

*Winchelsea*



*All Individuals Matter*

**WINCHELSEA PRIMARY SCHOOL**  
**RUSKINGTON**

**BEHAVIOUR MANAGEMENT POLICY**

## **Part 1: Introduction**

It is a primary aim of our school that every person 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 behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The Behaviour Policy is not a system to enforce rules but a means of promoting good behaviour and 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.

We establish the framework of behaviour in our school by working within the rights method, which we believe empowers the pupils through making choices and giving responsibilities.

## **Part 2: Aims and Objectives**

The aims of our behaviour policy in the whole school environment are:-

- To encourage pupils to behave appropriately and to continue behaving appropriately
- To show how we value and celebrate children's good behaviour and efforts
- To encourage children to take ownership and responsibility for their own behaviour choices
- To improve pupils' self esteem
- To create a positive classroom environment thus enabling each child to learn in a safe setting
- To teach appropriate behaviour in school and other social settings
- To establish positive relationships between pupils and adults
- To motivate pupils

## **Part 3: Organisation and planning**

### **Classroom Rules**

At the beginning of the academic year individual teachers set out their behaviour plans in their own classrooms in the form of a set of rules negotiated and discussed with the pupils.

The aims of the Classroom rules are:

- so that teachers take charge of their own class and pupils have ownership for their class rules
- expected behaviours are set out for the pupils
- to have a fair and consistent way to establish a safe, orderly, positive classroom environment
- to integrate effective behaviour management into normal classroom routine.

The Classroom rules will consist of three parts:

- Routines to be observed- these should be routines that ensure the school rules will be followed
- Positive recognition- these are the ways that the teacher will reward pupils. This may be the school initiatives listed below or may be specific to the individual teacher e.g. stickers, raffle tickets, star charts etc
- Consequences - it is expected that the Teacher will set out their consequences following the same consistent pattern throughout school and these will be displayed clearly in each classroom.

### **Playground behaviour**

Pupils are expected to show good standards of behaviour whilst on the playground. Children should not be playing on walkways or on the veranda near Peridot or on the grass areas near the bike sheds. The school rules apply to the playground and these should be constantly reinforced by all members of staff. Staff should be prompt when on duty as children should not be unattended. Staff should be proactive when on duty and be observant of potential problems, intervening when necessary. The teacher on duty should enforce the Golden Time consequences if necessary and inform the child's class teacher at the end of playtime. Children should not be in classrooms at playtime unattended.

### **Lunchtime behaviour**

Children are expected to continue their good standards of behaviour throughout the lunchtime period and to treat the lunchtime staff with respect. Midday supervisors follow the same Golden Time rules and have white tickets which are used to record any behaviour that is not acceptable which has the consequence of loss of Golden Time Minutes. This is consistent with every other aspect of behaviour management in school. The Lead Midday Supervisor oversees this and is responsible for liaising with class teachers at the end of lunchtime when tickets are given to them. Children know that the teacher will record lost minutes but the matter has been dealt with and will not continue into afternoon lessons.

### **Positive recognition**

There are a variety of ways that we celebrate good behaviour:

#### **Good Work Assembly**

This is an achievement assembly based on sharing good work that has been done by the class. Each class takes a turn at sharing their work with the rest of school on a weekly rota basis. This celebrates an aspect of the work of a specific class. Each class will have approximately one opportunity every term.

#### **Head Teacher's Gold Book**

Children can be sent to see the Head Teacher at any time during the week to reward good work or behaviour etc. The Head will talk with the individually about their achievement and their name will be placed in the Gold Book. The children will receive a sticker at that time but will also be mentioned in the Good Work assembly to be applauded by the rest of school.

#### **House points**

Children are divided into four coloured house teams throughout school. House points can be awarded by any members of staff to reward good work, behaviour, attendance or any other aspect of school life. Points are counted up at the end of each week from each class chart and total scores are shared in a weekly assembly when the team Pegasus is moved towards the winning goal.

#### **Teaching of rights and responsibilities**

Core values to good behaviour will be regularly highlighted as part of the children's responsibilities towards expected behaviour. This will mostly be through the whole school assembly but could also be followed up in PSHE, class assemblies, school council sessions or through display.

#### **Weekly Certificates**

This is an award which is given as a celebration of children's work. The class teacher will choose any number of pupils and make them a certificate which is awarded in the celebration assembly at the end of the week. Pupils can be selected for any reason that the teacher wishes to reward and so although this is not specifically a behaviour award it is part of the positive recognition important to setting standards.

#### **ACE awards**

At the end of each year teachers select two children from their class who have fulfilled the remit of Attitude, Conduct and Effort. These children are rewarded by governors and receive a book token and certificate whilst one of them is given the overall engraved shield as well. This award specifically rewards children who may not

necessarily excel academically or in a given area but have worked hard and behaved well consistently throughout a whole academic year.

### **Class reward**

Children who have consistently behaved well throughout the half term losing no more than five minutes of Golden Time in any one week will be able to take part in a class activity at the end of each half term. This reward will be discussed with children at the beginning of the term and chosen democratically as an incentive to ensure consistently acceptable behaviour. The reward should last no longer than one learning session of a day. This is introduced in Year 1. Children who have lost their reward will continue to complete their usual curriculum work in another classroom.

### **Golden Time**

Golden Time underpins the main system of behaviour management throughout the school and is based on rewards that children are given at the end of the school week. It is based upon the children's conduct in the classroom and beyond. This is half an hour of reward time given to them to follow an activity of their choice. The children choose an activity from a menu provided at the beginning of the week in the form of a variety of activities offered by the teaching staff e.g. parachute games, ICT, art or toys from home. Children who break the class or school rules will lose their Golden Time throughout the week. To keep a track of this staff use a tracking chart on their classroom walls. A record of this chart is also kept as a monitoring sheet of the individual child's behaviour. Children who have lost minutes will spend time out accordingly before being allowed to join their chosen activity.

### **Dealing with unacceptable behaviour**

When disruptive behaviour occurs it should be dealt with calmly and quickly. The school has in place clear consequences that pupils receive should they choose to disregard the school rules. The same process is put in place for loss of Golden Time minutes throughout school. In Key Stage 2 children receive a warning and their name is placed on the board. Further warnings result in a tick against the name before finally minutes are lost. In Key Stage 1 this is done pictorially. There is a hierarchy provided on the lunchtime white tickets that is used to detail the number of minutes to be lost for a specific misdemeanour e.g. five minutes for anything physical. Severe misbehaviour may result in a pupil being sent directly to the Assistant Head or Head Teacher who will then decide the most appropriate course of action.

We recognise that there are individual children who need greater support in order to follow the schools' expectations of behaviour. With this in mind, we plan the management of more challenging behavioural pupils. Initially this is monitored through the use of the school's pastoral tracking grids. Various strategies may be used such as 'pass cards' to enable a child to access another class or area to distance themselves from potential problems. Group enhancements may be set up for self-esteem or PHSE lessons may be adapted to meet a particular need as it arises. If strategies put in place within school are not successful, parents will be invited to speak with the class teacher initially, but then the Head, to discuss strategies that may support each other such as a home/school diary with associated rewards or sanctions. If problems stem from issues beyond school we will signpost parents to appropriate support agencies e.g. Family Support Worker, Parent Support Advisor, Relate etc. Individual pastoral support plans will be put in place where this is deemed necessary. For some children it will be necessary to place them on the SEN register for their behaviour. Specific targets will be set and reviewed regularly. At each stage parents will be consulted and asked to sign relevant documentation.

### **Fixed term and permanent exclusions**

If a pupil's behaviour causes grave concern and the child's behaviour is listed on the list of reasons for exclusion the school will consider whether exclusion is necessary. Only the Head Teacher (or Acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. For periods of five days or more then the Head Teacher must arrange for the pupil to be educated on an alternative site. Looked After Children must have alternative provision from day one. The Head Teacher may also exclude a pupil permanently. If the Head Teacher excludes a pupil he/she must inform the parents immediately, giving reasons for the exclusion. At the same time the Head

Teacher must make it clear that if the intention is for the exclusion to be permanent parents can appeal to the governing body. The school should inform parents how to make such an appeal. The Head Teacher will inform the Local Authority and the governing body about any permanent exclusion and any fixed term exclusion beyond fifteen days in one term. The governing body itself cannot exclude a pupil or extend the exclusion period made by the Head Teacher.

The governing body has an appeals committee which is made up of three governors. This committee considers any exclusion appeals on behalf of the governors. When an appeal panel meets to consider exclusion, they consider the circumstance in which the pupil was excluded, consider any representations by parents and the Local Authority and consider whether the pupil should be reinstated. If the pupil is reinstated then the Head Teacher must comply with this ruling.

#### **Part 4: Roles and Responsibilities of Head, other staff and governors**

The **Head teacher** will ensure that:

- The behaviour policy is implemented consistently throughout the school.
- The Head teacher will report to governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all the children in school.

**Teaching and non-teaching staff** will ensure that:

- The school rules are enforced in their class and that their class behaves in a responsible manner during lesson time.

The **governing body** will ensure that:

- The policy is implemented and monitored.
- Health and safety guidelines are adhered to.

#### **Part 5: Arrangements for Monitoring and Evaluation**

A system of monitoring and evaluation will be carried out by the Head teacher in conjunction with all staff as part of the school's rolling programme of policy review, The Head Teacher will report the result of the evaluation to the governing body and recommend any policy changes as and when they become necessary.