



## Behaviour Policy

### Rationale

This policy has been reviewed in line with DfE guidance Behaviour and Discipline in Schools 2016.

### Aims

- To create an environment that encourages and reinforces good behaviour.
- To support the school's core values of Care, Respect and Trust
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

### The Four Rights

Our rights are the foundation for our responsibilities and rules at Wilton and Barford CE VC Primary School. They are the foundation of our learning community. We all have the:

- ***Right to feel safe.***

This means that we must think about others in our classroom (not just ourselves). We all have similar feelings and needs. The right to feel safe means we have a responsibility to others and to consider how we speak to each other. Put-downs, physical aggression, name calling and teasing are all behaviours that take away a person's rights to feel safe. The right to safety also means that **any** bullying of **any** kind is totally unacceptable.

- ***Right to respect and fair treatment***

This means we show respect to other people in our school and to their property. The right to respect also includes our responsibility to show manners and courtesy to each other.

- ***Right to learn and succeed.***

This means we all have the right, to learn without interruption or interference from other children and that we support all children to do their best.

- ***Teachers have the right to teach.***

This means that teachers have the right to teach without interruption and interference. They have the right to respect and fair treatment from children at all times and the right to expect full co-operation.

This policy supports and promotes these rights.

### The Golden Rules

The school has adopted these simple 6 rules.

*We are Gentle*  
*We Listen*  
*We are Kind and Helpful*  
*We are Honest*  
*We work Hard*

## *We look after Property*

At the start of each academic year all classes generate a positive worded classroom agreement which all children sign.

### **What constitutes good behaviour?**

Children bring with them a wide variety of behaviour patterns based on differences in home values and attitudes, self-image role models, and parental expectations. At school we work towards creating and promoting behaviour patterns that support the school's "Four Rights."

Acceptable behaviour ensures all children are learning in a happy safe and thriving environment. Unacceptable behaviour prevents a child from learning. Unacceptable behaviour can also affect the safety and learning of other children and for this reason will not be tolerated.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming and stimulating environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good learning.

### **Rewards**

We believe that rewards are an important motivational tool to help promote good behaviour. All children need to see that good behaviour is valued.

- ☞ **Golden Time (Curriculum Enrichment).** All children will have a minimum of 5 minutes of Golden Time. Children will be able to earn 5 minutes of Golden Time each day. This is visually displayed in every class and is used to help focus children on making the correct choice. Golden Time cannot be lost as it is a reward for correct behaviour on previous days. It should **not** be used as a sanction.
- ☞ **Merits.** Children receive merits for good behaviour and learning. A sticker is placed on the child's individual merit card which is prominently displayed in the classroom. Once a week merit certificates, badges and reward are awarded in Celebration Assembly and published on the newsletter.

10 ~ Red  
25 ~ Yellow  
50 ~ Green  
75 ~ Blue  
100 ~ Bronze  
150 ~ Silver  
250 ~ Gold  
350 ~ Platinum

- 👉 Children will receive verbal praise from all adults in school
- 👉 Stickers will be given to children who follow the Golden Rules and the Four Rights.
- 👉 Children are sent to another member of staff for praise
- 👉 Children are sent to Headteacher for a special sticker and receive a Golden Ticket for weekly prize draw.
- 👉 Lunchtime stickers and weekly awards.
- 👉 Verbal/written praise
- 👉 Class reward. Each class works towards a class reward by earning 100 gems for team work. The class then decides on their reward, e.g. wearing non uniform to school, watching a DVD, a class trip to the park etc.
- 👉 Celebration Assembly will be held every Friday by the Headteacher or other member of the Senior Leadership Team. The awards given each week are
  - 😊 to a child from each class for good learning or behaviour (Headteacher's Award)
  - 😊 Value Award
  - 😊 Sport's Person Award
  - 😊 To the class with the best attendance

## Sanctions

At all times ALL adults MUST remain positive and calm and act as an exemplary role model. We believe that good behaviour is promoted through praise and positive behaviour management. Before any sanctions are implemented the adults will have taken the following steps to ensure that children have the opportunity to correct their behaviour.

- 👉 A look to remind the child that the adult is aware that the correct behaviour is not being followed.
- 👉 Adults will refocus the child by using a "Thank you for ..."
- 👉 Give praise to positive role models around misbehaviour - "Well done Ben you are listening."
- 👉 Adults will give children a choice of two positive outcomes - "Tom, you can either sit sensibly next to Ben or you can move and sit here. What is your choice?"

However, there are times when children's behaviour will be a cause for concern and some children may find it difficult to make the correct behaviour choice and the refocusing strategies will not work. For this reason we have agreed the following **sanction ladder** which is agreed and followed by **ALL** staff.

1. **Warning card.** Children will be reminded of the correct and expected behaviour and shown the red card plus a verbal reminder of the consequence of their behaviour. If children do not respond to the verbal warning then their name is written on the red card.
2. If the misbehaviour continues children can receive up to 2 ticks by their name in any one session. The card is wiped clear after each session (session 1 up to morning break, session 2 morning break to lunch time, session 3 - lunch time to home time). Children who receive 1 tick will lose 5 minutes off their break. Children who receive 2 ticks during any session will lose 10 minutes off their break. Children are able to redeem the ticks by improving their behaviour.
3. **Lunch time detention.** These will be run by teachers every day between **1230 and 12:55pm**. KS2 children will have lunch with KS1 children at 12:15 and then go to the assigned classroom for the rest of the lunch time where they will be given opportunity to reflect on the consequences of their behaviour. Parents of children who receive a lunchtime detention will have a telephone call from the Class Teacher and a letter informing them of their child's behaviour and the detention.
4. Continued and persistent disruption to learning will result in a child being put on a report card for one week where improvements in their behaviour are expected. Children on a report card will miss all breaks for the week.
5. If a child receives a second detention in the same **academic year**, the child's parents will be invited into school to meet with the class teacher to discuss consequences of their behaviour and strategies that will be put into place to help promote good behaviour. This may take the form of another week on a report card. **Where appropriate the SENDCo and if necessary outside agencies will also become involved at this stage.**

6. If a child receives 3 detentions in one **academic year** they will attend a school based Pastoral Support Planning meeting arranged with the Headteacher, SENDCo, Family Link Partner, CT and outside agencies as required. An Individual Behaviour Plan will be written in consultation with the class teacher, SENDCo, Headteacher, parent and child. The IBP will be reviewed termly. Family support, including parenting classes will be offered.
7. After three formal detentions a child who continues to break school and class rules **will be excluded internally** for 1 day.
8. Further breaking of school rules will result in a **one day home exclusion**.
9. Continued disregard for school rules and procedures will result in further and longer exclusions (minimum of 3 days) **and can lead to permanent exclusion**.
10. Serious incidents (see attached) **will** result in an instant detention or 1 day exclusion depending on the severity of the incident.
11. Persistent use of offensive and/or inappropriate language **will** result in an instant detention.

Children who fail to attend detention will have their parents invited to attend detention on the next day. This will then count as a second detention and puts a child at risk of exclusion. This is an important sanction in our behaviour policy and we thank you for your support in helping your child from being excluded.

Children may receive **instant lunchtime detentions** for behaviour that is unacceptable, e.g.

- Violent or severe verbal incidents to other children and/or adults
- Bullying
- Racist and homophobic incidents

### Exclusions

Instant exclusions will be given if

- A child strikes, kicks or acts in an aggressive and violent manner to any member of staff and seriously risks the safety of themselves, other children or adults.
- A child seriously harms another child.
- A child brings into school any alcohol, drugs, cigarettes or weapons.

## Working together to create an effective, safe, respectful learning community.

### Staff will:

- ☺ Promote the self-esteem of all children at Wilton and Barford Primary School
- ☺ Promote and support the "Four Rights" and "Golden Rules."
- ☺ Treat all children equally regardless of **ethnicity, culture, national origin or national status, age, gender, race, religion, faith, sexual orientation, gender identity, ability and disability**.
- ☺ Treat all with respect
- ☺ Create a positive climate with realistic expectations;
- ☺ Emphasise the importance of being valued as an individual within the group;
- ☺ Promote, through example, honesty and courtesy;
- ☺ Provide a caring and effective learning environment;
- ☺ Encourage relationships based on kindness, respect and understanding of the needs of others;
- ☺ Plan and provide learning opportunities that promote, challenge, and support the learning of ALL children.
- ☺ Show appreciation of the efforts and contribution of all.
- ☺ Discuss class sanctions with pupils for low level misbehaviour
- ☺ Think - "Does this behaviour affect anyone else?" If yes the sanction ladder is followed, if not then class sanctions are put into place.
- ☺ Only ever criticise the behaviour not the child.
- ☺ Ensure a child knows why they have received either praise or a sanction.

### Children will:

- ☺ Support the "Four Rights"
- ☺ Follow the Golden Rules.
- ☺ Follow the school behaviour policy
- ☺ Report any incidents of bullying and racial abuse
- ☺ Agree and sign a class code of conduct with appropriate sanctions with their class teacher.

**Parents will:**

- ☺ Support the school in promoting good behaviour through either rewards or sanctions.
- ☺ Attend meetings arranged to discuss concerns regarding their child's behaviour.
- ☺ Communicate any concerns to the class teacher at the earliest opportunity.
- ☺ Work with staff to help their child develop academic, social and emotional skills.

**Agreement.**

This policy was written after consultation with all staff on October 24<sup>th</sup> 2008. It is formally reviewed every September.

**CHILD PROTECTION STATEMENT**

At Wilton and Barford Primary School, we believe that every child has the right to be safe and therefore to be cared for in a way that ensures her/his safety and meets her/his individual needs. We recognise that all children need protection at all times from anything or anyone that may cause them harm and work together following the Child Protection Policy to ensure this. We respect all members of the school's community and treat information with confidentiality.

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I have read and discussed the Behaviour Policy with my child/children.

We agree to support the school by following this policy.

Signed (Parent) \_\_\_\_\_

Child \_\_\_\_\_

Head: *J Nock*

Please add any comments. Thank you.