



Waltham St Lawrence Primary School Behaviour Policy

Aims

A whole school approach to behaviour management ensures that every child and adult is aware of acceptable standards of behaviour. We aim to promote good relationships where everyone is valued, respected and treated fairly within an environment where children can learn and play with confidence. The expectation of good behaviour is embedded within the ethos of the school.

To achieve our aims we will:

- Promote a positive, calm and purposeful atmosphere where pupils can develop their potential;
- Teach values through our Education in Human Values Programme linked to the fundamental British Values
- Create an environment where all pupils feel valued and everyone is treated with respect;
- Encourage independence and self-discipline so that each pupil learn to accept responsibility for his/her behaviour;
- Have a firm and fair Code of Conduct;
- Give pupils strategies to sort out differences in peaceful ways e.g. through Peer Mediation
- Teach pupils to recognise the rights and opinions of others; and
- Make a clear distinction between the child and their behaviour.
- Provide ongoing training or Continuous Professional Development (CPD) for all staff
- Ensure differentiated approaches to supporting all pupils including pupils with special educational needs.
- Have a consistent approach to behaviour throughout the school, with parental cooperation and support

Rights and Responsibilities

Rights of pupils:

- To be able to learn;
- To be treated with consideration and respect;
- To be listened to by adults in the school; and
- To be treated fairly.

Responsibilities of pupils:

- To behave in a way that allows teachers to teach and learners to learn; and
- To treat everyone with consideration and respect.

Rights of adults in school:

- To be treated with respect by pupils, parents and colleagues; and
- To be able to teach/supervise without disruption.

Responsibilities of adults in school:

- To provide a safe, structured and stimulating environment where learners can learn;
- To ensure children know what is expected from them; and
- To be consistent and fair.

Rights of parents:

- To be confident that their children are treated fairly and with respect;
- To raise concerns about their or others' children with staff; and
- To be involved when difficulties arrive.

Responsibilities of parents:

- To encourage children to follow the school Code of Conduct; and
- To communicate with teachers.

Code of Conduct

The school Code of Conduct has been developed in consultation with children in class and in the School Council and a concise version is displayed around school.

What we do to be good at school:

We respect others
We are kind
We are honest and trustworthy
We are polite
We listen carefully
We work hard
We look after things at school
We keep safe
We are sensible
We are a Bully-Free school

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Adults in school congratulate children;
- Pupil's names are written on the whiteboard;
- Responsibilities are given;
- Achievements and efforts both in and out of school are recognised and celebrated;
- Up to 3 pupils are nominated for Sunshine Book from each class each week for excellent behaviour, exemplary work and effort and demonstrating and promoting school values, certificates are presented to them at the Friday Celebration Assembly and their names to be published in the Weekly Newsletter.
- 'Star Pupils' who consistently behave well and work hard are chosen each term from each Year group with their photographs displayed on the 'Star Board';
- House Points are awarded by any adults employed in the school, if pupils are adhering to the School Code of Conduct and demonstrate the school values.

Sanction

A hierarchy of sanctions is required for pupils who do not conform to the school's Code of Conduct. Within the class the first steps may include:

- A non-verbal signal;
- A verbal reprimand;
- A warning of action such as a reduced playtime; name written on the board
- Isolation from friends/group;
- Time out within or outside classroom.

Thin Ice Procedure will be followed:

- If their name is put in the Thin Ice Book three times in a short period of time, say two or three weeks, then their parents will be informed.
- There may be occasions when the behaviour they are showing is so bad that they go straight in the Thin Ice Book.
- It is important that their name is rubbed off the board at the end of each day.

Persistently disruptive behaviour in class may be dealt with by:

- Writing a pupil's name on the board
- Writing a letter of apology
- Reduced playtimes/ lunchtimes; reporting to head teacher; or
- Setting and agree a target for a pupil to help them change their behaviour.

It is beneficial if parents are involved at an early stage if a child is persistently disregarding the behaviour code. In such cases they will be invited to meet with the Class Teacher to discuss strategies to resolve the problem.

The above sanctions will be regarded as **Class Action**.

School Action

If Class Action does not produce a solution, or if the behaviour is more severe, the following procedures may be implemented:

- Reduced playtimes/lunchtimes;
- If appropriate, a letter of apology;
- A meeting with the Class Teacher, the Headteacher, parents and child;
- The setting up of a behaviour agreement / contract; and
- A review after three weeks.

Incidents will be recorded in the Behaviour Book.

School Action Plus

If School Action does not produce a solution, or if the behaviour is more severe, the following procedures may be implemented:

- A meeting with the Class Teacher, the Headteacher, parents and child;
- The involvement of outside agencies (Behaviour Support Service, Educational Psychologist);
- A Pastoral Support Plan;
- A temporary exclusion; or
- A permanent exclusion.

Levels of Behaviour

The levels of behaviour below are intended as guidelines and may only be appropriate in the severest of cases at the discretion of the Class Teacher, the Headteacher and the parents of the child involved.

Level 1 (Class Action)	Level 2 (School Action)	Level 3 (School Action Plus)
Teasing	Persistent Level 1 behaviour	Persistent Level 2 behaviour
Pushing in	Arguing back	Vandalism/graffiti
Interrupting the teacher	Rudeness	Aggressive behaviour that could or does cause injury
Attention seeking	Lying	Fighting with intent to cause injury
Avoiding work	Refusal to follow direction	Refusal to follow direction in situations that could be dangerous
Name calling	Swearing at peers	Stealing
Preventing others from working	Kicking	Racial Abuse
Impertinence	Any isolated incident of bullying	Running out of school
Fiddling with equipment	Aggressive behaviour/retaliation that does not cause injury	Bullying
Being off task		

Support Staff

We have support staff in the school, including teaching assistants, administrative staff and lunchtime controllers. They are a powerful influence in promoting good behaviour throughout the school and reinforcing the Code of Conduct. They will be fully involved in the Class Action stage of sanctions. They may also initiate the following sanctions:

- Removing a child from the group to remind them of the Code of Conduct;
- Seeing the child at the end of a session to explain a behaviour issue and to exact an apology if appropriate; and/or
- Requesting a letter of apology from a child.

Playground Behaviour

Children are expected to adhere to the School's Code of Conduct on the playground as well as in the classroom. It is not acceptable for children to take discipline into their own hands and to retaliate. When playground incidents occur particularly if they are of a physical nature, children are encouraged to tell an adult. It is the responsibility of the adult to investigate and respond to the incident appropriately. Lunchtime Controllers may need to bring incidents of bad behaviour to the attention of the Class Teacher or the Headteacher. Some minor incidents on the playground at lunch time could be resolved through Peer Mediation by trained Peer Mediators in Year 6.

Out of Hours Activities

The School Code of Conduct applies to all activities, including those taking place outside school hours. Pupils are expected to treat all adult providers with respect. If unacceptable behaviour persists, the adult in charge should make the Headteacher aware. It may result in a child not being allowed to attend the activity in future.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the School Behaviour Policy consistently throughout the school, and to report to governors as appropriate on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour in the Behaviour Book.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action is taken only after governors have been notified.

Parents

Parents who are concerned about the behaviour of their own or another child should see their child's Class Teacher or the Headteacher to air their concerns. The school will take their concerns seriously and do all they can to resolve the problem.

Pupils

Pupils who are concerned about the behaviour of other children in the school are encouraged to talk to an adult in school who will bring it to the attention of the Class Teacher or the Headteacher. The appropriate sanctions will be taken.

Policy Review

The Governing Board reviews this policy every two years. However, the policy may be reviewed earlier than this if the government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.

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