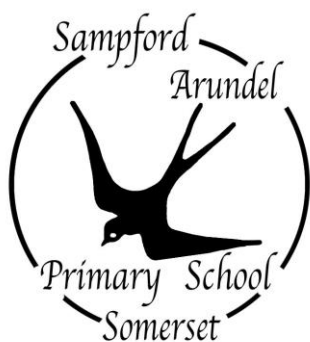


# Wellington Area Rural Federation



Stawley Primary School

## BEHAVIOUR POLICY

September 2024

Status:	STATUTORY
Responsible person:	HEADTEACHER
Responsible Governor :	CHAIR OF GOVERNORS
Ratified by the Head Teacher:	September 2024
Date first approved by the Governing Body:	September 2020
Review Period:	Annually
Review Date:	September 2025

**PLEASE NOTE THE SPECIFIC ADDENDAM WHICH REFERS TO RETURNING TO SCHOOL DURING THE COVID-19 OUTBREAK – Sept 2022 this continues to be in place whilst there is an RA required for DFE and SCC.**

## **Behaviour Policy**

### **A Rationale**

In our schools we feel it is important to promote a caring and supportive environment to enable all members of the school community to feel secure and respected and therefore promote good behaviour in others. The development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the school curriculum and therefore demand careful planning.

### **B Aims**

We aim:

- to ensure that our procedures for disciplining pupils and managing behaviour are fair and equitable to pupils from all racial groups;
- to ensure consistency and care;
- to be fair and be seen to be fair;
- to treat all with respect;
- to have clear expectations and strategies to ensure they are met;
- to provide planned activities which motivate all to learn academically and socially.

### **C Golden Rules**

These objectives for behaviour are derived from the aims listed above.

Rules for each school have been decided upon by the process of sharing, discussing and negotiation. Circle-Time sessions provide the ideal opportunity to encourage the personal development of children. Therefore, as and when the need arises, Circle-Time is used in class to clarify issues such as our 'Golden Rules' that children need to be aware of.

These rules reflect the aims of each of our schools. Rules are displayed in each classroom and are discussed and reviewed annually with the children. They are a teaching tool, which needs to be constantly reinforced and highlighted.

#### **Stawley Primary School's Golden Rules**

We will be consistent with the following:

- Always be friendly and caring with each other
- Respect others and their belongings
- Be polite and remember your manners: Please, Thank you, Sorry, Excuse me
- Move quietly around the school
- Be safe and play safe
- Always try your best at everything

#### **Sampford Arundel School's Golden Rules**

In Class 2:

- Be Considerate
- Be Sensible
- Be Polite
- Act Responsibly

## **D Incentives to Positive Behaviour**

If a child successfully applies the Golden Rules, this should be acknowledged. We believe the ideal incentives are the intrinsic rewards offered by:

- (i) warm relationships
- (ii) a stimulating curriculum
- (iii) positive role models

However, it is also important to have a reward system in place, which recognises all forms of social and academic achievement and effort. To ensure every child has the opportunity to experience success, we use the following as rewards.

In each level there is a variety of options, which can depend on age, need or pupil choice.

### **Level One**

**Non-Verbal Praise:** Smiles, thumbs up and winks.

**Verbal Praise:** We believe that verbal praise is the most important factor in creating positive atmospheres, which will promote good behaviour. In our schools we strive to maintain a minimum of three positives to one negative ratio. Verbal praise can range from a word in the ear to a 'public' recognition in class and should be related to the Golden Rules. It can also be given to and by everyone.

**Display:** Children's work is presented in such a way that it will be obvious to any visitor that we are proud of success whether it is in quantity or quality of effort.

**Marking Policy:** Within each class, the marking of children's work is used to build on success and encourage further progress by its comments.

**Privileges or Jobs:** Within each class there are 'perks' as perceived by the children, e.g. cleaning the whiteboard, being 'Star of the Day'

**House/Merit Points, stickers and other incentives:** Each class has a system used to reward the children for good behaviour and good work. The design varies from class to class and from time to time, for example, 'Star of the Day' etc and is aimed at individual contribution to class behaviour rather than competition with other children.

In both schools children are placed in Houses and House or Merit Points are awarded by all staff. At Stawley School House Points are collected in weekly by 'House Captains' and a House Cup is presented in Assembly. At Sampford Arundel Merit Point totals are read out in a weekly celebration assembly and a running total for the year is displayed on the notice board.

**'Golden Time':** This is awarded to each child each week provided they have stuck to the 'Golden Rules' and have not lost any. Each class then chooses from a selection of appropriate educational activities during golden time.

If there is an outstanding contribution or a consistent period of effort a child may move to Level Two.

## Level Two

**Sharing:** In recognition of a particular task or behaviour the pupil may share their success with others, for example:

- (i) the class
- (ii) the neighbouring class or teacher
- (iii) an available adult, governor etc.

The next level of sharing may be to the Head teacher or to the whole school at the Celebration Assembly on Friday.

At Stawley School the child's name will be put in the 'Book of Excellence' and a reason given for them appearing in there, by any member of staff. They will be invited to stand at the front, whilst their name will be read out, be given a Head teacher's Award Sticker and public recognition by the rest of the school. The child will have their name displayed on the weekly newsletter. The 'Book of Excellence' is on public display in the school's Entrance Hall.

At Stawley School children may also have the opportunity to be appointed a monitor to assist staff. The expectations for the children's behaviour will be extremely high. Exceptional work may be included in the school's newsletter and it is planned to celebrate children's work on the school website.

At Sampford Arundel School children from each class are presented with Friday Star Certificates in front of the whole school during the weekly celebration assembly.

## Level Three

At Stawley School the ultimate reward is receiving a 'Golden Leaf' Award. This means a child will have a leaf with their name displayed on the School's Golden Leaf Tree, be awarded a Golden Leaf Badge to wear and having a congratulatory letter sent by the Head teacher. These are awarded annually to one child in each class, and the Head teacher will not only describe the child's success but also offer to meet the parents to talk through the school's reasons for rewarding the pupil in this way.

At Levels Two and Three in particular there will be discussion with the pupil to ensure that the reward given will have the desired effect of promoting positive behaviour.

## E Disincentives to Negative Behaviour

If a child breaks any of the Golden Rules there will be a sanction. It is our belief that sanctions, consistently and firmly applied, will result in boundaries being clearly drawn and therefore good behaviour promoted. It is important to remember at all times to criticise and target the behaviour and not the child.

As with the incentives, there are different levels.

### Level One

**Praise:** Praise those children sitting nearby showing appropriate behaviour in class.

**Non-Verbal:** A glare, shake of head, wag of the finger, a slow walk to the child.

**Verbal:** A reminder of the Golden Rules. At this stage it is hoped that this will be in a 1:1 situation, quietly without the rest of the class becoming distracted.

**Verbal Warning:** A clear concise message. 'X', if you carry on with 'Y' behaviour then 'Z' will happen to you.

**Time Out:** A child is asked to move from their seat to another (if space available, a designated area), where they will have a clear explanation of the behaviour required for them to return to their original seat. The

behaviour' may be the completion of task or a time period of appropriate action. The time limit is decided by the teacher using their professional judgement.

**Loss of Golden Time:** The loss of a proportion, or all, of the child's Golden Time may be withdrawn, the reason explained clearly for this action to the child. It might be possible to earn all, or part, of this time back depending on future behaviour.

## **Level Two**

**Referral to Head:** Once a child is referred, the Head will decide an appropriate sanction from the possible list below:

- (i) child to work in another class for up to 30 minutes
- (ii) loss of free time
- (iii) loss of privilege
- (iv) written apology

The Head must ensure that the referrer has followed the sequence described in Level One and that the child appearing at their door is on the sanction route not the reward one!

## **Fast Track**

For certain behaviours, a child will by-pass Level 1 and enter the sequence at Level 2. The referrer will do so when one or more of the following have been displayed:

- (i) serious fighting
- (ii) bullying behaviour including racism
- (iii) bad language (directed at an adult)
- (iv) defiance
- (v) damaging school or others' property

It is felt that due to the seriousness of these behaviours the parents will be contacted immediately at this stage.

## **Level Three**

The Head may feel that the behaviour is so serious or so persistent that this may necessitate an internal exclusion where a child will be working away from the class for a day or a placement on the Somerset Special Needs process.

## **Exclusion**

Exclusion is an extreme step and will only be taken in cases where;

- a) long-term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- b) an incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

Only the headteacher or acting headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods or the headteacher may exclude a pupil permanently.

The Local Authority has published clear guidelines which will be followed in the event of a pupil being excluded, either for a fixed term or permanently. These guidelines cover the process, the parents' right of appeal and the role of the governing body's appeal panel.

## **F Children 'Beyond'**

Very occasionally some children may be 'beyond' normal incentives and sanction. They can often be confused with emotional or physical needs that have not been, or are not being met. Often, home fails to provide any limits. Consequently, these children are unable to recognise any of the normal boundaries of behaviour proposed by the school, and they are too unhappy, angry or suffering from low self-esteem. It is important to identify small achievable targets so that they can experience success. In the case of such a child, a special plan needs to be agreed which concentrates on one target of achievable behaviour, which should be regularly monitored, with specific rewards that will motivate the child. In cases like this, the child will be placed on School Action of the SEN procedures and the SEN Coordinator will be informed. Parents will be involved in agreeing the individual education plan, which will be consistent with the principles and practices within this policy. All staff will be informed of the needs of the child and will work together.

## **G Application**

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when special rules need to be applied, i.e. the dining room, swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy, will always apply.

## **H Monitoring, Review and Evaluation**

The policy will need to be monitored to check effectiveness.

The areas targeted for review will be:

- (i) The aims - are they still valid?
- (ii) Rules - are they still pertinent and being applied consistently?
- (iii) Rewards/sanctions - are they appropriate and do they act as incentives/disincentives?

## **WARF Sampford Arundel and Stawley Primary Schools**

### **Behaviour policy addendum – Returning to school, September 2020 (post COVID-19 lockdown)**

The following extract has been taken directly from the Government’s document entitled ‘Preparing for the wider opening of schools’ which was published on 14<sup>th</sup> May 2020. The full guidance can be found here: <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june>

#### **Annex A: Behaviour principles**

Comments relating specifically to Sampford Arundel and Stawley Primary Schools have been made under the each bullet point in blue.

In light of the need for children to behave differently when they return to school this document provides a general update to support our Operational Procedures.

- following any altered routines for arrival or departure

Your child has a specific time slot in which they need to arrive and be collected from school. Only pupils are allowed to enter the site and school buildings. Those dropping off will need to leave the school site straight away to allow the next group to collect or drop off.

- following school instructions on hygiene, such as handwashing and sanitising

Signs, soap and sanitizer will be visible and available throughout the day and regular reminders will occur.

- following instructions on who pupils can socialise with at school

Children will be split in to class sized bubbles with specific adults. These bubbles will not mix.

- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)

Children will follow instructions from the adults in their group and will not move outside of their bubble unless specifically directed to. In Stawley children are using the second entrance to their classes.

- expectations about sneezing, coughing, tissues and disposal (‘catch it, bin it, kill it’) and avoiding touching your mouth, nose and eyes with hands

Signs will be visible and staff will remind children.

- tell an adult if you are experiencing symptoms of coronavirus

An area for isolation in school has been designated. The Headteacher’s office will be made available for anyone who is showing signs; this office has been selected as it is able to be left empty for 72 hours. The member of staff supervising the child whilst waiting to be collected will be wearing full PPE – including a face shield. The child will also be asked to wear a mask where possible.

- rules about sharing any equipment or other items including drinking bottles

Children need to bring their own water bottle and use only the resources their teacher has given them to use. Only a water bottle, lunch and coat should go home/come in to school each day.

- amended expectations about breaks or play times, including where children may or may not play

The children will play and eat lunch within their bubbles and in dedicated areas within the school site. Breaks and lunches will be taken within their bubble but simultaneously with other bubbles to allow them to at least see the rest of the children in the school. There will be no physical contact between the bubbles.

- use of toilets

Each bubble has assigned toilets - Only children from within the bubble are allowed to use these toilets. Hands must be washed after use.

- clear rules about coughing or spitting at or towards any other person

This is not acceptable and any child doing this or behaving in a way that purposely risks another person's health will be sent home until they can behave safely. Individual risk assessments will be carried out for any child we deem necessary in order to safeguard them and others.

- clear rules for pupils at home about conduct in relation to remote education

Children who continue to need to shield at home are expected to continue with their remote learning under the direction of the class teacher.

Should a bubble/the school go in to lock down for any reason, remote learning will resume via the website and email instructions as appropriate. All children are expected to engage with this.

- rewards and sanction system where appropriate

We will continue to follow our usual rewards and sanctions as stated in our behaviour policy. Celebration assemblies will not happen in person but within classes, children will still receive the usual awards as these are very important to the children in both our schools.