



Wivelsfield Primary School

Behaviour, Policy

This policy was adopted on September 2019

This policy is due for review September 2020

BACKGROUND

Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This is complemented by the Elton Report (2006) which recommends that schools should develop behaviour policies that are clearly understood by pupils, parents, staff and governors. Moreover, the Department for Education Behaviour and Discipline in Schools (2016) states: 'Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.'

Whilst it is necessary to establish basic school rules, which everyone adheres to, it is also very important to recognise and promote our fundamental beliefs on this issue.

BASIC PRINCIPLES

The most effective schools seem to be those that have created a positive atmosphere based on a sense of community and shared values. The latter are encapsulated in the school's published 'Golden Rules' (Appendix A) At the beginning of the autumn term, each class will discuss the school's 'Golden Rules'; specifically 'what they look like in and around our school. A copy of the Golden Rules will be signed by the teacher(s) and children and displayed in the classroom.

Mutual respect

Good relationships are the keystone to a successful behaviour policy. Every member of the school should feel valued. There should be a willingness to listen and understand and to develop a school ethos which is built upon a caring attitude.

Respect for the Environment

The school should look as if it is cared for. It should be kept tidy; there should be no litter or clutter. The gardens and displays, which make the school more attractive, should be valued.

Safety

The school should be a safe place where everyone feels secure. By looking after each other and our environment this can be better achieved.

REWARDS AND SANCTIONS EYFS, KS1 , KS2

High but appropriate standards should be set in work and behaviour. Positive reinforcement of these standards by example and by rewarding achievement should be our goal. All rewards and sanctions should be consistently and fairly applied.

Wivelsfield School encourages children to reflect on the impact of any poor behaviour on others through Restorative Justice conversations and, when appropriate, sanctions related to the misdemeanour.

Rewards KS1 and KS2

- Verbal praise
- Name moved to star and a house point awarded
- Name moved to 'Out of this world', an additional house point awarded
- Commendations for good work, particular effort or achievement and thoughtfulness. These may take the form of written praise, house points or head teacher awards:
 - Headteacher sticker = 2 house points
 - Headteacher certificate = 5 house points
- Writers' awards.
- Showing work to Head teacher or Deputy Head teacher, showing work in assembly, displaying work around the school.
- Certificates of achievement awarded in assembly for good work, effort or attitude.
- Pupils who collect a certain number of house points will have a certificate to take home to parents praising their efforts:
 - 50 house points - bronze
 - 100 house points - silver
 - 150 house points – gold
 - 200 house points – medal
 - 300 house points – book token
- A golden table is created each Friday lunchtime. The school cook chooses four children each week to receive a golden award for politeness, good manners etc. They each choose a friend to sit with them at the 'Golden Table' which has a table cloth, flowers etc. They also receive 5 house points each
- The trophy for the School Courtesy Award is given weekly to KS2 classes, choosing a winner from each class in succession.
- Children in EYFS and KS1 are awarded a Behaviour Bee. This relates to a particular school value each short term.
- The House Cup is awarded at the end of each term and an overall winner house cup at the end of the year.
- A Sports Day Trophy is awarded to the winning house

Additional Rewards for EYFS

All children will start the day with their name on the 'Superstars' sunshine picture. When the children are rewarded for good behaviour, great effort, listening skills (meeting the Golden Rules) etc. they will be congratulated and given a sticker and a house point. They will also be given the opportunity to share their fantastic work with the class and on our 'Gallery' wall.

Sanctions for EYFS, KSI and KS2

Lessons

Teachers will use a positive approach to behaviour and de-escalation strategies in the first instance. If this has no impact the following will apply:

1. If a child breaks a golden rule within a lesson they get a warning and their name is moved to the yellow Card
2. If a child breaks the same or another golden rule within that lesson, their name is moved to the amber card: they lose five minutes of the next playtime and will stay in class where an adult will use Restorative Justice questions to help them reflect on their behaviour
3. If the child breaks the same or another golden rule for a third time within the same lesson their name is moved to the red card and they are sent to their buddy class with appropriate work to complete. They also lose 10 minutes of the next break. KS2 children should sit outside the Headteacher's office and complete a 'Reflection Sheet' based on Restorative Justice which is then returned to the class teacher. KSI children will have a longer discussion with an adult during break time in the buddy class.
4. If there is more 'severe incident' i.e. violence, fighting, stealing, swearing at pupil/adult or deliberate rudeness to an adult, damaging school property with intent, persistent unkindness to others/bullying type behaviour there will be no warning given. The child will be sent to a member of the Senior Leadership Team. In this instance these sanctions will apply:

- Key Stage 1 - Restorative Justice conversation (SLT) and appropriate sanction
- Lower Key Stage 2 -Restorative Justice conversation (SLT) and appropriate sanction
- Upper Key Stage 2 - Restorative Justice conversation (SLT) and appropriate sanction

Sanctions may also include lost playtime

NB: In all instances children will be given time to go the toilet and given the opportunity for a few minutes 'run around' at the end of a break time.

5. At the end of the lesson, the 'slate is wiped clean'. E.g. pupils are back to a first offence 'warning' etc.

6. At the discretion of the Headteacher, Deputy Headteacher or in their absence another member of the SLT, a further sanction may be applied e.g. internal exclusion or longer loss of playtime. In these instances parents/carers will always be informed.

Points of note:

- Children can lose up to ten minutes chunk in one lesson – **no more**.
- Teacher assistants have the right to apply the sanctions in conjunction with the teacher or whoever is teaching the class. .
- Compulsory attendance at Homework Club on a Wednesday if homework has not been completed (KS2 only)

If a teacher feels it necessary then the Deputy Head Teacher/Head Teacher should be informed of behaviour that might not normally merit their intervention according to the sanctions shown above.

Breaktimes and Around the School

1. If a child breaks a golden rule eg. rough play or silly behaviour in the toilets, inappropriate use of resources **a warning will be given**
2. If a child breaks the same or another golden rule **at the same breaktime** they will be asked to stay with an adult for 5 minute and have a Restorative Justice discussion. The incident should be recorded on a behaviour slip and returned to the class teacher.
3. If there is more 'severe incident' i.e. violence, fighting, stealing, swearing at pupil/adult or deliberate rudeness to an adult, persistent unkindness to others/bullying type behaviour, there will be no warning given. The child will be sent to a member of the Senior Leadership Team. In most instances, parents will be informed. The incident will be recorded. In this instance these sanctions will apply:

- Key Stage 1 - Restorative Justice conversation (SLT) and appropriate sanction
- Lower Key Stage 2- Restorative Justice conversation (SLT) and appropriate sanction
- Upper Key Stage 2 - Restorative Justice conversation (SLT) and appropriate sanction

Sanctions may also include lost playtime

NB: in all instances children will be given time to go the toilet and the opportunity for a few minutes 'run around' at the end of a break time.

EYFS :

Sanctions will be moderated to take into account the age of the children; this is particularly relevant at the start of the year.

Practical Arrangements

- For longer sanctions children are to report to the Headteacher or in her absence the Deputy Headteacher
- Clubs should not be missed if a sanction has been given. The sanction should be deferred to the next day

Recording

Significant behaviour incidents are recorded electronically My Concerns. Other 'moderate incidents' are recorded in class logs.

Behaviour Code Posters

Posters are displayed in all classes and learning areas showing the Behaviour Code

Special Educational Needs and Disability

We provide support and intervention programmes for those children with whose emotional and mental health can manifest themselves in negative behaviour patterns. This support is identified on the SEND Provision Map and Individual Education Plans. **This means alternative actions and sanctions to those described above may be used for these children.** If necessary, additional support is provided to the school and child through outside agencies such as the East Sussex Behaviour and Attendance Service. We recognise that this individualized approach can sometimes lead to perceptions that we are not adhering to policy but ask parents/carers and children to understand that where there are departures from policy, these are taken for good reasons in line with the SEND Code of

Practice. As a school we seek to deal with all such cases professionally and sensitively.

PHYSICAL RESTRAINT

The governors believe that physical restraint should only be used in absolute emergencies and that every available strategy should be considered prior to the use of physical restraint. There are many different strategies available to avoid the need for physical restraint, the first of which is pre-empting any such incident. Talking, to help a child to calm down, a 'safe' place to reduce anxiety, a 'breathing' space, recognition of escalating anxieties and having a break from the class – a walk round the field accompanied by an adult are all strategies which should be employed. However, in certain circumstances, physical restraint is required to ensure the safety of an individual pupil and the safety of other members of the whole school community. Violent or aggressive behaviour to others is not acceptable and will not be tolerated: where this is identified and extreme behaviour is appearing to escalate, making the use of physical restraint inevitable, parents will be informed to collect their child as soon as possible.

Physical Restraint will only be used as a 'last resort' and only for reasons of:

- **A child causing harm or injury to himself or herself**
- **Causing harm or injury to others of the school community**
- **Causing serious damage to school property**

In any circumstance where physical restraint has been used, the incident will be documented, giving details of the incident and reasons for restraint. Parents will also be informed immediately by telephone and asked to remove the child from the school site where deemed necessary.

Wherever possible, members of staff trained in positive handling should be asked to assist if restraint is needed.

EXCLUSION

Exclusion is used as a last resort and will only be considered in response to serious or persistent breaches of the school's behaviour policy. It will be considered and implemented, where permitting the pupil to remain in school would seriously harm: the education or welfare of the pupil, the education or welfare of another pupil or pupils or the physical wellbeing of others in the school.

Other than in the case of a serious one-off offence (non-exhaustive examples being serious actual or threatened violence, sexual abuse or assault, supplying an illegal drug or carrying an offensive weapon) exclusion will only be used when other approaches have been unsuccessful. For a serious one-off offence, exclusion may be immediate.

Any exclusion, whether temporary or permanent, will be notified to the parents of that child in writing.

Any exclusion will be carried out using guidance and procedures stated in 'Exclusion Guidance for Schools and Academies' East Sussex County Council January 2017 in conjunction with 'Exclusion from maintained schools, academies and pupil referral units in England' DfE September 2017

SEARCHING, SCREENING AND CONFISCATION

Any pupil will be searched by a member of staff, if the member of staff knows, or has the reasonable belief that the pupil is in possession of a prohibited item. Should such a search take place, a second member of staff will also be present. Should it be suspected that a prohibited item is concealed within a child's underwear, the authority of the Head Teacher, or in their absence the Deputy Head Teacher, will be sought prior to any such search.

The following is a non-exhaustive list of prohibited items. Any such items found in a pupil's possession will be confiscated and not returned to the pupil:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to pupils, after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with [Searching, screening and confiscation: advice for schools](#), DfE January 2018. If at all possible, two members of staff will be present, where possible they will be the same gender as the pupil being searched. A search will only be undertaken if there is reasonable grounds for suspicion.

IN CONCLUSION

Effective Behaviour Management is essential to the smooth running of a school and in the creation of an environment where everyone's rights and responsibilities are addressed. A balance between fundamental rights and responsibilities is at the heart of behaviour management. (Rogers, B 1995)