



## Wootton Community Primary School

Policy for the management of pupil behaviour,  
sanctions and rewards, including behaviour for learning

Approved on: July 2020

To be reviewed: July 2021

Headteacher:

Chair of Governors:

## **Policy for the management of pupil behaviour, sanctions and rewards, including behaviour for learning**

**Rationale:** We consider that the best way to encourage high standards of behaviour is with a clear code of conduct, supported by a balanced combination of rewards and sanctions within a positive community. We need to ensure that safeguarding of children both physically and emotionally is paramount to everything that we do. Children need to learn to consider the views and feelings, needs and rights of others and the impact their behaviour has on people and their surroundings, whilst feeling included and listened to. We recognise that this is a development task which can require support, encouragement, teaching and shown a role model for. Everyone in our school community has the right to be safe, happy and successful and this embeds children's understanding of crucial British Values, particularly the Rule of Law. This rationale is embedded in our school 'Bill of Rights'

***Teachers have the right to teach  
Children have the right to learn  
Everyone has the right to safety  
Everyone has the right to dignity***

***All of the adults and children at Wootton Primary have a responsibility to make sure that everyone gets these rights.***

This policy is based upon the document 'Guidance for safe working practice for the protection of children and staff in education settings' and with reference to the Department for Education 'Behaviour and discipline in schools' document' in which can be found useful examples of acceptable and unacceptable conduct, together with the discussion of the issues raised. This policy seeks to promote the protected characteristics, age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race religion/belief, sex (male/female), sexual orientation.

All staff have a crucial role to play in shaping the lives of young people they have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This code of conduct has been produced to help staff establish the safest possible learning and working environments. The aims are to safeguard young people and reduce the risk of staff being falsely accused of improper or unprofessional conduct.

Wootton Primary School expects and encourages good behaviour and self-discipline from all pupils in order to achieve a secure, happy and effective learning environment. The school has a positive approach to managing behaviour and regular praise and encouragement for good behaviour is part of the school ethos, with learning behaviour at the heart.

All adults working at Wootton Community Primary School should know the name of the Designated Safeguarding lead and deputy lead in school, be familiar with local child protection arrangements, and understand their responsibilities to safeguard and protect

children and young people. All staff and governors will be offered Level 2 training every two years with annual updates.

Designated Safeguarding Lead (DSL): Mrs Jane Wilford – Headteacher

Deputy DSL: Miss Emily Paterson

### **Aims:**

#### **Through this policy we aim to**

- Ensure that all children are included and that their well-being is at the heart of all decisions made
- Ensure that all adults understand that children are invariably trying to solve problems rather than be one!
- Provide a purposeful learning environment in which children are able to achieve and feel safe to do so
- Make boundaries and expectations clear, with consistent approaches throughout the school
- Foster positive, tolerant and supportive attitudes towards others
- Ensure that all children and adults are treated equally with dignity
- Encourage increasing independence, perseverance, collaboration and self-discipline
- Encourage parental/family support of and an awareness of our school rules and values
- Instill in children a sound understanding of democracy and the rule of law

#### **To encourage good behaviour we will:**

- Support and guide children to find solutions to problems
- Recognise and support children to acknowledge that their behaviour is often a method of communication, an expression of their thoughts and feelings
- Implement our school ethos 'All children can achieve success'
- Make sure our expectations through the promotion, explanation and clarification of agreed rules for class and play areas/activities:

1. ***Follow adult directions***
2. ***Protect everyone's right to safety and dignity by keeping your hands and feet to yourself, not swearing, calling names or hurting each other's feelings.***

At Wootton Community Primary School, the management of all behaviour is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied.

#### **We will expect the whole school to:**

- Drive positive behaviour by partaking in our Celebration Assembly every Friday. A child is chosen from each class each week for their effort and outcomes, including good behaviour which is celebrated. During this they will hear the reasons why their teacher is so proud of them and receive a certificate to take home. We also encourage children to bring in any awards they have achieved outside of school to this assembly. It is important to us that their achievements outside of school are also celebrated. Parents are invited to the assembly to celebrate their child with us.
- Recognise positive behaviour and actions awarding House point stickers.

- Celebrate excellent attendance also during assembly every half-term. The class with the best attendance each half-term are invited to wear mufti to school the first Friday after each half-term.

### **We will expect all staff to:**

- Use verbal praise wherever possible to recognise positive behaviour and actions
- Encourage children to try and resolve disagreements, with support
- Discuss incidents with all children involved, where necessary
- Record Red Card offences on SIMS
- Implement the agreed behaviour system 'Good to be Green'. It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, by using this system. The class teacher must treat each child with respect and understanding at all times. The 'Good to be Green' system works at 3 levels and it is the responsibility of the class teacher along with support staff to ensure that children are taught what each card represents
- Behave in a mature, respectful, safe, fair and considered manner. For example, ensuring that they are not sarcastic, and do not make remarks or "jokes" to students of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature and do not embarrass or humiliate children.

### **Green Card**

You are working well and trying your hardest, concentrating on your learning, helping others to succeed, treating others with respect and sticking to it, even if you find it difficult. Your work is so good you should show someone else.

### **Orange Card**

Your behaviour is getting in the way of your learning and disturbing other children when they are concentrating, make the right choices and get back to green. You need to remind yourself of our school rules and Bill of Rights and stick to these. You need to make the right choice and get back to green.

### **Red Card**

You have made the wrong choices, despite being warned. You have stopped your teacher from teaching and your friends from learning. You have made the choice to not follow our school rules and Bill of Rights. You now need to see Mrs. Wilford to reflect on your actions or wrong choices.

Children must be given the opportunity to share their views of events and reminded that Red card offences will be shared with their parents/carers.

Through this system we aim to –

- Encourage socially acceptable behaviour by promoting mutual respect
- Encourage children to take responsibility for their own actions
- Set, by example, standards of behaviour
- Praise good behaviour and support the development of self-esteem, confidence and feelings of competence
- Work with parents, keeping them informed and encouraging celebration
- Not use physical punishment and only use physical restraint to prevent children from causing harm to themselves or others.

### **We will expect the Headteacher to:**

- Implement the school behaviour policy consistently throughout the school. It is the role of the Headteacher, under the School Standards and Framework Act 1998, to ensure the policy is adhered to and also 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 the children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher has access to records of all reported incidents of misbehaviour. 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. Both these actions are only taken after the School Governors have been notified.

### **We will expect the children to:**

- Take responsibility for their actions through the 'Good to be Green' system and keep the school rules. This includes acknowledgement that if unacceptable behaviour persists possible sanctions will be enforced such as –
  - Loss of playtime
  - Loss of privileges
  - Informing parents of behavior
  - Keeping of home-school behavior diary
  - Exclusion (fixed term or permanent)
- Understand that the following behaviors will not be tolerated at school:
  - Bullying - individual or group; verbal or physical abuse; taunting; mimicking (including peer to peer or cyber bullying)
  - Aggression towards pupils and adults
  - Swearing
  - Rudeness
  - Stealing
  - Upskirting and sexting
  - Physical aggression (hitting, kicking, biting etc)
  - Sexual Violence

### **We will expect parents/carers to:**

- Support their child to implement the school policy. Staff will inform parents/carers if their child has been given a Red Card either verbally or by a phone call at the end of the day. Orange Card offences will not be shared unless regularly received.
- At times attend a meeting if it is deemed necessary enabling parents to be more involved with their child. An initial meeting will be held with the child's parents/carers to identify if they need any help and support at home. We ask parents to inform us of any incidents which may cause their child to become distressed or anxious. Involving parents will, in most cases, follow these steps:

1. An initial informal discussion regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.

2. Parents may then be asked to come in for a formal meeting with the class teacher; a senior manager may also be present.
3. Parents are asked to come in for a meeting with the Headteacher.

If further action to support a child's behaviour is required a social and emotional plan is completed. These plans are designed to support and promote positive self-management of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child and the SENCo/ELSA/ Class Teacher, so that there is mutual understanding about any 'individualised' sanctions or agreements that are put into place. The Class Teacher will also then arrange a time to discuss the plan with parents, so that both home and school are working in partnership. Children with serious or repeated behaviour difficulties may need to have an individual behaviour plan. We may ask for an assessment from an Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and adolescent Mental Health Service) through our school nurse. There may be a need for intervention from the LA/Outside agencies. This may include:

- Outreach support
- Observing pupils and advising on new strategies
- SEN referral/supporting EHCP writing
- Pastoral Support Plan
- Support for groups of pupils on specific behaviours e.g. anger management, playtime behaviours
- Advice on classroom management and organisation and support to develop expertise of individual class teachers
- Support for Teaching Assistants on managing behaviour
- Delivering training on Behaviour Management
- Early Help Assessment

**We will expect the Governing Body to:**

- Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.
- Deal with any allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.

**Fixed Term and Permanent Exclusion**

Wootton Primary does not wish to exclude any child from school, but sometimes this may be necessary.

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, the parents or carers are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

When an appeal panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be restrained.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

**This policy has been agreed by all staff and governors, who recognise the need for a calm, consistent school environment. Children require clear expectations and boundaries; given these they can more steadily achieve their potential. The governing body will review this policy on an annual basis in accordance with the headteacher, who is responsible for communicating any changes to all members of staff.**