

William MacGregor Primary School



Behaviour Policy

Ratified by staff and Governors - September 2018
Review date September 2019

Our School Vision



As a Rights Respecting School we recognise Article 28 'The right of every child to a good quality education' and Article 19 'All children have the right to be protected from danger' from the UN Convention of the Rights of the Child.

It is a primary aim of our school that every member of the school community 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 so that people can work together with the common purpose of helping everyone to learn.

Aims and expectations

- Encourage children to have high expectations of their own behaviour
- To emphasise that everyone has rights and responsibilities and to encourage children to take responsibility for their actions
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- Have a consistent approach to behaviour throughout the school
- Make boundaries of acceptable behaviour clear and ensure safety
- Raise awareness about appropriate behaviour and promote it through positive Reinforcement.

It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The Rights Respecting School programme is central to the development of positive behaviour in the school. Our school charter says:

Our School Charter (responsibility, caring, honesty and hardworking)

- Treat each other with respect
- Stay safe - don't hurt others
- Be polite: always speak in a calm and respectful way
- Always listen and try your best
- Always tell the truth

This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times. Each class also has its own class charter.

Children's responsibilities

- To work to the best of their abilities, and allow others to do the same
- To treat everyone with respect
- To follow the instructions of all the school staff
- To take care of property and the environment in and out of school
- To co-operate with other children and adults.

Staff responsibilities

- To make clear our expectations of good behaviour
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To physically and emotionally create a safe, pleasant and stimulating environment
- To use rewards, rules and sanctions clearly and consistently.
- To be a good role model
- To develop a class charter with children so that children are very clear about how they are expected to behave

- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To deal with any incidents promptly and inform parents when necessary
- To recognise that each child is an individual and to be aware of his/her needs
- To offer a framework for social education.

Parents' responsibilities

- To follow the Home/School agreement as appropriate (new agreements in Ladybirds, Year3 and Year5)
- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school.
- To be aware of the school rules and expectations and to support the school in the implementation of this policy
- To alert the school as soon as there are any concerns.

What we do to encourage positive behaviour?

- We make clear our expectations of good behaviour and discourage unsociable behaviour by promoting mutual respect
- We encourage children to take responsibility for their own actions and behaviour, to make the right choices and consider the consequences of their actions.
- All forms of behaviour (positive and negative) are recorded on SIMs and termly reports sent to parents
- Prefects in Year 6 have specific responsibilities to promote, demonstrate and praise positive behaviour
- We refer to the Home/ School Agreement and Behaviour Charter regularly
- Regular PHSE and RRS lessons
- Aim to move onto the 'Gold' card during their lessons.

What we do to reward positive attitudes?

- House Point system -children are divided into four teams. Each week they are totalled for a weekly winner and announced in an assembly. The running total is recorded and a grand total is announced at the end of a term. The winning team is rewarded with a trophy.
- Children also keep a running record of their own totals individually. These are rewarded with bronze, silver, gold, emerald and ruby badges when they reach 50, 100, 150, 250, 350 house points.
- Stickers (Head Teacher awards, star of the week and PERFECT learners)
- The child is sent to another member of staff for reward.
- Star of the Week certificates rewarded in the Merit assembly and linked to good learning behaviours as well as achievement. Children also receive 5 house points for being Star of the Week. Parents/relatives are invited to these assemblies to share and celebrate their child's success.
- Lunchtimes: weekly award for good manners, behaviour, helpfulness at lunchtime
- Children who move onto the Gold card during the week are recognised in Friday's achievement assembly and earn 5 house points for their team.
- 25 Minutes 'Golden Time' on a Friday afternoon. This takes place in class completing chosen activities.
- Text messages sent to parents to share and celebrate good behaviour.

What we do if your child makes the wrong choice?

- We raise the issue with them using clear and consistent language
- Where necessary we discuss incidents with the children involved
- Where possible, we encourage children to try to resolve disagreements themselves
- We encourage children to take responsibility for their own behaviour.
- We record loss of Golden Time on SIMs

Our whole school approach to inappropriate behaviour will be followed consistently by all staff. When unacceptable behaviour is encountered the following consequences within behaviour tracking should be taken:

Consequences

- Each class has a set of traffic light cards (red, yellow, green & gold), with the names/photographs of each child placed on the green card at the start of each day signifying positive behaviour. If the teacher feels a particular child has not behaved acceptably, then their name/photograph moves onto the yellow card, signifying that a warning has been given. In KS1, a verbal warning will be given first.
- Should the child's unacceptable behaviour continue or deteriorate then the child's name/photo will move onto the red card. This will then result in the loss of 5 minutes 'Golden Time' for that week and parents will be informed when collecting their child at the end of that day or by phone call. The class teacher will record this behaviour on SIMs.
- Children will have the opportunity to earn back their golden time during that week by showing a big improvement in behaviour. If children are persistently disruptive and not attempting to earn their way back to green then they will be sent to Mrs Jones for time out.
- Above the green card is the gold card, this is to allow the children the opportunity to move up from the green when they display exceptional behaviour. If they are on the gold card at the end of the day, then they receive 5 house points for their team and their name is given to the Headteacher to be read out in Friday's merit assembly. This announces to the teams who has put in extra effort with their behaviour and earned them additional house points.
- Any children who have lost part or all of their 'Golden Time' due to unacceptable behaviour that week will spend their lost time during Friday lunchtime with the Headteacher to reflect on their behaviour. Year 1 and EYFS will do this daily if children are on red. During Golden Time at the end of the day the children who have lost time will not be involved in the activity and will complete their response form.
- If this sanction does not improve a child's behaviour (for example, a significant accumulation of loss of Golden Time e.g. 30 minutes in one term, and/or nature of unacceptable behaviour) then parents will be contacted to discuss their child's behaviour.
- The use of the School's Behaviour Report Card will be used as a method of intervention to enable the child, parent and the teacher to work together in partnership to establish more positive behaviour patterns. It would be expected that an improvement in behaviour in the next two weeks would lead to the withdrawal of the use of the report card. There are some exceptions when the child's behaviour is responding well to this closer monitoring and would benefit from staying on the report card for a longer period so this change in behaviour can be sustained. This would be discussed with the child and their parents.

- If the child is still requiring a report card after four weeks due to a lack of improvement in their behaviour, then an IBP (Individual Behaviour Plan) will be devised in conjunction with Class Teacher, SENCo, parents and pupil. If an IBP fails to instigate an improvement in behaviour, school will work with parents and carers to decide on appropriate further sanctions.
- Any unacceptable behaviour displayed on the playground will result in the child moving their name down on the classroom colour card system and the child may also have a playground activity withdrawn for a period of time.

What are our Zero Tolerances?

- Rudeness/swearing towards staff
- Refusal to follow instructions
- Striking a member of staff
- Physical aggression
- Fighting
- Bullying
- Racism
- Vandalism/Damage to property
- Theft
- Truancy

Where one of the above occur, one of the following consequences will apply (depending on the behaviour displayed):

- Involvement of headteacher/deputy head
- Phone call with parents followed by letter
- Exclusion - lunchtime/temporary/permanent
- Personal support programme
- Involvement of any appropriate outside agencies.
- Temporary placement at Corner Post Education to avoid permanent exclusion.

Behaviour displayed in red font will result in an exclusion of some form. However, repeated displays of all other behaviours will also result in an exclusion.

Pupil's Conduct Outside the School Gates - Head Teacher's Powers

Head teachers have at statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the head teacher may discipline a pupil for:

- Any misbehaviour when the child is:
 - Taking part in any school-organised or school related activity or
 - Travelling to or from school or
 - Wearing school uniform or
 - In some other way identifiable as a pupil at William MacGregor.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school or
 - Poses a threat to another pupil or member of the public or
 - Could adversely affect the reputation of the school.

Screening and Searching and the Power to Use Reasonable Force

Searching

School staff can search a pupil for any item if the pupil agrees.

(The ability to give consent may be influenced by the child's age or other factors)

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes - to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment - it is always unlawful to use force as a punishment.

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Curriculum and Standards Committee every year.

Appendix 1: written statement of behaviour principles

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