

*Winchelsea*



*All Individuals Matter*

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

**BEHAVIOUR MANAGEMENT POLICY**

Person responsible for the policy	Mrs Tracy Boulter
Approved	January 2025
To be reviewed	January 2026
Signed by the Chair of Governors	

## **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 and will be implemented during 'Routine weeks' at the beginning of each term.
- 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.

Gold step	Reward & recognition.	Golden treat. Gold book assembly.
Step 1:	Reminders and positive reinforcement.	Reminders of class expectations and link to school values.
Step 2:	Verbal warning.  Time out or reflection time.	Warning 1: reminders, discussion or calming time out in class for no longer than 5 minutes.  Warning 2: if behaviour continues, lose 5 minutes of social time, time to reflect with an adult. Depending on severity and recurrence, this may be logged on CPOMS and parents may be informed.
Step 4	Deputy or Headteacher	Children will lose some social time. Parents will be informed. Logged on CPOMS.

### **Behaviour, consequences and sanctions**

<b>Colours of behaviour steps</b>	
Continuously showing outstanding attitude and exceptional green behaviour, in line with the school values may result in being moved up onto the gold step.	
Everyone starts each day on green / after being on red/ yellow children can return to green after their consequence	
<ul style="list-style-type: none"> <li>• Listening</li> <li>• Respecting equipment</li> <li>• Extending work independently</li> <li>• Helping</li> <li>• Working hard</li> <li>• Respectful</li> <li>• Kind to others</li> <li>• Lining up on time</li> <li>• Politeness</li> <li>• Demonstrating our school values</li> </ul>	<p>This behaviour should be reinforced with positive praise by adults in the classroom; being explicit about behaviours.</p> <p style="text-align: center;"></p>
<ul style="list-style-type: none"> <li>• Not following class management rules e.g. tidying up, refusal in the first instance, telling tales unnecessarily</li> <li>• Not sharing</li> <li>• Ignoring adults reasonable requests</li> <li>• Talking at an inappropriate time</li> <li>• Disrespectful to others e.g. spoiling their game or work</li> </ul>	<p>They will need some ‘time to reflect’ in a quiet place in the classroom.</p> <p>Warning 1: Children can turn their behaviour around to green behaviour, and return to green on the chart.</p> <p>Warning 2: Children should be encouraged to speak to an adult (TBC) at break time to discuss ways to cope with their behaviour, in order to avoid further yellow or red behaviour.</p>

<ul style="list-style-type: none"> <li>• Lying if truth is immediate</li> <li>• Shouting out</li> <li>• Inappropriate noises</li> <li>• Damaging property</li> <li>• Making fun/taunting/teasing</li> <li>• Sitting unsafely</li> <li>• Running in corridors</li> <li>• Not trying your best</li> </ul>	<p>If the child is on yellow on the chart, and this behaviour continues, they may move to red.</p> <p>These warnings are presented with a visual on a card (see appendix 1)</p>
<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Physical violence e.g. spitting, kicking, punching or scratching</li> <li>• Fighting</li> <li>• Swearing</li> <li>• Spitting</li> <li>• Defiance</li> <li>• Rudeness to other children</li> <li>• Rudeness to adults</li> <li>• Leaving the classroom without permission</li> <li>• Deliberate damage to school or personal property and resources</li> <li>• Proven stealing</li> <li>• Witnessed racist incidents</li> <li>• Persistent lying</li> </ul>	<p>A child is moved to red immediately when a child demonstrates any red behaviour as shown.</p> <p>This warning is presented with a visual on a card (see appendix 1)</p> <p>The child's name will be recorded in a behaviour record on CPOMS.</p> <p>Children MUST attend 'time to reflect' at breaktime or lunchtime if placed on red behaviour and work with an adult on feelings and behaviour.</p> <p>Children must be spoken to by the headteacher or deputy headteacher.</p> <p>Parents must be informed.</p>
<p>If a child is demonstrating red behaviour and disrupting whole class learning, then they will be given a warning that they will be removed from the lesson. As much as we can we want to ensure that the relationship isn't broken with the CT, we want them to stay in class.</p>	
<p>If a child is placed on Step 3 (red behaviour) 3 times in one week or they have had to be removed from a lesson, they must then begin 'Check-in/check out' sessions with an adult for the rest of the term. The child will 'check in' at the start of the morning session and 'check-out' at the end of each day. Parents will be notified of this.</p>	
<p>If there is no change in behaviour following 'Check-in/check-out', parents will be asked to attend a meeting with the class teacher to discuss.</p>	
<p>If the behaviour continues then the class teacher meet with parents to discuss extra support. The SENDco may be invited here. (Boss ladder of intervention)</p>	
<p>If they are at risk of exclusion or continue these behaviours after all of the above then they and parents will meet with the SENDco and or the Headteacher. (Mrs Boulter)</p>	

### 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. Children should not be in classrooms at playtime unattended.

All staff on duty should enforce the coloured steps. These can be reinforced with coloured cards and passed on to the child's class teacher at the end of playtime.

### **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 expectations and should enforce the coloured steps. These can be reinforced with coloured cards and passed on to the child's class teacher at the end of playtime. 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, ensuring that incidents have been investigated and dealt with properly and logging incidents in CPOMs. Children know that the staff have recorded the incident 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:

#### **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.

#### **Golden Time**

Children who reach the gold step in lessons are able to access Golden Time 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 15 minutes of reward time given to them to follow an activity of their choice.

#### **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. Severe misbehaviour may result in a pupil being sent directly to the Deputy 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, Early Help, BOSS 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 Deputy 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: Reporting Incidents**

Winchelsea Primary School takes care to ensure the protection of staff and pupils. It acknowledges the importance and relevance of the reporting and recording of incidents that require physical intervention.

The purpose of reporting and recording incidents is:-

- Protection for staff and pupils;
- Keeps a record of incidents so that the times and areas that most incidents occur can be tracked.
- To meet legal requirements;

All staff should have read the Behaviour Management Policy.

All staff record any incidents on CPoMs.

### **Part 6: 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.

1.

This is your **first** warning for yellow behaviour.

Think about what you need to do to change your behaviour back to green.

*Ask for help if you are unsure or take a minute to calm down.*

Appendix 1:

These cards are presented to the children as reminders.

Staff will record which step they are on for reference.

2.

This is your **second** warning for yellow behaviour.

If you do not change your behaviour, you will be moved down to yellow or red.

*You will lose 5 minutes of your playtime.*

This red card has been given to you because of your red behaviour.

You must have '**reflection time**' at lunchtime or breaktime, to help you to make the right choices in school.