



**West Horndon  
Primary School**

## School Policies

# Behaviour Policy

Staff consultation:

(Re)Adopted by Governors: 8<sup>th</sup> February 2017

Due for Review: Spring 2021

Signed:.....*Miss H. H. H.*.....

Date:.....*8th February 2017*.....



# School Behaviour Policy

## Why do we need a Behaviour policy?

The law requires schools to have a written behaviour and attendance policy. Ofsted reports that schools are most effective where the behaviour policy is **applied consistently**.

Our behaviour and attendance policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents/carers in the development of their child.

## We aim through our behaviour policy to enable our pupils to:

- Be healthy.
- Stay safe.
- Enjoy and achieve in their learning.
- Make a positive contribution.
- Achieve economic well-being.
- Access the full range of learning opportunities in a calm, positive environment.
- Achieve through appropriate expectations of work and behaviour with
- Behave appropriately in a wide range of social and educational settings
- Value the rights of the individual.

## How do we implement our Behaviour policy?

- School Ethos
- Expectations of the school community
- Curriculum
- School Systems
- Rewards
- Sanctions
- Support Systems for Individual Pupil Need
- Support Systems for Staff
- Support Systems for Parents/Carers

## School Ethos

The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life in assemblies and modelling good social behaviour from all adults within the school community. Our School Values (appendix 1) are the context for exemplifying the things the school community values.



## Expectations of the school community

<b>Staff and Governors</b> <i>(also see staff code of conduct)</i>	<b>Pupils</b>	<b>Parents</b> <i>(also see home school agreement)</i>
To lead by example	To respect, support and care for each other both in school and the wider community	To be aware of and support the schools values and expectations
To be consistent in dealing with pupils	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time with the appropriate equipment
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To keep us informed of changes in personal circumstances that may affect the pupil
To have high expectations of the pupils	To take responsibility for their own actions and behaviour	To keep pupils at home when they are ill and to provide the school with a written explanation of the reasons for any absence
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	To provide the school with up to date contact details
To encourage regular communication between home and school by being accessible, visible and approachable	To be tolerant of others, irrespective of race, gender, religion and age	To ensure that pupils come to school fit to learn
To take joint responsibility for the behaviour of all pupils in the school	To look after school equipment and treat it with respect	To read our communications and attend school events
To follow our charter	To follow our charter	To take an active and supportive interest in your child's work and progress





## Curriculum

At this school, through our curriculum, we teach pupils the soft skills needed to meet the aims of this policy . PSHE and citizenship, taught using a variety of methodologies.

We believe that an appropriately planned and structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. (see Assessment for Learning Policy)

## School systems

We have various systems for reinforcing and making explicit our behaviour policy:

### School Values (see Appendix 1)

An agreed set of school values are displayed prominently around the school and in classrooms. They are referred to by staff and pupils regularly throughout the school day and represent the shared values of our community.

### Our Charter (See Appendix 2)

Our Charter is displayed alongside our school values throughout the school and is referenced by adults when managing pupil behaviour.

## Rewards

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

*“external rewards might be enjoyed by children but research shows that They do not promote a ‘learnig culture’ (Lepper and Hodell 1989). Children are encouraged to strive for the reward rather than the achievement.”*

Shirley Clarke 2004

We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways:

- Sincere Verbal praise.
- Identifying and celebrating success through the assessment for learning policy
- Representing the school in events and competitions
- Achievements assembly
- Informal/formal conversation with parents
- Peer praise



## Sanctions

The use of sanctions should be characterised by certain features:

- It must be the behaviour rather than the person that is sanctioned.
- There must be a clear distinction between minor and major offences.
- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided (where possible) as this breeds resentment.

We divide unacceptable behaviour into three **broad** bands:

### **Level 1 – Minor Misbehaviour:**

Low level misbehaviour or disruption that can be effectively managed within a classroom or lunchtime environment by the teacher, teaching assistant or mid-day supervisor.

*Sanctions:* This will be dealt with verbally by the adult. The reason the behaviour is inappropriate will be explained and the consequences of repeated inappropriate behaviour explained.

### **Level 2 – Yellow Card Misbehaviour**

more serious misbehaviour that is not so easily managed within the classroom or lunchtime environment or persistent Level 1 behaviour. Class teacher may involve parents. This can include lunchtime behaviour that has been reported to the teacher by a mid-day supervisor.

*Sanctions:* If a child is given a yellow card by their teacher they will be asked to work in another classroom and present the card to the teacher in that class. They will be given a 'time out reflection sheet to complete' (where appropriate) and should bring it back when they return to their own class at the end of the session. Sanctions may also include (where appropriate) notification of other staff and informal involvement of Senior Management/ Head teacher, involvement of parents.

This level of behaviour at lunchtime or playtime will result in the child being given a yellow card. They will spend the remainder of the break at the 'yellow time out' reflection table. They will be given a 'time out reflection sheet to complete' (where appropriate) and should present it to their teacher along with the yellow card at the start of the next session.

### **Level 3 – Red Card Misbehaviour**

very serious misbehaviour or persistent level 2 behaviour.  
Formal involvement with the Head teacher

*Sanctions:* a serious incident of misbehaviour in class or at lunch or break time will result in the child being given a red card. They must immediately take this to the Headteacher or deputy Headteacher. They will record the incident and make a judgement about the appropriate action to take. This action may include contact with parents., internal exclusion for a fixed period, Additionally education welfare and/or other outside agencies may become involved. (Last resort possible short or longer term exclusion)





## **Support systems for Individual Pupil Need**

If there is a persistent problem the class teacher and the Inclusion Manager/SENCO will draw up an Individual Improvement Programme to support the pupil in partnership with parents. Additional systems and strategies may be used for children with individual behavioural needs.

All staff working with the pupil will be informed of this, including midday supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers. (i.e, positive play, circle of friends, peer buddies/mentors etc)

## **Support Systems for staff**

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the schools safeguarding policy. All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the Headteacher or deputy Headteacher in the first instance.

## **Support Systems for parents/carers**

The school has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

## **Monitoring and Review**

Behaviour management will be under constant review throughout the school on a class and individual basis.

This policy has been written through consultation with staff, parents, pupils and Governors. This document is freely available to the entire school community. It has also been made available in the school newsletter, web-site and prospectus.

It will be reviewed on a 5 yearly basis.

Signed.....

Chair of Governors

Date.....



## West Horndon School Values

- Reflection
- Tolerance
- Self Discipline
- Co-operation
- Individuality
- Honesty
- Responsibility
- Respect
- Consideration
- Commitment
- Achievement
- Trust



West Horndon Charter

**W**elcomes Everyone

**E**verybody is equal

**S**afe for everybody

**T**ogether we are a team

**H**elp each other

**O**ur opinions matter

**R**espect our school values

**N**o bullying is tolerated

**D**o the right thing – even when no one is looking!

**O**thers treated fairly

**N**ew start everyday