

## Aims and Objectives

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 and respectful way. It aims to promote an environment in which everyone feels happy, safe and secure and knows that 'we all matter'. We aim to teach children to manage and express their emotions so that they can become content and have personal well-being. Children learn to behave in socially acceptable ways and to understand the needs and rights of others.

Our behaviour policy starts as children enter Little Wrens, our pre-school provision. Little Wrens provides a nurturing environment that promotes a child's emotional well-being. We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their age group. [See Appendix 1]

As children move into the reception year of school, we start to talk about a **Code of Conduct** to promote 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.

## Our Code of Conduct is:

Listen

Respond

Respect

Be Kind

Remember... we all matter.

The School expects every member of the School community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

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.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness, respect and cooperation. This policy is designed to promote outstanding behaviour.

## Implementation

The Head teacher starts the new school year with a focus on the School's Code of Conduct in Collective Worship.

The School Reflection, which is shared at least weekly, reminds children of the Code of Conduct.

Class teachers discuss the school's Code of Conduct with their own class and from this create their own classroom code, which is agreed by the children. In this way, every child in the school knows the high standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

All staff in school promote the Code of Conduct both in and out of the classroom and praise children for good role-modelling.

## Rewards

We expect outstanding behaviour from our children. Staff praise examples of outstanding behaviour and explain why it is outstanding to children.

Staff also recognise that rewarding outstanding behaviour and learning, in a variety of ways, helps to re-enforce our expectations for some children. To this end:

- Teachers give children team points.
- Each week, we nominate a child from each class to receive an 'Achieve' certificate for their positive *learning to learn* behaviour and 'Star Learner' certificates are awarded for quality work.
- The Head-teacher gives out 'Head-teacher Star Awards' to pupils, who exemplify the School's Code of Conduct in a special way.
- We distribute stickers to our younger children, either for consistent good work or behaviour or to acknowledge outstanding effort or acts of kindness in school.

The school acknowledges all the efforts and achievements of children, both in and out of school.

## Sanctions

The School expects all pupils to adhere to the Code of Conduct and will be on '**green**' for following the Code of Conduct. Where a child waives from this, the following will happen:

1. The child will be put on '**yellow**' as a warning with an explanation that their attitude /action is not in line with our high expectations.
2. The child is then given a choice – a) to improve their behaviour and return to 'green' OR b) to continue with their behaviour and receive a sanction eg. 5 minutes missed playtime.
3. Where a child pursues a few episodes of 'yellow' / low level behaviours, the child will be talked to by their class teacher or a well –known adult in school, to unpick the reason for the behaviour. 'What is the behaviour saying?'. Further sanctions eg a whole playtime missed will be incurred.
4. Children who are put on '**red**' are asked to see the Head-teacher (or deputy in her absence) The Head-teacher keeps a record of children who are put on 'red', what the child has done and what consequences / sanctions will be put in place. Discussion takes place between the child, class-teacher and Head-teacher to identify how the child's behaviour hasn't demonstrated that 'we all matter' and to agree steps to improve behaviour. Where a child's behaviour causes offence or hurt to another child or adult, the child's parent/carer will be contacted and the behaviour and sanctions discussed.
5. Each child is given a fresh start and begins the new day on 'green'.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. 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 Deputy Head / SENDco. It is the practice in school to ask the question, "**What is the behaviour saying?**" and to look at the causes of behaviour and support the child rather than just put in sanctions.

Where behaviour is a cause for concern, the Head-teacher/Deputy or SEND-co will liaise with external agencies, as necessary, to access advice in order to improve the child's behaviour. The class teacher may, for example, discuss the needs of a child with the Nantwich Education Partnership (NEP) SENCO.

The class teacher / Head-teacher will contact a parent if there are concerns about the behaviour or welfare of a child.

The school does not tolerate bullying of any kind. The school promotes an ethos of 'we all

matter' and we 'do not give permission' for any child to show disrespect or intolerance to another. If we discover that an act of bullying (of any kind) or intimidation has taken place, we act immediately and in an appropriate manner, to stop any occurrences of such behaviour. We take every opportunity to teach children about respect and responsibility and that all children should feel happy and safe in school and able to learn.

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. 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. (See also Restraint Policy)

### **The Role of the Class Teacher**

It is the responsibility of the class teacher and /or teaching assistant to consistently adhere to the behaviour policy and follow through their responsibilities:

- Policy into practice

- Building positive behavioural strategies into classroom management

- Recording yellow and red behaviours on behaviour sheets

- Giving the behaviour sheets (where yellow/red behaviours have been noted) to the Head teacher at the end of the week

- Ensuring appropriate sanctions are given and followed

- Informing parent and Head-teacher of red behaviours and agreeing sanctions

- Celebrate positive behaviours

### **The role of the Head teacher**

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, 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.

The head-teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The head-teacher keeps records of all reported serious incidents of misbehaviour.

The head-teacher has the responsibility for giving 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 following the LA procedures/protocols.

### **The Role of Parents**

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

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.

If the School has to use reasonable sanctions with 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 and then the Head-teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## The Role of Governors

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 head-teacher in adhering to these guidelines.

The head-teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may be consulted.

## Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance.

Only the head-teacher (or the acting headteacher) has the power to exclude a child from school. The head-teacher 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 head-teacher may exclude a child permanently. It is also possible for the head-teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head-teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head-teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head-teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the head-teacher.

The Governing Body will constitute a discipline committee which is made up of between three and five members should the need arise. This committee considers any exclusion appeals on behalf of the governors.

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

If the Governors' appeals panel decides that a child should be reinstated, the head-teacher must comply with this ruling.

## Reasons for Fixed-term or Permanent Exclusions

Where a child's behaviour is considered as a **serious act of misbehaviour** or a child displays **repeated or very serious acts of anti-social behaviour** fixed-term or permanent exclusions will be applied.

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. 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.

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 head-teacher. If the offence is repeated, the child will be permanently excluded. 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 services will also be informed.

If a child is found to have deliberately brought a **weapon** or item that imitates a weapon to school this will be immediately confiscated and parents informed.

**Monitoring and Review**

The head-teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

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

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 all matters of bullying of any nature including cyber-bullying, homophobia and racism.

Signed: .....

Reviewed: Autumn 2019

To be reviewed: Autumn 2020

## Appendix 1

### Behaviour at Little Wrens

#### What are the aspects of personal, social and emotional development that we will promote at Little Wrens?

- **Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- **Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- **Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.' – **EYFS Framework 2018 p.11**

#### How will we do this in Little Wrens?

'Providers are responsible for managing children's behaviour in an appropriate way' (EYFS Framework 2018 para 3.52).

- As in every community and in school, it is necessary for the children attending Little Wrens to follow basic rules on behaviour. Certain rules regarding safety **MUST** be observed and **ALL CHILDREN** will be expected to follow them. Most rules in Little Wrens serve two needs; they prevent a child from doing something undesirable and, in turn, protect him/her from having something unpleasant done in return.
- Other rules will teach the children at Little Wrens the importance of using equipment correctly and some rules are concerned with common courtesies such as learning to share toys, co-operate with others etc. It is anticipated that every child attending Little Wrens will soon learn what acceptable behaviour in our setting is.

#### What if a child misbehaves?

- When a child starts Little Wrens he/she may find it difficult to adapt to the rules of our setting initially and will be unwilling to accept Little Wrens discipline. Our policy is to use praise and encouragement. We also reward good behaviour. The sanction for unacceptable behaviour is time out, with a member of staff, from free play, and a talk about the behaviour. If this is a regular occurrence with a child, we will inform the parent/carer of this. It is hoped that by speaking with parents we can work out ways of dealing with any behaviour issues.
- Additionally, each child has a named keyworker who has overall responsibility to support the child's personal, social and emotional development, including issues concerning behaviour. The keyworker is primarily responsible for liaising closely with the child's parents or carers and other staff in our setting.

**Wrenbury Primary School  
Behaviour System**

**Code of Conduct**

Listen, Respect, Respond, Be Kind, Remember... we all matter.

At the start of every day every child starts on

**GREEN**

If the child misbehaves in any way then a verbal warning is given.

Failure to amend behaviour results in:

**YELLOW**

Consequence: 5 minutes off break, talk with T/TA about how to amend behaviour and making the right choice.

If poor YELLOW behaviour continues over a period of a few days: child to spoken to by Well-being mentor - 'What is the behaviour saying?'

**RED**

Consequence: Parent informed, Deputy or Head-teacher involved and sanction given

*Regular occurrence of RED within a short period of time*

*'What is the behaviour saying?' – external agencies contacted for advice.*

Pupils have the opportunity to move out of the **YELLOW/RED** during the next session of the day and could return to **GREEN**.

Every day is a fresh new start for a child.

# Weekly Behaviour Record

Base:

Week beginning:

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	Yellow	Red	Yellow	Red	Yellow
Playtime	Yellow	Red	Yellow	Red	Yellow
Session 2	Yellow	Red	Yellow	Red	Yellow
Lunchtime	Yellow	Red	Yellow	Red	Yellow
Session 3	Yellow	Red	Yellow	Red	Yellow
Short Break	Yellow	Red	Yellow	Red	Yellow
Session 4	Yellow	Red	Yellow	Red	Yellow

- Please initial names of children who are given yellow or red for behaviour in appropriate area
  - Next to initial put coding for YELLOW behaviour demonstrated: NL – not listening; NFI – not following instructions; D – distracting others; AB – answering back; OOS – unnecessarily out of seat; SO – shouting out; T – teasing, NS – not sharing.
  - Next to initial put coding for RED behaviour demonstrated: HB-head banging; K- kicking; B-biting; P- punching; F- fighting; RA- running away, TE - throwing equipment or furniture/fixtures; SW – swearing. RED behaviour is SIGNIFICANT behaviour that MUST be reported to parents. BC/RC need to notified.
  - Children can earn back ‘green’ when choosing to follow Code of Conduct.
  - Class teacher, with class TA , is responsible for putting in place POSITIVE BEHAVIOUR MANAGEMENT strategies to change behaviours
  - This sheet should be available at all times in class (Teacher board), given to BC at end of week for monitoring of significant behaviours.
- BC 09/19