



## The Federation of North Petherwin and Werrington Community Primary Schools Behaviour Policy



Status: <b>Approved</b>	
Recommended	
Version	v1.0
Statutory	Yes
Adopted v1.0	
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Advisory Committee	LGAB
Linked Documents and Policies	ADMAT Safeguarding Policy ADMAT Peer on Peer abuse policy ADMAT exclusions policy North Petherwin and Werrington SEND Policy

The An Daras Multi Academy Trust (ADMAT) Company  
 An Exempt Charity Limited by Guarantee  
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### School Ethos

*Expectation, Aspiration and Respect for All*

We follow a human rights based approach to behaviour through UNICEF's Rights Respecting Schools Award (RRSA) which helps schools to use the United Nations Convention on the Rights of the Child (UNCRC) as the school's values framework.

As a whole school community we have moved from speaking about 'school rules' to speaking about our values, our rights and our responsibilities. This approach enhances pupils' understanding of the consequences of individual and group actions on the rights of others locally and globally. It also serves as the basis for a shared vision, which runs like a thread through all aspects of school life, and which promotes positive environments, positive relationships and a hunger for learning.

*Providers must not give corporal punishment to a child. Providers must take all reasonable steps to ensure that corporal punishment is not given to any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided.*

(Statutory Framework for EYFS)

At the beginning of each new school year, all classes create individual class charters. We also review our visitors and playtime charters. These are all summarised in our School Charter.

The staff and governors of the federation recognise that all pupils need security, stable and caring relationships and a dependable and predictable environment in order to develop self-discipline and self-control. We promote the highest standards of behaviour in both pupils and adults and create a happy and caring school community where good manners and achievements are publicly celebrated.

The school policy is to be positive in our dealings with all children. We encourage good behaviour by praising desired and acceptable behaviours. The school behaviour policy is reinforced in assemblies, circle times and PSHE lessons.

Adults dealing with unacceptable behaviour are asked to adopt the following techniques:

- Stay calm.
- Be aware of body language.
- Lower your voice and keep tone respectful.
- Be clear and concise.
- Refer to the behaviour not the pupil.
- Remind pupil he/she has a choice.
- Put the positive choice first.
- Allow time for the pupil to comply.

**The aims of this Behaviour Policy are to:**

- Ensure the safety of pupils, staff, parents and members of the community.
- Acknowledge and celebrate the achievements and best qualities of pupils.
- Divert children from inappropriate to appropriate behaviours.
- Create the conditions which allow learning to take place.

- Teach the children that they have rights, but with those rights come responsibilities.
- Teach the children that actions and choices have consequences.
- Encourage all children to develop and demonstrate positive abilities and attitudes.
- Ensure that staff and governors have a common and consistent approach to discipline.

We believe that rights are important. We believe that if we all commit to our responsibilities then we will have a school we can be proud of. We have the right to learn. We listen. We behave sensibly and consider others. We are proud of everything we do. We have the right to be safe. We follow instructions. We walk around school. We keep our school tidy. We treat others as we want to be treated. We have the right to enjoy our time at school. We are enthusiastic about our learning. We have a “can do” attitude. We have the right to a voice. We consider others before speaking. We listen to others’ opinions. We seek help when we need it.

We promote an atmosphere of mutual trust and support so that every child and adult feels able to discuss any problems they may encounter. In order to promote positive behaviour we recognise when children are behaving in a way that values the rights set out in the convention. Children are able to complete a ‘rights’ slip to nominate a child for Rights Respecting child of the week. All children nominated are entered into a weekly draw for Rights Respecting child of the week. A certificate is presented to the child who is drawn.

Rights cards are available throughout the school to remind children of their rights and responsibilities. When a child chooses not to respect the rights of others they are given a card to focus their thoughts on rights and encourage them to look at alternatives for how they could have behaved and how they should behave in the future.

Selected pupils in years five and six act on a rota as ‘peer mediators’ at playtimes. The children are trained to help their peers work together to resolve everyday disputes.

On each playground is a ‘Friendship bench’ where children who are feeling lonely can go to for support from a friend or adult. All pupils are taught to approach children sitting on the Friendship bench and ask them to join their game.

All pupils have a voice through our School Council.

## **Parents**

There is a clear role for parents in behaviour management. Teachers and the Head Teacher are always keen to meet with parents to discuss matters concerning their children’s behaviour and to share behaviour management strategies.

## **Recognition of positive behaviour**

In addition to a culture of regular verbal praise and appreciation, the following systems operate in the school and may be awarded by all staff:

**Housepoints:** All pupils collect 'house points'. These are collected by each individual and pupils are given a certificate and a prize termly if they achieve at least 25 points. House points are counted at the end of each week and a running total is displayed in the hall. During the Friday celebration assembly, the running totals are announced. The threshold for prizes are: Bronze 25 points, silver 50 points and gold 75 points. Each individual's points also contribute to the team as a whole. The children in the team with the most house points in a term are rewarded with an extra playtime.

All pupils belong to one of four Houses: Crooklets, Duckpool, Summerlease, Widemouth. We believe that the House system is a positive influence within the school for several reasons:

- Children are motivated to work hard and behave well to earn house points which will contribute to an overall total for their House.
- It brings the whole school together by giving children throughout the school a common goal.
- It helps with organising children into groups during the school day, for Sports Days, for PE lessons and on school outings.
- It is a fair system as the children are sorted ensuring that children with different abilities and talents are represented evenly across the Houses.
- The element of competition gives many children further motivation to work hard and reach their full potential.
- Having the additional responsibility of working in a team towards a shared goal, helps the children understand the importance of learning how to work as part of a team.
- It is known that all of the above points have a positive impact on behaviour.

Children receive certificates and prizes during a weekly celebration assembly. These include Super Stars of the week, karate reading band certificates and lunchtime award. Children may also be awarded stickers in class to celebrate success instantly. For extra special work, effort in learning or excellent behaviour teachers may give pupils 'bursting to tell' stickers or on some occasions send a text home to parents to celebrate the child's success. Trophies and cups and certificates are awarded at the end of the school year for good punctuality and attendance, behaviour and attitudes to learning.

Some children will have an individual behaviour plan linked to their needs in order to ensure that their rights and the rights of other are met.

## **Sanctions**

Sanctions are consistent across the school but are applied in an age appropriate manner for children aged two to eleven and follow the progression outlined below.

- Verbal warnings: Name written on board then ticked for up to two subsequent incidents of unacceptable behaviour or name moved through series of weather charts.
- Time out from playtime or desirable activity.
- Behaviour logged in Behaviour Book.
- Pupil reflection time- complete writes proforma exploring alternative solutions.
- Teacher and Headteacher meet with parents/carers.
- Headteacher may exclude a pupil for a fixed period of time (or permanently). Parents in such instances would be informed of their rights of appeal.

This school operates a policy of zero tolerance towards:

- Incidents of actual or threatened violence towards another pupil.
- Incidents of actual or threatened violence towards members of staff.
- Any incident presenting significant risk to the health & safety of others, e.g. drugs, weapons etc.
- Racial abuse.
- Wilful damage to property. Parents may be charged for repair or replacement.

## **Exclusion**

Children who show a persistent disregard for the school charters, in spite of fair and consistent application of them, will be liable for exclusion.

In the event of serious aggression, either physical or verbal, to staff or other children, a child will be temporarily or permanently excluded.

There may be other examples of unacceptable behaviour that will not be tolerated within the school, which may lead to a temporary or permanent exclusion at the discretion of the Head teacher.

If a pattern of inappropriate behaviour during lunchtimes is emerging, the Head teacher will become involved and parents will be invited in to school to discuss their child's behaviour. The child may be temporarily excluded during lunchtimes.

## **Contact Book**

If there are significant concerns over a child's behaviour the Head Teacher may wish to put the child on a daily contact book as a means to monitoring the child's behaviour closely.

The report is shared on a daily basis with the child's parents, which provides good and clear communication between school and home.  
If appropriate the SENDCO will be informed.

### **Playtimes**

Playtime is a time when a range of unacceptable behaviours may occur. The school has developed a range of structures to minimise these:

- The Headteacher meets with all support staff termly to review policy/practice and to offer further training as identified.
- The school charter is displayed on the playgrounds and around the school.
- The work of the peer mediators helps pupils avoid unacceptable behaviour.
- The School Council, comprising of pupils from across the school, discusses issues which are fed back to class via circle time sessions.<sup>1</sup>

More serious offences will result in immediate removal from the playground and missing the next playtime.

### **Physical restraint**

Refer to the school's policy on positive handling.

### **Monitoring**

The Behaviour Policy is reviewed by the SLT on a regular basis. The Governing body reviews the numbers of complaints and incidents within each year. The Headteacher keeps the Chair of Governors informed as necessary on a day to day basis.