



Behaviour Policy

March 2018

Prepared by: Headteacher

Discussed with: Teaching staff

Agreed with: All school staff (April 2018)

Agreed with Governors (April 2018)

To be reviewed and updated: September 2019

This policy should be read in conjunction with:

Child protection and safeguarding policy

SEND policy

Teaching and learning policy

Physical restraint policy



Purpose of the Policy

Worple Primary School's behaviour policy is designed to promote positive relationships allowing everyone in the school community to work together harmoniously. All pupils, parents and staff are encouraged to show respect for the feelings, views and values of others, which creates an environment in which everyone feels happy, safe and secure. The policy has strong links with the vision and aims of the school.

At Worple.....

- **we believe in ourselves**
- **we have the confidence to try new things**
- **we love to learn**
- **we care for each other and the environment**
- **we are ready for the future**

Enjoy, Learn, Grow

The School Rules

The school has the following four rules which the pupils, parents and staff are expected to follow at all times and in all circumstances:

- Speak kindly to each other and use good manners at all times.
- Keep hands and feet to yourself
- Look after the school equipment and environment
- Follow instructions

These rules are taught, modelled and valued by all school staff. These rules are prominently displayed around the school and in the classrooms to serve as a reminder to all that the school rules should be followed at all times and in all areas of the school.

Good manners include – saying please, thank you, excuse me. Standing back and holding open a door for adults and each other, walking quietly around the school, sitting quietly in the hall waiting for assembly, not interrupting adults or children, using good table manners, using a quiet voice inside the building.



Rewards:

Staff all follow the principle of “catching children being good” and positive praise.

Praise - Pupils will be rewarded through positive recognition, either individually or as a class, for consistently following the school rules and setting a positive example to those around them. Praise should be specific so that pupils know which rule they are being praised for e.g. Well done for tidying up, Thank you opening the door for me, I like the way you spoke to your friend.

Stickers can be given to pupils to recognise that a rule has been kept. Any member of staff can award stickers and there is no limit to how many a child can receive.

Merit assembly – held weekly on Friday mornings – the whole class can be rewarded and a whole class certificate given. All classes should receive one at least once a half term.

Purple tokens will be given to the whole class when all pupils are following the rules e.g. for entering the classroom quietly when asked, tidying up quickly, keeping resources neatly, showing respect to a visitor, using good manners. The class teacher will set the number that the children need to win in order to have a class treat (usually between 10 and 20). The children can vote to choose a treat and it can change (e.g. parachute time, extra play, extra sports time). The target should be achievable within a fortnight so that the treat is meaningful.

Consequences

At Worple Primary School, we have exceptionally high expectations for behaviour. We follow a step system to manage incidents of unacceptable behaviour. All classes from years 1 – 6 have a Good to be Green chart. It is expected that children are on green all of the time. If a child does not follow the school rules (including at lunchtimes, playtimes, after school clubs and on school trips) the following steps are followed.

- Step 1 – verbal warning – this may include a reminder of next step
- Step 2 – second warning – yellow card placed on child’s name on Good to be Green chart.
- Step 3 – time out in class or a neighbouring class – max 10 mins. Red card placed on child’s name on Good to be Green chart. Behaviour to be logged in class behaviour book and parents/ carers informed if appropriate.
- Step 4 – Time out with senior leader / internal exclusion – parents / carers informed.
 - Step 5 – External exclusion

In some cases pupils may also miss their lunchtimes / playtimes.

For all incidents resulting in step 4 or beyond, the school will make a phone call to parents and carers explaining the incident and the procedures put in place to ensure that the behaviour is not repeated.



Severe Behaviour: Some severe incidents result in moving straight to step 4. This includes racism, homophobia, foul language (such as swearing), inappropriate physical contact and violence or aggression towards others (including 'play fighting' and damage to property). These behaviours will not be tolerated under any circumstances. The consequence for this behaviour is an internal exclusion: the pupil will still attend school but will spend time in another class, completing work set by their class teacher. For the duration of internal exclusions, no playtimes will be given. The length of an internal exclusion is determined by the severity of the incident and whether incidents of a similar nature have occurred previously.

Step 5 is the final step of the behaviour chart. This is reached as a result of extreme behaviour such as aggressive physical behaviour which includes deliberately hurting others (including biting, punching, kicking), theft, putting themselves or others at risk, or manipulating/bullying others into inappropriate behaviours.

At Worple Primary School, we use weekly PSHE and SEAL (social, emotional aspects of learning) sessions to explore our school rules in greater depth and to discuss any issues arising to meet the needs of our pupils.

Special Educational Needs:

We will make reasonable adjustments when applying our behaviour policy to deal with individual pupils with SEN, behavioural needs and those who are vulnerable. In such cases, proactive measures to manage behaviour will be drawn up by the teacher, SENCo and external agencies such as the Behaviour Support Unit and the parents.

Restraint:

All members of staff are aware of the regulations regarding the use of restraint by staff. These are outlined in the Positive Handling policy. All members of staff receive regular training in 'Safer Handling' to ensure that should the need to move or restrain a pupil occur, this is performed safely for both the pupil and staff members involved.

Monitoring and Equality:

The Senior Leadership Team monitors the use of rewards and consequences half termly to ensure fairness amongst all groups of pupils. Parents and carers are informed of any behavioural incidents at Step 4 or beyond in order to foster a supportive relationship between the school and home to support pupils to make the best choices. We encourage all parents and carers to use and apply our school rules at home and to reinforce and support the school in promoting excellent standards of behaviour.

Review date: September 2018