in order to draw up an individual behaviour plan. This will be designed to support the child in correcting his/her behaviour (This will be written in consultation with the class teacher and school SENCo).
 - 6) If the child's poor behaviour continues advice and assistance for the school and the pupil may be sought from other professionals e.g. Educational Welfare Officer, Educational Psychologist.
 - 7) Extremely serious misconduct may result in fixed term or permanent exclusion (In line with guidelines from South Gloucestershire LA).
- Staff may jump steps depending on the severity of the offence committed by the child. In the case of severe unacceptable behaviour – see above - pupils will be given an immediate red card and sent to either the head or deputy headteacher. Parents will be informed and the incident will be recorded on My Concern.

Conclusion

Behaviour

Early and effective intervention has an important part to play in preventing poor behaviour. The success of our discipline policy depends on the consistent support of all staff, teaching and non-teaching, and of parents/carers. By following this discipline policy we will nurture a greater sense of responsibility in pupils and greater commitment to the aims of the school.