

# Pytchley Endowed Primary School



## Behaviour Policy

### Policy for Behaviour and Reward

#### **Statement of Intent**

The school will provide a secure caring Christian community where everyone can learn their own self-worth in an atmosphere of tolerance, mutual respect and co-operation.

We intend the school to be a happy and enjoyable place, where children have every opportunity to fulfil their potential in an attractive, well-resourced and stimulating environment.

We will encourage children to become confident, independent learners who are able to contribute positively to the school and the community in which they live so they can take their full place in society secure as individuals, whilst able to respect the needs and values of others.

#### **Rationale**

Our policy for behaviour and reward is designed to help children to be happy, safe and confident in school. We aim to help pupils progress so that they can achieve their full potential academically and be a voice within our school community.

We aim to provide an environment which assists our children to learn about their rights and responsibilities and respect the rights of others.

The children need a clear set of boundaries which are:

- Understood by the whole school community
- Consistently applied
- Fair

It is our intention to emphasise, praise and reward what is positive in children's behaviour and to give them a framework within which all can work.

The following policy was written and agreed by the School Council following consultation with KS2 pupils and forms the basis of our system.

## School Values

At Pytchley Endowed Church of England Primary School children develop socially and academically through our key values of :-

**Respect**

**Responsibility**

**Truth**

**Friendship**

Our key values are referred to across the school to promote positive behaviour and all staff use the values when discussing behaviour with children.

## REWARD SYSTEM

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

- Receiving certificates in the school assembly for a range of achievements.
- Distribute house points to children for consistent good work.
- Pupils have an opportunity to take part in an celebration assembly where they are able to share examples of their best work
- Teachers regularly use positive praise
- Positive comments on pupil's work
- Showing a child's work to the group/class
- Giving the children an instant reward e.g. stickers/housepoints/privileged cards
- The inclusion of a child's work in a display of exemplary work done by the class
- Head teacher's Tea
- Head teachers Award
- Governor's Award for something extra ordinary

Also through:

- A Green Card system :-
- 2 green cards = 1 House point
- 5 Green cards= Privilege Card
- 10 green cards - Head Teachers Award

There may be times when a teacher wishes to introduce a separate class reward system to encourage a particular behaviour in his / her class rather than for outstanding work e.g. a points system for being helpful, completing tasks set, remembering P.E. kit etc.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to bring in examples of achievements from outside of school for example, music or swimming certificates.

## DISCIPLINE SYSTEM

The great majority of our children behave well and we are proud of them. We do feel, however, there needs to be a consequence for the behaviour of a small minority of children who do not behave in an acceptable manner.

Following any incident staff should make every attempt to obtain a clear picture of what actually occurred through listening to the children in a calm manner.

The class teacher will deal with minor incidents, and the following discussion regarding the incident relating it to our values with a child and may issue a small sanction (withdrawal of a privilege) if appropriate.

For incidents that are considered more serious or for children who persistently behave in an unacceptable way the following system, which children were consulted upon, will come into force:

- **Step 1** – Should children behave in an unacceptable way, which is contrary to our policy, we have adopted a system of red and yellow cards similar to that used in many games. A yellow card is given for behaviour deemed to be unacceptable and this will be written up.
- **Step 2** – Two yellow cards will result in a red card. A red card results in loss of morning play. During this time the child will reflect upon their behaviour with the member of staff.
- **Step 3** – Three red cards within a 2 week period or rude / aggressive behaviour will result in a letter being sent home to parents stating the behaviour / reasons for loss of play. This needs to be signed and returned to school.
- **Step 4** – If the behaviour of a pupil is consistently unacceptable a phone call from the Head teacher will be made and the parents will be asked to come into school for a meeting. At the end of the meeting, the child will be asked to join the adults to discuss the report card. The child will be put on report for a one week period. Each morning they will report to the Head teacher and also at the end of each day to discuss progress and behaviour. After each lesson the child has to

wait to see the class teacher and discuss their behaviour. They will receive a comment on their report indicating how well they behaved. This also needs to be completed during break times and dinner times.

- **Step 5** – At the end of the week the Headteacher will review the situation and decide whether the child is ready to come off report or not. Parents will be informed of the outcome.

Where behaviour is deemed to be ‘challenging’ staff will take advice from the SENCO, parents and outside agencies.

## 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 Ofsted Guidance on Exclusion from School and Child Referral Units (DfES, 2015). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/457199/School\\_inspection\\_handbook.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/457199/School_inspection_handbook.pdf)

Only the Headteacher (or the acting 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 Head teacher 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, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher 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 Headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Any pupil having five fixed-term exclusions during their time in school will be considered by the governors for permanent exclusion.

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

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in 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 Headteacher must comply with this ruling.

## **Bullying**

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. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children feel safe in school.

All reported incidents of bullying will be treated seriously and as such may well necessitate the involvement of the class teacher, Headteacher and parents. (For further information see school's anti-bullying policy.)

### **School Routines**

#### **1. Entering the school**

It is essential to create a positive learning environment at the start of the school day and after a break in the routine of the day. The following system will be used to settle children and get them into class after a break ready to work:

- a) At the end of a break the member of staff on duty will indicate it is 'lining up time'.
- b) Classes will walk quietly into school to be ready to learn

#### **2. Assemblies**

To create the right atmosphere for our assemblies children should enter the hall quietly and sit in their place accompanied by the class teacher. Similarly children should leave the hall quietly at the end of assembly when dismissed by the teacher leading the assembly.

#### **3. Lunchtimes**

Each class will enter into the hall for their lunch. All classes are expected to do this quietly.

The lunchtime supervisors will praise children for their good table manners, eating all of their food and good behaviour, they will award house points for children who uphold our values.

## **All adults working in school**

It is the responsibility of all adults to ensure that our values are upheld during the day.

Adults in our school have high expectations of the children with regard to behaviour; they strive to ensure that all children work to the best of their ability.

All staff treat each child fairly with respect and understanding.

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

It is the responsibility of class teachers to ensure that our values are upheld in their classes, and that their always behave in a responsible manner.

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

The class teacher treats each child fairly with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of such incidents. In the first instance, the class teacher deals with incidents him/herself as outlined above. However, if misbehaviour continues, the class teacher may seek help and advice from the Headteacher/SENCo.

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.

## **The role of the Headteacher**

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 Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious 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. These actions are taken only after the school governors have been notified.

## **The role of parents**

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

We share our values with parents in the school prospectus, and we expect parents to support them.

We expect parents to support their child's learning, and 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 implement consequences as a result of their child's behaviour, 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. 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 Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline.

## **Monitoring and Evaluation**

To ensure that any new or updated behaviour and reward system is seen as being effective by staff, children and parents the review of the existing system, and implementation of a new system, will be monitored and evaluated as/when needed.

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.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to them regarding their behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors liaise with the head teacher.

The Headteacher 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 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.

Reviewed by staff Summer 2015

Reviewed by Governors on Summer 2016

Pytchley Endowed CE Primary School

**School Values**

**Respect**

**Responsibility**

**Truth**

**Friendship**

Rewards

Receiving certificates

House points

Praise

A Green Card system:-

- 2 Green cards = 1 House point
- 5 Green cards = Privilege Card
- 10 Green cards – Head Teachers Award

Headteacher's Tea

Headteacher's Award

Governor's Award for something extra ordinary

Whole School – End of Year Treat

Consequences – all yellow/red card incidents will be recorded on Behaviour Sheets

Yellow card –

2 yellow cards = red card –

Red card means a loss of play (times may vary).

3 red cards in 2 weeks - letter home

Behaviour continues – phone call home and Behaviour Report Card

