

# Whytemead Primary School Behaviour Policy and Guidelines

## POLICY STATEMENT

*At Whytemead Primary School we wish to make sure that all children are happy, safe and able to achieve their maximum potential. We want our children to learn new skills, information and build self-esteem.*

*It is important that parents and the school work in partnership to encourage children to develop as fully as possible. We want to help children grow academically, socially and personally.*

*We are particularly concerned with promoting good behaviour but we believe that good behaviour needs to be carefully developed both at home and at school.*

*Children need to know what is expected of them. This policy is about how we aim to do this. This policy covers all school circumstances, including educational visits and after-school clubs.*

## Introduction

Pupils, teachers and other adult staff have talked about children's rights and responsibilities. We know that there are numerous benefits to be gained from having a happy and safe school:

Pupils will:

- ✓ learn what good behaviour means
- ✓ learn to care for one another
- ✓ learn the value of friendship
- ✓ be polite
- ✓ develop self-confidence and self-esteem
- ✓ learn to be the best they can be

Teachers will:

- ✓ teach effectively
- ✓ meet the needs of pupils
- ✓ make positive contact with parents
- ✓ develop a fair and positive learning environment

Parents will:

- ✓ feel confident that their children are making good progress
- ✓ know that their children will be supported
- ✓ feel welcome to discuss their child's progress in a positive atmosphere

Good behaviour means that everyone is

- ✓ careful and kind
- ✓ polite and friendly
- ✓ helpful to each other
- ✓ respectful of other people's property
- ✓ proud to belong to our school
- ✓ taking responsibility in ensuring rights are respected.

We will encourage and praise **good behaviour** by:

- ✓ recognising and rewarding good behaviour throughout the day
- ✓ ensuring that all children are praised for behaving well
- ✓ encouraging children to be responsible for their own behaviour by making the right choices
- ✓ informing parents of good behaviour

## Rights

Whytemead Primary School's Behaviour Policy is rooted in the UNICEF Convention for the Rights of the Child. As a school we have decided that the following rights are paramount and guide how all members of our school community behave.

The right to feel safe	
Pupils will	play kindly always tell the truth listen to instructions keep our school clean and tidy
Parents will	help their children to behaviour and support the school in addressing problems encourage children to sort out difficulties in a kind way
Staff will	develop a safe environment implement rewards and consequences system fairly and consistently remind children of their responsibilities towards others

The right to learn	
Pupils will	be the best you can be allows other to learn share your learning
Parents will	support their children and have positive attitude towards school. ensure children arrive at school on time and ready to work. attend parent consultation meetings.
Staff will	maintain a positive learning environment provide a challenging and interesting curriculum.

The right to be treated with respect	
Pupils will	be kind and helpful listen to others treat others as they would want to be treated
Parents will	encourage their children's respectful attitude. cooperative and deal directly with staff about any concerns
Staff will	encourage respect for all by modeling and providing appropriate guidance treat all children and families fairly

### Respecting the rights of others.

All members of our school, staff and pupils have a responsibility to respect the rights of others. Staff are fully aware that they are the duty bearers and take this responsibility seriously in showing all pupils how to behave and interact with others.

We expect pupils to take responsibility for their actions and understand the importance of respecting other children's rights.

Our Golden Charter was developed by pupils, staff, parents and governors. This is displayed in every classroom and throughout the school. It is used daily as a teaching resource for behaviour specific sessions, PSHCE foci or general curriculum areas.

## Responsibilities

Children are taught about their responsibilities both for themselves and towards others. As we try to develop children's independence we expect them to take responsibility for their actions and always tell the truth whenever incidents are investigated. There may be times when children are asked to explain an incident to their parents/carers either with their teacher or another member of staff or where necessary the head teacher. Talking about their part in incidents, and realising the effects of their actions will, hopefully, deter children from repeating such actions.

Whole School Rewards	In Class rewards
<ul style="list-style-type: none"> <li>• Head teacher + Deputy Head awards</li> <li>• House points</li> <li>• Golden Time</li> <li>• Safety Squirrel rewards</li> </ul>	<ul style="list-style-type: none"> <li>• Dip in treat box</li> <li>• Extra break</li> <li>• Stickers</li> </ul>

## Supporting our System

The children decided what rights should be on 'The Golden Charter' and what they can do to respect other children's rights. They designed learning friends to help them remember 'The Golden Charter'.

### The right to feel safe

- Play kindly
- Always tell the truth
- Listen to instructions
- Keep our school clean and tidy



Safety Squirrel

Learning Owl



### The right to learn

- Be the best you can be
- Allow others to learn
- Share your learning

### The right to be treated with respect

- Be kind and helpful
- Listen to others
- Treat others as you would like to be treated



Respectful Rabbit

### **Break Time and Lunch Time Behaviour**

Following our 'Golden Charter' we expect our children to display rights respecting behavior at all times – both in the building, at break times, during trips and at after school clubs. We believe it is important for children to see that break time behaviour also plays a part in our behaviour policy.

Children who display rights respecting behaviour in the playground will be appropriately rewarded.

Children are reminded of safe behaviour in school and in the playground.

All school staff in this school has a responsibility as duty bearers to ensure that rights respecting behaviour is modelled and promoted. It is expected that children will respect all adults within the school environment, including teachers and support staff, lunchtime staff, cleaners, student teachers, after school club providers and visitors. It is also expected that children will be treated fairly by those adults.

An essential part of our behaviour management lies in the fact that a pupil knows that sanctions will be imposed for unacceptable behaviour. The principles upon which sanctions are based are that they should be:

- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating to the child
- avoided where possible
- sufficiently disagreeable to discourage a repetition
- involving parents where deemed appropriate

### **Sanctions**

**The sequence of consequences may vary depending upon the behaviour and/or situation**

**Children who do not follow 'The Golden Charter' may;**

- receive a verbal warning and will be given a chance to change their behaviour
- be told to move to a different place or play in a different area of the playground

- miss minutes from their outside break time or have to hold an adults hand during break time
- meet with their teacher and the parents/carers to discuss behaviour
- be sent to discuss behaviour with a senior member of staff

**Children who persistently do not follow the Golden charter may;**

- need to meet with the head teacher to discuss their behaviour
- be excluded from class to work with Headteacher. This includes having lunch and being separated from friends for the day.
- have to go home for lunch if behaviour needs constant supervision.

**This may result in;**

- A letter being sent to parents or carers inviting them to meet the headteacher. This meeting is to discuss home-school strategies and ways to support the child together.
- Other agencies may be contacted to come into school. Parents may be asked to sign an IEP or risk assessment.
- This may instigate an 'Early Help Plan' (EHP)
- For serious misbehaviour child may be excluded by the Headteacher and the Governing Body for up to 45 days, each year. (For pupils who have been excluded for more than three periods within a term, the Governing Body may decide to offer the parent a contract to be signed by all parties to provide support to both the parent and the pupil to improve the pupil's behaviour)
- A Child may be permanently excluded.

**Record keeping, monitoring and evaluating**

- Detailed records are kept for any children involved with ILPs.
- More serious incidents are recorded in the behaviour log and parents are
- informed by telephone call or letter

**Pupil behaviour has improved if:**

- The pupil achieves his/her behaviour ILP or
- targets.
- The pupil does not spend break times inside.
- Parents can be notified of success, however slight.
- The pupil receives recognition for improved behaviour.

**Equal Opportunities and Special Educational Needs**

We expect all children to follow the 'Golden Charter'. However, this will be more difficult for some children at certain times. Children with behaviour difficulties, including those on School Action, School Action Plus, or a Statement of Special Educational Needs may:

- Have an Individual Education Plan (ILP) and take part in small group or one-to-one sessions
- Have targets for improved behavior on their ILP or risk assessments and review regularly with the children
- Be allocated support with behavior difficulties to help meet the Golden Charter.

Through the use of ILPs and risk assessments staff manage challenging behaviour to ensure it doesn't have an impact on other children's learning.

Whytemead Primary School

Adopted by Governors: November 16  
Due for review: November 18

Signed: *L. Oulds*

Chair of Governors: Mrs. L. Oulds.