



Wilkinson Primary School

Behaviour for Learning Policy

This policy outlines the underlying philosophy, purpose, nature, organisation and management of children's behaviour at Wilkinson Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

This whole school policy reflects current practice within the school. It provides consistency and security to children as they move from class to class and to parents who will know what is expected.

It is expected that everyone in the school community will follow and adhere to this school behaviour policy. All adults are expected to model the behaviour we expect from children and our home/school agreement reflects this.

The intention of Wilkinson Primary School is for every member of the school community to feel valued and respected, and for all persons to be fairly treated. We are a caring community, whose values are built on mutual trust and respect. The school behaviour for learning policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. Children need to be taught how to behave and have good behaviour modelled through significant adults in their lives.

A Positive Approach

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from positive relationships and from setting high expectations of behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive, every day experiences so that our children are more likely to reach their full potential.

Most children are responsible for their own choices of behaviour. We give our children positive recognition for good behaviour. This teaches them that they can get the attention they want, need and deserve by choosing good behaviour. When children behave inappropriately we reject the behaviour rather than the children themselves. When children are given clear expectations and consistent rewards and consequences, they are mostly able to choose responsible behaviour, so increasing their opportunities for greater success in school.

The core beliefs of Wilkinson Primary School are that:

- Behaviour can change and that every child can be successful.
- Praise, together with a positive system of rewards is the most effective way to maintain/change behaviours
- Behaviour is one way that children communicate how they are feeling and that changes in behaviour can indicate a change in how the child is feeling.
- Celebrating good behaviour increases self-esteem and helps children to achieve more.
- Valuing children as individuals is key. Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- We always consider the safety of other children and minimise disruption while helping children acquire self-discipline.

Wilkinson Rules

Wilkinson Primary School has a number of "rules". The primary aim of the behaviour for learning policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. These rules are displayed across school and are regularly referred to.

The school 'rules' are:

- Show Pride and Respect in all that we do!
- Please your teacher
- Aim high! Work as hard as you can
- Show respect to all people in our school
- Use your manners all the time
- Walk silently around the building
- Behave calmly and sensibly
- Look after things, keep school neat and tidy

There are also rules to maintain standards and ensure consistency for school uniform, homework and 'on the whistle' for the playground.

As well as the 'rules' every member of the school community should apply the following principles:

- If you don't stop the inappropriate behaviour you are condoning it
- You own your own behaviour

British Values as defined by The Government, run throughout every aspect of school life:

- Democracy
- Rule of Law

- Mutual Respect
- Tolerance for those of other faiths and beliefs

Ensuring Consistency around school

All adults in school need to take responsibility for implementing behaviour rules.
As adults walk around school at any time they need to do the following:

- Always deal with inappropriate behaviour – never walk past.
- Discuss inappropriate behaviour with children – remind them of their obligations.
- If children are talking to others in a disrespectful way – always intervene.
- Positively reinforcing good behaviour should be a high priority.
- If children run - send them back to try again.
- Check on reasons for children being inside the school at play/lunch times.
- Inform class teachers of any inappropriate behaviour you have to deal with.
- Ensure correct and full uniform is worn

Consequences may include:

- Unacceptable behaviour will receive an immediate response
- If behaviour persists the child may be moved within the classroom
- Continued poor behaviour may result in the child being withdrawn from the class and sent to another teacher/phase leader
- Where appropriate, the child/children may miss their morning break
- Responsibilities may be removed – peer mediator, school council
- Unfinished work completed during free time
- Time out at lunchtime – recorded on CPOMS
- If behaviour does not improve the child will be sent to the appropriate senior leader
- Parents may also be informed at this point, if their support is required.
- Outside agencies may be involved as and when appropriate.
- Severe incidents (violence ,bullying, racial/verbal abuse) will automatically be referred to HT/DT. These will be recorded on CPOMS
- Referral to an alternative provision

Consequences and procedures for the playground

- Children should receive a verbal warning for minor incidents, if this behaviour continues then the child should be given time away from others (stay with an adult on the playground).
- If poor behaviour persists then the child/children will be removed from the playground. This is recorded on CPOMS and their class teacher is informed.
- School rules should be applied consistently and children reminded of them regularly.
- If there is an incident involving violence or verbal abuse towards another child or member of staff then the child is immediately removed from the playground and a senior member of staff should be informed. The child will be placed in Time Out in order to reflect upon their behaviour. This incident will then be logged on CPOMS.
- The Head teacher or Deputy Head teacher must always be informed if the incident is severe. They will contact parents.

All staff should maintain high expectations for good behaviour, apply the school policy consistently and set an example of calm, polite and friendly relationships. The most powerful determinant of behaviour management is the example we set, particularly in the way we manage conflict.

Damage to property:

Damage to school property through misbehaviour, whether it be, the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents, and where appropriate, with a request for a voluntary contribution towards the cost of repair or replacement.

Bullying

Wilkinson Primary 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 and this is recorded on CPOMS. We do everything in our power to ensure that all children attend school free from fear.

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression. Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school. Individual staff need to be alert both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. At Wilkinson, children are encouraged to use strategies taught through our ASPIRE Curriculum in order to develop independence and resilience for low level 'unkindness' but crucially, they need to be aware that they are not 'telling tales' if they report incidents.

*For further information please refer to the school Anti-Bullying Policy.

Time Out

For persistent low level behaviour or a one off more serious incident children are placed in Time Out at lunch time. Staff record this on CPOMS. During this time, if and when appropriate, the child will complete a 'put it right' form or other appropriate piece of work providing an opportunity to reflect on the incident, its effect on others and what they would do differently in the future. Children will be given time to have their lunch.

In certain cases, a member of the pastoral team may also complete some work with the child to discuss the effect of their behaviour and how to avoid this in future. All Time Out incidents are logged on CPOMS. If a child is placed in Time Out for three times in an academic year, the Head Teacher will be made aware and parents will be spoken to.

Reasons for sending children to Head Teacher/Deputy Head Teacher

- A physical fight where children have hurt each other
- Verbal abuse involving racism or discrimination of any kind
- Serious incidents of bullying
- Swearing and using abusive language towards an adult
- A serious incident of defiance towards an adult
- Continuous disruptive behaviour
- Vandalism
- Theft
- Malicious allegations against staff

- Child on child abuse

Procedures for sending children to Head Teacher/Deputy Head Teacher

In the case of a serious incident requiring immediate action, an appropriate member of the class should be sent to a senior member of staff who will then come and remove the child from the classroom.

If a child is being removed from the class on a regular basis during a short amount of time, the class teacher will be asked to record incidents in order to track the child's behaviour. The Inclusion Manager or Phase Leader will then liaise with the class teacher and parents in order to put a behaviour plan in place.

Fixed-Term and Permanent Exclusions

Only the Head teacher or (the acting Head teacher) has the power to exclude a child from school. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. They may also exclude a pupil 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, she/he informs the parents immediately, giving reasons for the exclusion. At the same time, they must make it clear to the parents that they can appeal against the decision to the Governing body. The school informs the parents how to make any such appeal.

The Head teacher 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.

The Governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.

The Governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Use of Physical Restraint:

The school acknowledges national and local guidelines on the use of Positive Handling by school staff. Our priority is to provide a safe environment for the children and physical restraint may be used occasionally as deemed required.

Parents can be assured that physical restraint is only used in extreme cases and all incidents are recorded.

Members of staff across school, including all Senior Leaders have Positive Handling training. Names are displayed alongside fire procedures in each area.

*For further information please refer to our Safeguarding Policy, Serious Incident Reporting Form and the DFE Use of Reasonable Force document.

Rewarding good behaviour:

Incentives used to reward good behaviour are at the discretion of the individual member of staff and may consist of:

- Verbal praise
- Smile/acknowledgement
- Written comment on children's work
- Stickers, stamps
- Praise in front of class group
- Share achievements with another member of staff
- House points
- Written comment, card, letter or postcard from teacher to parent informing them of good work, positive attitudes or behaviour
- Certificates
- Golden Time
- Golden apples (Early Years)
- Call home to parents
- Star of the week
- Class Dojo
- Marvellous Me

Whole school rewards

Individual pupils are identified by the class teacher for 'outstanding behaviour' or 'improved behaviour'. This is then celebrated and recognised in assemblies. There is also a weekly celebration to praise Aspire Champions within the phase.

Golden time

"Golden Time" activities are suggested and agreed by staff and children. Children then choose their preferred activity which takes place on a Friday. When the class receive 5 class awards, they can complete their chosen activity. Those children who have a tendency towards disruptive behaviour should be less inclined to continue if they are risking the loss of a privilege that they had a part in deciding for the whole class.

Through this system the message given to children is that if they are sensible, co-operate, follow the school rules and work to the best of their ability, then they will be consistently rewarded for their efforts, They are secure in the knowledge that their reward will not be forgotten about, due to pressure from other commitments in the curriculum.

Early Years

Across Early Years a range of rewards are given to encourage and promote good behaviour. These include: verbal praise, stickers, house points, certificates and a "Golden Apple". Children are rewarded with a golden apple to take home if they are well behaved. Our apple behaviour management system enables the children to move their photograph from one apple to another, as directed by the staff:

Golden Apple - for outstanding behaviour and achievements

Green Apple - all the children begin the day/session on the green Apple

Yellow Apple - if behaviour is not appropriate

Red Apple - if the child presents more serious inappropriate behaviour

Children with Special Educational Needs

We acknowledge that children with SEND may have behavioural difficulties due to a neurological developmental condition or from cognitive difficulties that they experience. This will be taken into account when responding to behavioural issues or concerns.

Recording and Monitoring and Behaviour

Incidents of disruptive behaviour on the playground are dealt with by the member of staff on duty/lunchtime supervisor and are recorded on CPOMS. Class teacher is informed.

A behaviour log may be set up for individuals with persistent/specific behaviour issues or if outside agencies require this.

Incidents deemed as serious by the Head Teacher/Deputy Head Teacher must be recorded on a Serious Incident Form. This will also be recorded on CPOMS.

The CPOMS system allows us to keep a chronological record of behaviour concerns for individual children. We can also access reports based upon specific categories of behaviour incidents and groups of children.

School Council/House Captains

The School Council meets weekly. The group consists of children from Reception – Year 6 and each class has one elected member. School Councillors wear special badges which identify them throughout school. Three House Captains are elected by the whole school at the beginning of the academic year and they define the agenda and write the minutes of School Council Meetings.

As part of their duties, the School Council discuss particular rules and their implementation. They also play a major part in deciding upon activities that spread a positive message across the school. It is envisaged that they will play an important role in encouraging children to follow the rules.

Staff are expected to:

- Establish and maintain clear and consistent expectations and boundaries
- As adults, treat each other with respect at all times, therefore providing positive role models for the children and each other.
- Encourage and promote positive behaviour at all times
- Discuss with children when and how they can/could have made positive choices
- Encourage self-motivation and independence
- Promote self-esteem and self-respect in pupils
- Celebrate and reward children's efforts and achievement
- Maintain a well organised environment that is happy, safe and secure and where effective learning can take place.
- Respect children and listen to their views in a fair way without discrimination
- Model high standards of presentation, respect and learning behaviours
- Support the way in which all members of this school community can live and work.
- Adhere to anti-bullying and behaviour/discipline procedures

- **Pupils are expected to:**

- Show pride and respect in all that they do. Respect all staff, each other and their learning environment
- Be polite and helpful to others
- Follow the school rules
- Promote the good reputation of the school within the local community and during all activities that take place off site
- Report incidents of poor behaviour/bullying to a staff member.
- Wear full school uniform

Parents are expected to:

- Support the school's behaviour policy including school rules
- Talk regularly to their child/children about behaviour in school and accepting the use of sanctions where appropriate
- Encourage respect for their child's school, staff and peers
- Keep the school informed about any issues that arise that might affect their child's work or behaviour
- Ensure that children wear full school uniform
- Show respect and support for the school's Anti-bullying policies
- As adults, treat each other with respect at all times, therefore providing positive role models for the children and each other

Review

This policy will be reviewed every two years. It may be reviewed earlier than this, if the government introduces new regulations, or if school receives recommendations on how the policy might be improved.

Updated: January 2023

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