

Worplesdon Primary School



Behaviour Policy

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Worplesdon Primary School – Behaviour Policy

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1 Introduction

As a Unicef Rights Respecting School all behaviour expectations are linked to the Unicef Children’s Charter. The focus of the behaviour policy is the Code of Conduct drawn up by the School Council through consultation with all classes.

Worplesdon Primary School believes that encouraging a high standard of behaviour is essential for all members of the school to thrive as individuals. The school aims to develop children’s self esteem, respect for others and self discipline.

The overriding ethos is:

“treat others as you would like to be treated yourself”

Worplesdon places great importance on positive reinforcement of behaviour through praise. The school aims to build children’s confidence and self esteem through encouragement, incentives and rewards, both verbal, written and merits.

Positive and constructive comments are written at the end of children’s work to recognise effort, improvement and achievement. Merits are awarded as rewards for effort, excellent work, helpfulness, kindness to others, positive attitude and willingness to help and support others.

2 Code of Conduct

Be kind, honest, helpful and polite at all times.	Article 31 Children have the right to relax, play and join in a range of activities.
Listen to others and treat them as you would like to be treated.	Article 12 Children have the right to say what they think and have their opinions taken into account.
Be smart and tidy and take care of your own and others possessions.	Article 24 Children have the right to a clean environment.
Try your hardest in lessons, be quiet around school and do not disturb others learning.	Article 28 All children have a right to education.
Support your own and others learning by following the class charter.	Article 29 Education should develop children’s personalities and talents and encourage them to respect others.

3 Aims of the Policy

The aims of the policy are to:

- Develop a moral framework within which initiative, responsibility and sound relationships can flourish;
- Enable children to develop a sense of self-worth and a respect and tolerance for others;
- Produce an environment in which children feel safe, secure and respected.

4 Objectives

4.1 Children to Show:

- Self-confidence;
- Self-control;
- Respect and tolerance for others;
- Pride in their achievements;
- An interest in their activities;
- Empathy with other's feelings.

4.2 Children to Develop:

- Responsibility for their learning and their environment;
- An understanding of the need for rules;
- Non-racist or non-sexist attitudes;
- An independence of mind and self-esteem;
- A respect and tolerance for other's way of life and different opinions;
- An ability to persist at tasks;
- A sense of fairness;
- The ability to accept fair criticism;
- An appropriate and assertive reaction to bullying and abuse.

5 Implementation

5.1 Staff

Staff will:

- Treat all children equally, irrespective of gender, race or religion;
- Be alert to signs of bullying and racial harassment and deal firmly with such problems, in line with school policies;
- Deal sensitively with children in distress, listen to them and deal with any incident appropriately;
- Play an active part in building up a sense of community and will apply the agreed standards of behaviour consistently;
- Record any incident of racial harassment and alert the Head Teacher and other staff;
- Support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties;
- Have a responsibility to model the type of behaviour felt to be acceptable.

5.2 Children

Children should:

- Treat others as they would like to be treated i.e. fairly and with tolerance and respect for other's views and rights;
- Accept responsibility for their own choices and actions;
- Be given opportunities to show responsibility by taking turns to do appropriate jobs.

5.3 Recognition

- Children's achievements, academic or otherwise, will be recognised;
- Rewards will be accessible for all children;
- Examples of children's work and achievements will be displayed in the classrooms and around the school.
- Assembly will be used as an opportunity to acknowledge achievements and to foster a sense of community.

6 Rewarding Good Behaviour

Rewards for good behaviour include:

- Praise from staff;
- Individual rewards which contribute to house rewards to develop a sense of community;
- Showing good work to key stage assembly;
- Responsibilities given;
- Extra play time or golden time;
- Showing work in class at the end of the week;
- Quality time in the classroom when good work and good behaviour are acknowledged;
- Showing good work to Head Teacher or Deputy;
- Use of awards—merit award system -staff can customise these awards to encourage/ reward specific class needs;
- Informing parents through merit certificates, reports and parent consultations.

7 Merit Award System

The focus of positive encouragement for the children's attitudes and behaviour in school is the Merit Award Scheme which individually rewards children for effort, attitudes and attainments. Children's awards also contribute to the House Point system so they feel a sense of community and commitment. Merit awards can be personalised to specific needs within classes or across the whole school to allow a focus on a particular need.

8 Unacceptable Behaviour

8.1 Examples

Unacceptable behaviour may include:

- Disobedience to a reasonable instruction;
- Damaging property;
- Racist comments;
- Biting, kicking, hitting and spitting;
- Answering back, rudeness or aggression to adults;
- Forming gangs and bullying;
- Foul language and swearing;
- Stealing;
- Making unkind remarks;
- Disrespect for adults and others.

9 Sanctions

When a child's behaviour falls below an acceptable standard a range of sanctions may be used to address this.

In most circumstances a firm reprimand and reminder from a member of staff is expected to be sufficient to correct most behaviour. However, if this fails to correct the behaviour of a child the following sanctions may be adopted:

9.1 In the Classroom

No child will be allowed to disrupt the education of other children in their class.

- Time out
Removal from the scene of an incident. This may mean working at a different place, working in another classroom by arrangement with the class teacher, working with another year group, being sent to a senior teacher, being sent to Head Teacher / Deputy Head Teacher, working in the library/corridor outside the head's office by prior arrangement.
Where an individual is responsible for repeated disruption of the class, following a warning, they will be removed from class and parents informed.

Other Sanctions

- Completing or repeating work;
- Loss of privileges;
- Loss of free / play time.

9.2 In the Playground

- A pupil is removed from the playground for a cooling off /period of reflection;
- A community task, for example: litter picking, store cupboard tidying, helping staff.

10 Sanction Failure

If sanctions do not lead to better behaviour, in no particular order, the following may be considered:

- Exclusion from a favourite activity - this needs to be immediate, and can only be used occasionally. It will be considered whether it is educationally sound to deprive children of particular lessons. (They cannot learn to behave in these lessons if they are frequently removed from them.)
- Exclusion from the right to represent the school. This sanction should be used rarely.
- The establishment of a behaviour record or home-school report book.
- A verbal disciplining from senior member of staff - Head Teacher or Deputy.
- A requirement for a written apology;
- A regular report given to the Head Teacher;
- A letter / telephone call to a parent from the class teacher, Deputy or Head Teacher;
- A meeting with parents;
- Other sanctions following a meeting between parents, class teacher and Head Teacher;
- Exclusion from school (in line with LEA guidelines).

11 Racial Remarks

- A pupil is reprimanded, the Head Teacher is informed and a record of the incident kept. Extra lessons will be given as appropriate;
- For a repeat offence, a record is kept and parents will be informed;
- In persistent cases, parents may be asked to discuss the matter with the Head Teacher or a School Governor in line with the school's equal opportunities policy.

12 Bullying

Please refer to the separate Anti-Bullying Policy.

13 Role of Parents

The school recognises that parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important.

It is important that teachers can depend on the full support of parents in dealing with their child's behaviour.

We expect parents:

- To keep us informed of behaviour difficulties they may be experiencing at home;
- To inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family, change of family circumstances;
- To inform us about their child's ill health and any absences connected with it;
- To work in partnership with the school to ensure consistency of approach to the child's behaviour.

To support parents the school endeavours to keep good home/school liaison by:

- Promoting a welcoming environment and ethos within the school;
- Giving parents regular constructive and positive comments on their child's work and behaviour;
- Communicating regular information about school events, achievements and issues of concern;
- Encouraging parents to come into school on occasions other than parent's evenings;
- Keeping parents informed of school activities by letter, newsletter, web site etc.
- Involving parents at an early stage in any disciplinary problems.

14 Care of School Premises and Site

The school will:

- Display children's work to a high standard;
- The building will be kept clean and tidy;
- The grounds will be kept free of litter;
- Toilets, clean tidy and flushed.
- Everyone in the school is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment.

15 Outside Agencies

The school when appropriate will liaise fully with outside agencies such as the police, Education Welfare, Behaviour Support, Social Services, Health Services, Educational Psychologist, CAHMS.