



Welbourne Primary Academy

BEHAVIOUR POLICY

Headteacher	Mrs C. Everton	
Chair of Governors	Mrs J. Lowe	

Policy adopted by Governors: September 2017
Date for Review - September 2020

The vast majority of children at Welbourne Primary School are always eager to learn and work to the very best of their abilities. They are happy at school and create harmonious friendships with their peers and the adults they share the school with. There are, however, occasions when the behaviour of a small number of children may challenge the happiness of others or make conditions difficult for the class teacher to work effectively. For these reasons the school needs a clear policy regarding behaviour.

General Aims

- To provide a happy atmosphere in which children, staff and parents work together for the welfare of the school and its community.
- To encourage children to be polite, well mannered, helpful to each other, and to become good citizens.
- To strengthen children's interest in learning and to ensure that they are well taught according to their differing ages and abilities.
- To foster a sense of pride in attending the school and in taking full advantage of the opportunities offered to learn and to develop.
- The fundamental principle that underpins our whole approach to school behaviour is that no-one has the right to prevent another child from learning or a teacher from teaching.

This policy is based on clear expectations of what is acceptable behaviour reinforced in the main by positive recognition and a series of escalating sanctions.

AIM

The aim of this policy is to create an orderly school community, which allows teachers to focus on the academic side of the education process.

This will be achieved by:-

- Updating teacher behaviour management skills with a clear emphasis on positive reinforcement throughout the whole school.
- Empowering teachers.
- Providing clear rules, rewards and consequences for all aspects of school life.
- Focusing strongly on teaching appropriate behaviour.
- Not accepting poor behaviour.
- Helping children to choose appropriate behaviour.
- Promoting good relationships between teachers and children and between the children themselves.
- Gaining parental support for this policy.
- Supporting children with difficult behaviour using individualised reward systems.
- Developing self-discipline.
- Developing staff skills further.
- Working closely with parents and outside agencies.
- Providing a responsive senior management.

THE STRUCTURE OF THE PROGRAMME

What follows is an example of a classroom discipline plan and lunchtime and playtime rules. In accordance with the Equality Act (2010DFE) reasonable adjustments will be made for children with a disability. The classroom discipline plan is also used in Breakfast and after school clubs.

When a serious incident of behaviour occurs in enrichment activities or breakfast club the place will be withdrawn from the child.

CLASSROOM DISCIPLINE PLAN

Rules

- Follow instructions.
- Keep hands, feet and objects to yourself.
- Only say polite things.
- Use only co-operative learning behaviours:
- Complete all tasks, help and encourage others, everyone participate, practise active listening, explain your ideas and tell why.

Rewards

- Praise
- Stickers
- Points and cheers for learning behaviours.

Consequences

- Warning –name on the board
- If behaviour continues a yellow card will be given. The child hands the yellow card to their class teacher, who then completes a STOP THINK report
- Time away from group, either in class or out of class with another teacher if appropriate
- A red card is available in classrooms for any incident which requires immediate support from SLT

PLAYTIME DISCIPLINE PLAN

- Follow instructions.
- Stay in the playground.
- No one in the adventure playground unless an adult is present.
- Play without hurting or upsetting others.
- No interaction with adults or children through the school fence.

Rewards

- Learning behaviour points
- An enjoyable playtime

Consequences

1. Warning
2. Two minutes time-out
3. Loss of playtime for the rest of that break and the following break.

LUNCHTIME DISCIPLINE PLAN

1. Follow instructions.
2. Carry and eat your food sensibly.
3. Walk at all times.
4. Talk quietly to others on your table.
5. If you want something, raise your hand.

Rewards

- Praise
- Job done points

Consequences

1. Warning
2. Time out
3. Name in the book which is shared with SLT
4. Parents informed

More serious incidents of unacceptable behaviour may be dealt with by: behaviour contract, internal seclusion to another classroom, leader, deputy or head for the day, external seclusion (to another school) for 1 or 2 days, fixed term exclusion/possible lunchtime exclusions or permanent exclusion.

EXCLUSION PROCEDURE

The Head teacher reserves the right to exclude if the behaviour of a child is particularly severe or if school rules are constantly ignored. This will generally be a last resort but the following points would need to be considered:-

The safety of the child and other children.

The level of disruption caused to the education of other children.

Once excluded the parents of the child will be asked to see the Headteacher to discuss the terms of re-entry which will include the signing of a home/school contract to improve behaviour. The Chair of Governors will be informed that an exclusion has taken place.

PARENTAL RIGHTS

A parent can appeal against any exclusion to the Chair of Governors or the Director of Education.

This appeal has to be made within 48 hours and the Head teacher has the responsibility to inform parents in this respect. The Head teacher can exclude a child on a fixed term basis for up to two weeks in aggregate over a term.

PERMANENT EXCLUSION

If a child's behaviour is so severe and all other measures have failed the Head teacher can impose a permanent exclusion. Again parents have the right to appeal against this decision and can make representations to the Appeals Sub Committee who have to uphold the exclusion or return the child to school.

If upheld the matter is brought before the Local Authority Suspension Sub Committee for their decision.

These procedures are in line with Local Authority guidelines.

RESPONSIBILITY FOR POLICY

The individual welfare and responsibility of each child rests with the class teacher.

However, class teachers can expect support from senior staff.

RACIAL INCIDENTS

These are viewed very seriously and will be dealt with and logged by the Head teacher. A termly report is submitted to the Local Authority.

WORKING WITH PARENTS

Parents should be informed of any difficulties with behaviour in order to seek improvement.

Should a child not be responding to this policy measures then it may be necessary for the introduction of:

- Behaviour incentive card
- Report sheets with targets
- Regular reviews with parents
- Referral to outside agencies for advice and support (Educational Psychologist, CAF Team referral)

REMEMBER

Do not blame yourself, the child or the parents if a child displays major behavioural difficulties. The important thing to remember is that we need to find a solution to the problem. The intention of our policy is to support that process and to rightly reward the appropriate behaviour of all children.