

WELSH HOUSE FARM COMMUNITY SCHOOL

BEHAVIOUR POLICY

Being able to behave appropriately in different situations is a vital life skill. Good interpersonal skills enhance an individual's level of happiness and life chances - both in personal and work situations.

The primary school is often the first place where children experience real independence from their family group and meet a wide range of people from different backgrounds who may hold different beliefs and values from their own. Attitudes and behaviours acquired during this period are likely to remain throughout life, so it is of paramount importance that the school promotes consistent messages of positive behavioural models for children to observe and experience, enabling them to make good choices about the types of behaviour that they adopt.

This school is committed to securing an environment where all children can access learning. We need all stakeholders to listen and be listened to; accept boundaries and understand the reasons for them; be confident- not afraid of failure; show respect and tolerance for others; have an understanding of other people's needs and feelings and feel a sense of belonging.

The school climate supports the staff, enabling them to work in an atmosphere where teaching and learning can take place.

The aims of this policy, and the practice it reflects, are:

- **to regulate the conduct of pupils**
- **to follow a consistently positive approach to behaviour management**
- **to promote good behaviour, self-discipline and respect**
- **to prevent bullying (please also refer to anti-bullying and harassment policies)**
- **to ensure that pupils complete assigned work, taking pride in presentation and content.**

OUR SCHOOL MOTTO

'Inspired to grow and flourish'

SCHOOL VALUES

At Welsh House Farm, our key values underpin the ethos of our school community.

- We work together to make a difference.
- We respect, value and care for each other.
- We celebrate our successes and achievements.
- We strive for good attendance and punctuality.
- We always have a 'can do' attitude and have high expectations.
- We ensure the safety and well-being of all.
- We embrace challenge and change.
- We contribute to a positive day in any way we can.

If you see someone without a smile, give them one of yours

SCHOOL RULES

We have three rules that pupils follow in order to uphold the school values and support our ethos of positive behaviour management, self-discipline and respect.

1. Listen when you are spoken to.
2. Always work to the best of your ability.
3. Always do as you are asked.

THE MAINTENANCE OF APPROPRIATE BEHAVIOURS

The Head Teacher will:

- Implement the school behaviour policy consistently by setting standards of behaviour and supporting staff in the implementation of this policy.
- Ensure that the SLT and Middle Management Team carry out their allocated roles effectively, so that the high expectations for behaviour and work are consistently applied throughout the school.
- Make sure that **ALL** adults in school take a lead in managing behaviour, using school procedure and protocols.
- Oversee agreed behaviour monitoring books and IBPs.
- Advise support staff where necessary. (Support staff should keep class teachers informed about any concerns that may arise regarding pupils in their class).
- Be responsible for giving fixed term and permanent exclusions.

- Hold records of all fixed term and permanent exclusions.
- Report to governors on the effectiveness of the behaviour policy.

RACIAL AND HOMOPHOBIC HARASSMENT

- Any child involved in racial or homophobic abuse will be sent to the Head Teacher immediately (or to the Deputy Head if the Head Teacher is absent).
- All incidents are recorded in the 'Racial/Homophobic Incident Book'.
- Discussion, apology and sanctions are used to address the behaviour.
- Where it is appropriate, parents will be contacted.
- If there is more than one incident reported, parents will always be asked to come in to school to discuss the behaviour.

THE USE OF FIXED TERM AND PERMANENT EXCLUSION

- The head teacher holds records of all fixed term and permanent exclusions.
- Fixed term exclusions are used rarely. It is understood that exclusions may exacerbate the individual's sense of disengagement and often have little or no effect on the behaviour of the child. Furthermore, they are not very effective in deterring others, especially if the excluded child is seen 'enjoying' their freedom on the streets. Serious incidents of inappropriate behaviour are given much thought and deliberation to enable successful strategies being employed. These strategies are many and varied, from individual nurturing relationships to the use of carefully structured sanctions. However, if fixed term exclusion is deemed the most appropriate sanction, it will be used.
- Permanent exclusion is the final sanction and is rarely used. Permanent exclusions are considered where there has been serious physical abuse towards staff or pupils; where there has been extreme disruptive behaviour or behaviour that is dangerous to the child or to others; or where disruptive or dangerous behaviours continue despite a consistent, well documented and varied approach to behaviour management over time.
- Where possible, rather than enforcing a permanent exclusion, we will endeavour to find a more suitable placement for a child.

The Behaviour Lead will:

Be available to support staff and pupils during morning sessions and be available to go to lessons if sent for by a member of staff using the red help triangle. They will also check in on children requiring additional support / motivation throughout the day.

The Behaviour Lead will keep up to date records of:

- behaviour incidents
- pupils on the Red zone
- Individual Behaviour Plans

The staff will:

In the classroom, the staff will:

- Display clearly and refer consistently to the school motto, rules and values.
- Explain the reasons for the rules and be consistent in implementing them.
- Consistently follow the procedure of 'Reminder', 'Warning' and 'Consequence' when issuing sanctions.
- Consistently model the desirable behaviours themselves (this includes modelling working to high standard, good presentation as well as good relationships between members of staff).
- Know their pupils as individuals.
- Adhere to the expectations set out in the Home / School Agreement.
- Use praise appropriately for good work and behaviour.
- Make sparing use of sanctions following school procedure, avoiding group punishment which pupils see as unfair. It also means avoiding sanctions which humiliate pupils.
- Encourage creative dialogue and confidence in discussion.
- Ensure that all resources are looked after and replaced tidily, contributing to an attractive shared environment.

All classrooms must be kept tidy and attractive with high quality displays. **'Have nothing in your (house) that is not useful or attractive'** and **'everything in its place and a place for everything'** are appropriate mottos.

The following apply to the playground.

When on playground duty, the staff will:

- Employ good observational skills
- Support children to deal with problems positively, modelling language and giving choices.
 - Situations need to be weighed up carefully to know when/what intervention is appropriate.
 - If a basic rule is being broken this needs to be clearly stated, but in more complex situations, particularly surrounding relationships, a child will need support to help **them** reach a solution.
 - It is important that children do not automatically expect a member of staff to solve all their problems for them as this will prevent them learning how to manage situations independently.
- Encourage children to make full use of the range of playground equipment and resources available to them. Staff should also encourage physical activity and reinforce healthy eating practices.

- TAs and class teachers should escort their class to the hall or playground at play and lunch times and stay with them until a member of staff on duty can receive them.
- **Collect classes promptly.** Staff should be outside by the time the second bell rings before school, at playtimes and lunchtimes.
- Report any concerns about children - either individuals or groups - to the Key Stage Leader and the relevant class teacher so that appropriate measures can be taken. If continued, the concerns should be then reported to the behaviour lead who will inform the DHT/HT if necessary.
- Additional guidelines for supervising at lunch times can be found in the lunchtime supervisor's handbook.

Play fighting is not acceptable and should be stopped immediately. involve Children concerned should stand by the duty teacher for the rest of play and be moved automatically to the Red Zone in class.

The pupils will:

- Obey the school rules and conduct themselves in accordance with the key values.
- Follow the guidelines for presentation of work.
- Adhere to the expectations for attendance and behaviour outlined in the Home/School agreement (which each pupil must read and signed on admittance to the school - see copy attached).
- Value and take responsibility for the school environment.
 - Pupils are taught to be mindful of litter and to work together to keep our environment litter free.
 - Each class takes responsibility for recycling paper in special containers.
 - Pupils are taught how to play appropriately in the wooden huts and to respect the flower/vegetable beds and the wild garden. (Children should not be prevented from enjoying the Learning Garden, but safety and supervision must be considered).
 - Pupils are taught how to correctly use the drinking water machines and toilets. **Nobody should take food into the toilets.**
 - Pupils are taught to look after and respect resources and equipment. Any damage to property should be discussed - any sanctions given should be proportionate to the damage done.

The parents will:

- Read and sign the Home/School Agreement on admittance to the school. This sets out expectations for attendance and behaviour.

- Support the school in promoting positive behaviour when rewards or sanctions have been issued to their child.
- Promote positive behaviour by behaving appropriately to the setting of school when dealing with any concerns or issues relating to their child.
 - Issues and concerns about a child's well-being, treatment or behaviour should be raised with the class teacher initially. If concerns remain, parents should speak to the Deputy Head Teacher or Head Teacher; then, if necessary, the school governors.
 - Individual pupils and/or their parents should never be approached with issues regarding another child. Parents should adhere to the procedure above.
 - Any aggressive actions and/or bad language by parents towards staff, other parents or pupils will not be tolerated and could lead to parents being banned from school premises.

OUT OF SCHOOL BEHAVIOUR

The same behaviour expectations for pupils on the school premises apply to offsite behaviour. Therefore our policy also covers any inappropriate behaviour where children are:

- Taking part in any school organised or school related activity off the school premises.
- Travelling to or from school.
- Wearing school uniform.
- Posing a threat to another pupil or a member of the public outside school.
- Adversely affecting the reputation of the school.

Sanctions may be given for unacceptable behaviour off school premises which undermines the principles outlined in our behaviour policy. In issuing sanctions, the following must be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.

TRIPS

Attendance on school trips is at the discretion of the Head Teacher and is a privilege, not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable and there has been little or no attempt to rectify the behaviour, they will not be allowed on the trip.

The school reserves the right to withdraw any pupil at any time from a trip if they are involved in any behaviour which we deem does not adhere to the school rules or uphold the values of Welsh House Farm School.

ATTENDANCE AND PUNCTUALITY

The Family Support Worker leads in this area. Any concerns should be reported promptly. Poor attendance and/or punctuality are always dealt with pro-actively.

Although many of the initiatives consistently delivered in school are aimed at encouraging the children to attend regularly and punctually, staff should remember that with this age group, children cannot be held fully responsible for their attendance patterns and many complex difficulties can contribute to poor attendance; therefore they should deal sensitively with children, helping them to feel welcome in school at all times.

All children who are late to arrive or late being collected must sign in or out using the electronic system at the front reception desk. Staff will support and oversee this.

BULLYING, RACIAL EQUALITY AND ANTI-HARASSMENT

There are separate policies for these areas.

IT IS A VITAL PART OF SCHOOL POLICY THAT RECORDS ARE KEPT ON ANY CHILD WHO IS EXPERIENCING PROBLEMS WITH BEHAVIOUR.

REWARDS AND SANCTIONS PRINCIPLES

REWARDS

We recognise, acknowledge and reward positive behaviour. Our whole school system 'Marvellous Me' is where positive praise is recorded and communicated to parents on a daily basis. The key message is that children should **gain attention** from peers and adults for **appropriate** behaviours.

The motivation for high standards of work and behaviour should be the individual's satisfaction and pleasure in performing well. Research shows that the ability to self-reward is the most powerful motivational force and individuals with this skill succeed better in all areas of life. This should be consistently modelled by staff.

Praise can be given verbally and/or through comments written when marking work. Warm words of praise, given appropriately, are very effective and may be

remembered for longer. However, praise given randomly or when undeserved is not helpful and gives a very confused message to the recipient.

Children can be moved to 'gold' on the zone board for outstanding work or behaviour. Stickers may also be used by staff to reward good work and/or behaviour.

Material prizes are only given, for Key Stage or Whole School initiatives approved by the Head Teacher. When material prizes are given, they will be purchased by the school.

The Head Teacher and Deputy Head Teacher are able to provide additional, individualised rewards (such as books) with which they will publically reward individual children for exceptional effort or progress made in their work or behaviour, or for consistently positive behaviour and a good working attitude. They will be informed of any child who deserves one of these prizes by the class teacher. **Children should not be encouraged to work towards these prizes as research has found that working towards a prize is often seen as the end goal and after achievement of this, work or behaviour can deteriorate.** Surprise is a key element of these prizes!

P.E.T.S.

P.E.T.S. stands for 'Please, Excuse me, Thank you, Sorry' and is part of a school-wide politeness and manners initiative. All children who show polite manners and courtesy around the school should be praised by staff. Each fortnight, a child from each class who has shown courtesy and good manners throughout the week, will be chosen by the class teacher. These children will be recognised in the Monday P.E.T.S. assembly, have their photographs displayed on the P.E.T.S. board in the hall and their names included in the school newsletter.

Star Pupils

One or two exceptional pupils, per class, who have been on 'gold' on the classroom zone board, and who are good role models for their peers are recognised each week, in the 'Star Pupils' assembly. Each star pupil receives a certificate and their achievement is celebrated with a group photograph in the Star Pupils Book.

Gold Assembly

At the end of each term, every teacher (including intervention teachers, the PE coach etc) chooses two 'outstanding' children for the 'Gold Book' Assembly. Children can be selected for exceptional effort or attainment in any area - but skill needs to be employed in selecting the children to maximise the opportunity to reward individuals and influence all the children positively. The names of the children chosen are recorded in the 'Gold Book' - with the reason for their award. In a Gold Assembly, the achievements of the children are celebrated with the whole school in a special assembly. A certificate is also sent home to share with family and friends.

Prefects

In Year 6 all children have the chance to become prefects. They earn this title by their attitude to school life. Prefects are given certain responsibilities and freedoms. At the end of Year 6, pupils who have behaved and worked particularly well will be awarded a Governors' prize in the Leavers' Assembly.

SANCTIONS

At Welsh House Farm we avoid giving negative attention. We highlight and praise good behaviour choices.

No one should give unnecessary attention to a child who is misbehaving - **at the time of the offence**. The child should be given attention once he/she is behaving appropriately again; this is the appropriate time for discussion and an opportunity to reinforce that it is the behaviour not the person of which we disapprove.

Staff should avoid labelling children - the message is that it is **the behaviour not the person** of which we disapprove. Research shows that children will respond to staff expectations, so believing that all children can improve will actually have a positive effect on their behaviour.

It is infinitely better to prevent misbehaviour occurring than trying to rectify it afterwards. Confrontation, or acting without self-control or information, may make the problem considerably worse. Once a person has lost control once, they are much more likely to do it again.

All staff should remain calm and rational at all times. Any problems should be kept in perspective. Staff should avoid confrontation, listen, establish the facts, judge only when certain and use sanctions firmly but fairly. Sometimes too much time can be given to a problem, inflating its importance - bear this in mind - it may be appropriate in some cases to exchange apologies and move on.

We teach children to **accept responsibility** for their inappropriate behaviour and in doing start to address the issue and we also teach **empathy** and **forgiveness**.

Sanctions must never be physically damaging. They must not demean or humiliate. Indiscriminate punishments for a whole class are never justified and often cause more resentment and problems than they solve.

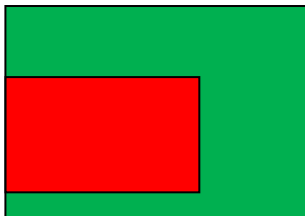
No pupil should be sent to another class as a sanction. Staff should send for the behaviour lead or a member of SLT, rather than send a pupil out.

Whole School Behaviour Policy: Zone Board

Gold



Green



Red

It is important to note that the Zone Board is appropriate for the majority of pupils. Some pupils may require a more individualised behaviour plan that caters to their specific needs. This can be used alongside the class behaviour system or carried out on an individual basis.

All classes throughout the school use the zone board system above. All children begin each day on green, and remain on green, or move up to gold, if adhering to the school rules.

Children who do not follow the rules are given a reminder and told how to rectify their behaviour, followed by a warning if the same behaviour persists, finally if a child is spoken to about the same thing again, they are moved into the red zone which bears a consequence of missing five minutes break at the next play or lunch time.

Some actions such as fighting, play fighting or swearing may result in a child being moved directly to the Red Zone.

All children have the opportunity to work their way back up the zone board at any time.

STAGE ONE

Anybody on red at playtime, lunchtime or the end of the day requires a 5 minute sanction.

1. If on red at playtime or lunchtime, a child should be kept in for 5 minutes. At playtime the behaviour lead will take any children on Red Zone to miss their 5 minutes and discuss how to get back to green.
2. At lunchtime, the key stage leader can be asked depending on the severity of behaviour, otherwise class teachers should carry out the sanction themselves.

3. If on red at the end of the day a child should receive their sanction the following day, but their name will still appear on green when they arrive the next morning.

STAGE TWO

1. If a pupil has been on red 3 times within a half term, or if their behaviour is of great concern, the behaviour of that child is reported to the Key Stage Leader and Head Teacher by the Behaviour Lead. The child's parents will be contacted and invited in to discuss their child's behaviour.
2. If the Behaviour Team feel it is necessary, a Behaviour Monitoring Book is then issued (pupils will have to report to the behaviour lead at playtime, dinnertime and the end of the day for a set period of time of no more than two weeks).
3. A further meeting is then held to review behaviour. If it is felt that the behaviour of the pupil has significantly improved, the pupil can go back to class behaviour system; if not, it will be necessary to give the child an Individual Behaviour Plan. (Please note that all completed Behaviour Monitoring Books need to be kept by the Behaviour Lead and made available to the HT when requested).
4. If an Individual Behaviour Plan is implemented, copies **MUST** be given to the HT. (Parents will be informed at this stage).

STAGE THREE

Once an Individual Behaviour Plan has been implemented, the behaviour of the pupil will be closely monitored by the Behaviour Lead, Key Stage Leader and HT.

If there is no marked improvement within a set period (usually a week), the HT/DHT will be informed and further action will be taken. At this point, outside agencies may be called upon, as appropriate.

STAGE FOUR

Any pupil who does not show a significant improvement in behaviour during the period set during Stage Three will move to Stage Four at the end of the monitored period.

Pupils can also automatically go straight to Stage Four for:

- Bullying
- Fighting
- Racism
- Violence
- Any very serious challenge to authority
- Leaving the school without permission

At Stage Four, the HT/DHT will be informed. They will record incident and the sanction actioned. Sanctions may involve: a loss of privileges; a ban on representing the school and/or trips outside school for a fixed period; meeting with parents; isolation and/or any other sanction deemed appropriate. Pupils on Stage Four will be closely monitored by the class teacher, and senior management.

STAGE FIVE

Any pupil who does not show a significant improvement and meet their targets in behaviour during the period set during Stage Four will move to Stage Five at the end of the monitored period.

Pupils can also automatically go straight to Stage Five for:

- Persistent verbal abuse of a member of staff
- Physical abuse to any member of staff/adult.
- Malicious physical assault on another pupil.

For a child on Stage 5, the head-teacher can issue exclusions for morning or afternoon sessions (to include lunchtimes as appropriate) for a fixed period; fixed term exclusions and/or permanent exclusions from the school.

IN CONCLUSION

At Welsh House Farm Community School we aim to provide a secure, happy, ordered, pleasant environment where a broad and balanced curriculum engages our pupils, encouraging them to display appropriate behaviours.

We have high expectations of every pupil and believe that all our children can and will behave well. Relationships are a shared responsibility and we expect pupils to reciprocate in their treatment of staff but - we acknowledge that the adults must take lead role.

Good relationships foster positive behaviours and all staff consistently model the values we believe in:

- Belief in the good/God in everyone
- Accepting responsibility for our own behaviour
- Kindness
- Generosity
- Fairness
- Empathy
- Forgiveness
- Humour

KEEPING PUPILS SAFE - Physical restraint

If any member of staff becomes aware of, or becomes involved in a situation where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. Our duty of care is to keep everyone safe, in such circumstance; staff will follow the school policy for dealing with such situations. Anyone wishing to view this policy may do so on request. Staff follow guidelines for Keeping Children Safe.

Policy Revised: September 2018

Next Policy Review: September 2020

Mrs Rebeca Floyd