



## **Wittering Primary School**

### **Behaviour Policy**

#### **1 Aims and objectives**

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. This policy applies to behaviour on the school premises as well as when visiting other places.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.7 This policy applies to time spent within school as well as time spent on school organised visits. This policy can also apply to activities that can also take place outside of the normal school day for events, clubs, etc on the school premises.

1.8 We as a school also follow the Local Authority guidelines for behaviour on buses.

## **2 Rewards and Sanctions**

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

- Teachers congratulate children.
- Teachers give house points. (to be added to whole house totals)
- Each week, we nominate a child from each class to be the achiever of the week for attitude or for curriculum work.
- Each achiever receives a certificate in the school assembly and house points
- We distribute house points to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Children who always show positive behaviour will be invited through the course of the year to an Always Club session where they will have a special session, such as picnic lunch with the Senior Leadership Team.
- If a staff member decides that a piece of work is good and that a lot of effort has been shown for that particular child then the teacher may decide to enter that child's name into the good work draw. This takes place during the achievers assembly where one name is pulled out to win 25 house points.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. There is an opportunity for achievements from outside of school to be shown during the Friday achievement assembly.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others. This could include sending the child to the head teacher or member of the leadership team.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- As a result of poor behaviour, privileges could be removed. These could include, partial removal of playtimes, responsibility for jobs, use of playground equipment or participation in special events such as school discos.

Children should not be made to leave a classroom and be left outside unsupervised.

2.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher can then discuss these with the whole class during circle time.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See also our Anti-bullying Policy)

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

2.7 If the headteacher deemed it necessary an after school detention could be imposed. Parental consent is not required however the information about the detention should be given to the parents in writing a minimum of 24 hours before the detention takes place.

2.8 In the circumstance that a child brought a weapon into school then the "Violent Crime Reduction Act – 2006" legally enables nominated staff members to conduct a search of a pupil if they were suspected of having a weapon. Were this to occur in our school the search would be carried out by the headteacher or deputy headteacher with another member of staff observing. The search would be carried out in a separate room. If such a search had to take place the parents would also be informed and requested to attend if possible. A written record of the search and results would be kept on the child's record.

2.9 If a child has an item in school which is distracting others/themselves or an item that should not be in school the teacher will confiscate the item until the end of the school day. The item will then be kept in a secure place. The child can then request the item back from the teacher at the end of the day when the item can be returned home. If the item is expensive or potentially harmful the child's parents will be contacted and asked to collect the item from school themselves. School takes no responsibility over items that are brought into school by a child whether confiscated or not.

### **3 The role of the class teacher**

3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

3.4 In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.

3.5 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. If they do the teacher will inform a member of the SLT they have done this.

3.6 The class teacher will report difficult and dangerous behaviours on a My Concern Behaviour Log.

### **4 The role of the SENDCo**

4.1 The SENDCo liaises with external agencies, as necessary, to support and guide the progress of each child. The SENDCo may, for example, discuss the needs of a child with the Behaviour Support Team or the Emotional Wellbeing Team.

4.2 The SENDCo may meet with parents to discuss routes forward to support behaviours.

### **5 The role of the headteacher**

5.1 It is the responsibility of the headteacher, under the Education & Inspections Act 2006, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, 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.

5.2 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.

5.3 The headteacher keeps records of all reported serious incidents of misbehaviour.

5.4 The headteacher has the responsibility for giving fixed-term suspensions 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. These actions are taken only after the school governors have been notified.

## **6 The role of parents**

6.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

6.2 We publish this policy on the school website, and we expect parents to read it and support the school.

6.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

6.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher and then subsequently the school governing body. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **7 The role of governors**

7.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

7.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **8 Fixed-term and permanent exclusions**

8.1 The DFE 2017 Guidance on Exclusion (or subsequent updated versions) will be followed. The Headteacher has the responsibility of issuing 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. These actions are taken only after the school governors have been notified. The Peterborough Local Authority and DFE guidance for exclusion will be followed. Difficult and dangerous incidents include, but are not limited to, persistent disruptive behaviour:

- Physical assault against an adult
- Physical assault against a pupil
- Verbal abuse or threatening behaviour against an adult
- Verbal abuse or threatening behaviour against a pupil
- Damage
- Bullying

## **9 Drug- and alcohol-related incidents**

9.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. Relevant procedures should then be followed.

9.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

9.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and social care will be informed.

9.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

9.5 If the offence is repeated, the child will be permanently excluded.

9.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social care will also be informed.

## **910 Monitoring and review**

10.1 The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

10.2 The school keeps a variety of records concerning incidents of misbehaviour.

10.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

10.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

10.5 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

#### **Links to other policies**

Positive Handling and Reasonable Force

Safeguarding and Child Protection

SEND Policy

Updated		Ratified		Review Frequency	Next Review	Signed By	
By	Date	By	Date			Head	Chair
Charlotte Blake	September 2024	LGC		2 Years	Autumn 2026	<i>C. Blake</i>	