



# Wychall Primary School Behaviour Policy



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This policy will uphold the children's rights as set out in:

Article 28 of the UNCRC which states,  
*'Every child has the right to an education. Primary Education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.'*

And Article 29 of the UNCRC which states,  
*'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.'*

**Behaviour concerns should be added onto CPoms if related to a safeguarding concern or a sudden change of behaviour.**

## **Rationale:**

Children engaging with their learning and behaving well ensures a *Safe* environment in which children can feel *Secure* and therefore be *Successful* in their learning. It promotes high standards of social skills (good manners, empathy, perseverance, resilience and confidence), reflecting the shared values of the school and encourages social development and good citizenship, this will be developed through the use of the Jigsaw Programme. We encourage our children to be good citizens and to develop the strategies needed to deal with situations in everyday life. This policy is written to promote an open climate where people feel able to share and talk about issues both positive and negative.

## **Aim:**

We want our school to be a happy, safe place where children can thrive educationally, emotionally and socially. Engagement with learning and the school ethos helps these things to happen. We want our children to be self-disciplined, independent and to show consideration to others. Therefore, we encourage children to take a growing responsibility for their actions and to sort out any difficulties in a peaceful way empowering them with valuable life skills.

## **Ethos:**

At Wychall we believe that everyone should feel *SAFE (physically)*, *SECURE (emotionally comfortable in their environment at all times)*. As a result, children will be *SUCCESSFUL* and able to achieve their full potential.

## ATTENDANCE

We believe that a child with good attendance and punctuality, are better able to engage with routines, their teacher, other pupils and feel a sense of community. We work with parents and pupils to support good attendance and punctuality, as the opposite can impact on a child's motivation, their attitude to learning, relationships with peers, their behaviour choices and their overall well-being (see the attendance policy). All children are greeted at the door in the morning by a member of SLT. Any child who seems upset, angry or 'not themselves' is spoken to and 're-set' before they reach their classroom; this helps to ensure all children arrive in their classroom with a positive attitude and are ready to learn. A child who arrives late will be spoken to by the attendance officer or member of office staff and will also be 're-set' if required before going to their classroom.

## GOLDEN CHARTERS

The '**Golden Charter**' was written in collaboration with all pupils, facilitated by the Wychall Ambassadors.

As a Unicef 'Rights Respecting School' (Silver), this process was vital, the charter was devised by the Wychall Ambassadors using the UNRCC then the Charter was taken to the classes, discussed and agreed.

All pupils will sign their class and school copy of the Charter to show their commitment.

### Wychall's Golden Charter

- *We agree to keep our hands and feet to ourselves and speak to each other kindly and positively.*

*Articles 31, 14, 29, 28*

- *We agree to work hard in lessons and follow the instructions given to us.*

*Article 29, 28*

- *We agree to listen carefully to whoever is speaking and take turns to give our opinions, ideas or answers.*

*Article 28, 3, 12, 13*

- *We agree to keep our classrooms tidy, treat resources with respect and care, and look after our school environment.*

*Article 29, 28*

These agreements link to Articles 31, 14, 29, 28, 3 of the United Nations Convention on the Rights of the Child (UNCRC).

The Golden Charter should be displayed prominently in all classrooms and teaching areas, as well as on the website, in the hall and in the playgrounds. It should be referred to routinely – providing the vocabulary/script for both celebrating and managing/correcting behaviour. As part of the Jigsaw work each class will create their own Golden Charter Display.

**Each class** may add a **maximum of two further agreements** to form their Class Golden Charter. These should not conflict with the main four agreements and should relate to articles from the UNCRC. In order for children to have ownership of these agreements, they should be involved in the process of deciding them. They should be age appropriate and may be changed in response to current issues but must be checked by the Behaviour Lead.

**ALL** members of staff both teaching and non-teaching should be pro-active and manage behaviour assertively.

This applies to **ALL** pupils AROUND school, at **ALL** times – NOT JUST YOUR OWN CLASS.

### **RE-SETTING THE DAY**

**All** staff must be vigilant to the feelings and moods of children as they enter school in the morning, a member of SLT will be on the KS2 door every morning, class teachers in KS1. If a child is distressed or appears angry an adult will speak to the individual to 're-set' their day or refer to a Learning Mentor or SLT.

The focus should always be on **positive reinforcement**. At all times, look for opportunities to reinforce appropriate behaviour – **'Catch them doing something good!'**

### **GOOD BEHAVIOUR**

Children at Wychall Primary School are encouraged to develop a **sense of self-discipline** and respect. They are given a clear and consistent idea of what is expected in terms of behaviour. Emphasis is placed on the positive recognition of children's achievement's as well as their good attitude and behaviour. Dojos will be given to reward good behaviour.

	During lessons, assemblies, around school	During break-times
What is the children reward for?	<ul style="list-style-type: none"> <li>• Effort</li> <li>• Academic achievement particular to individuals</li> <li>• Helpfulness</li> <li>• Honesty</li> <li>• Kindness / thoughtfulness</li> <li>• Sharing</li> <li>• Good listening and manners</li> <li>• Joining in discussion</li> <li>• Good attitude to learning – displaying learning powers</li> </ul>	<ul style="list-style-type: none"> <li>• Eating their lunch sensibly and calmly</li> <li>• Good manners</li> <li>• Befriending and including others</li> <li>• Lining up well</li> <li>• Coming in quietly</li> <li>• Being kind</li> </ul>

How children are rewarded?	<ul style="list-style-type: none"> <li>• Verbal praise and thanks</li> <li>• Stickers or stamps</li> <li>• Dojos</li> </ul>
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	<ul style="list-style-type: none"> <li>• Star of the week assemblies</li> <li>• Individual behaviour books with personalised rewards</li> <li>• Visit SLT for stickers</li> <li>• Items from the 'prize box'</li> <li>• Class reward incentive e.g. table points</li> </ul>
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### **IMPLEMENTING PRAISE**

- Staff will praise/thank pupils regularly making it clear what the praise/thanks are for
- Praise will be shared with other staff to support and give encouragement to pupils
- All pupil's work will be valued and displayed to its best advantage
- Praise can be recorded on children's work.
- Verbal praise is to be used **extensively** across the school; particular areas where this must be used will be in corridors, assemblies and in lunch halls.

### **GOOD NEWS ASSEMBLIES**

Class teachers nominate a child in their class who has demonstrated good behaviour or who has completed some brilliant work. Their parents will be invited into a 'Good News' assembly and they will receive a certificate to take home. All classes will have a 'Star of the Week' board on which they record the names of the stars.

Children will receive a silver card for a consistent good work, attitude and behaviour.  
Children will receive a gold card for exceptional performance academically or socially.

A gold or silver letter will be sent to parents if they are awarded a silver or gold card.

There is an expectation that staff will award 2 gold cards a half term and 4 silver cards a half term. Achievement of these awards will be logged on the weekly card grid.

### **THE CARD SYSTEM (Good to be Green)**

The card system is a visual tool to help pupils understand the behaviour which is expected of them in school. Each classroom will have a chart with named pockets where the children's cards will be kept.

- Green card, all children start on this card and should aim to stay green all day!
- Blue card is a 'Stop and Think' card
- Yellow card is a warning card
- 2 yellow cards become a red card
- Red card is a serious incident (see information below which details red card incidents)
- Silver card – card for a consistent good work, attitude and behaviour
- Gold card - for exceptional performance academically or socially.

The Golden Charter of the school/classroom is displayed near the Card System. Pupils are taught that keeping to the Golden Charter will ensure that they stay on a green card.

If a pupil fails to uphold the Golden Charter adults will follow the behaviour flowchart and this may result in a blue, yellow or red card. The pupil is encouraged to make the right choice. Staff will ensure children are aware of the behaviour they need to display to return to a green card, choosing to change back to appropriate behaviour will mean that they return to a green card.

Staff will review behaviour during the day and will return children to green when appropriate, but **must** review at morning break and lunchtime. All children will be returned to green to start a new day.

### **RECORDING BEHAVIOUR**

Class teachers will log the details of a 'worked up to' Red Card incident in their Behaviour Book (name, date, time, where the incident took place, brief description of the incident and the action)

Straight Red Cards will be logged on Sharepoint:

- Full name
- Date / time
- How many red cards the child has had (refer to your behaviour book)
- At the start of the description of the incident put where the incident took place
- Description of the incident – this is the record of what has happened
- Action – time off playground, isolation etc

Red cards are **reset at the end of every half term** so incidents will start being numbered from 1 at the start of each half term.

SLT or Learning mentors will log Straight Red Card incidents on Scholar Pack to allow for analysis.

All incidents of racism, homophobia or disability discrimination will be specifically logged on Scholar Pack.

Any incidents of self-harm will be referred to a member of SLT, first aid given and the incident will be logged on CPOMS. The child's teacher will inform the parent in person or by phone.

If supply staff are working in a class they will be informed of the behaviour system, but SLT or the class teacher can review any cards awarded to the children at the end of the day. Supply staff cannot award silver or gold cards but can speak to a member of staff or leave a note to recommend a child to receive one.

Lunchtime supervisors and staff on duty at break-times will inform staff of any behaviour incidents and the teacher or TA will decide on the appropriate card.

### **MONITORING**

- Staff will keep a record of 'worked up to' Red Card incidents and will inform the behaviour lead if they see any issue / patterns or have concerns about any individuals.

- The Behaviour Lead will analyse Straight Red Cards termly and create / add to the behaviour action plan in response to issues.
- The Behaviour Lead will analyse individual's behaviour incidents and will liaise with the class teacher, Inclusion Lead and SLT to support individuals who are highlighted.
- SLT will monitor the frequency of racist, homophobic and discriminatory incidents.

### **RECOGNITION OF IMPROVEMENT**

At the end of each half term, pupils with significant improvements in behaviour since the previous half term will be discussed with the Behaviour Lead, and may be rewarded with a letter/postcard detailing the improvement sent home.

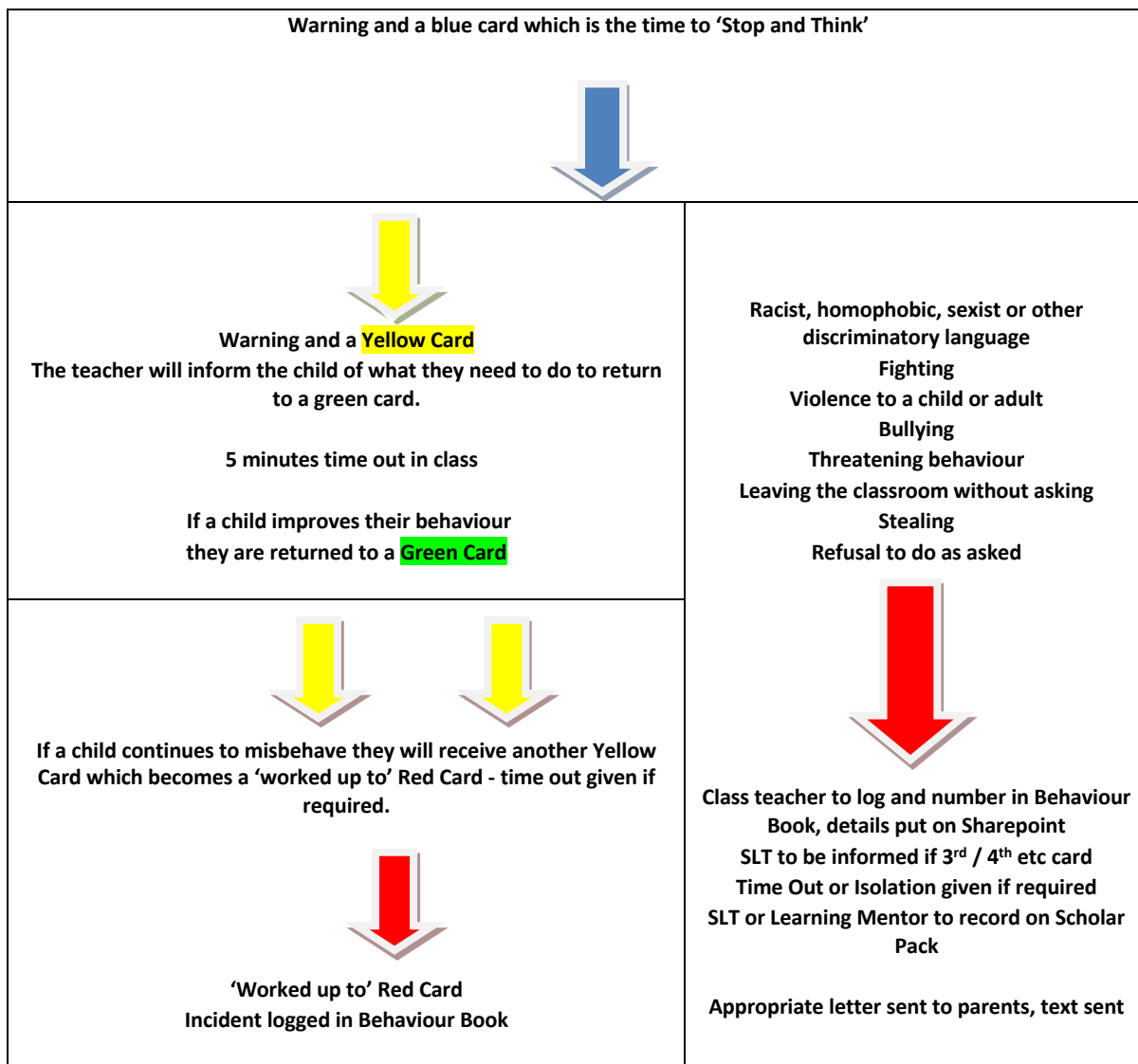
### **IMPLEMENTING SANCTIONS**

Inevitably, sanctions will have to be applied to those children who do not keep to the Golden Charter. Inappropriate behaviour will be dealt with using the behaviour sanctions flowchart below. Sanctions will be applied consistently, although the context and circumstance of each case will be looked AT so an appropriate sanction can be given. Staff may alter how the behaviour flow chart is administered for children who have SEND but **must first** discuss this with the Behaviour Lead or Inclusion Lead. When dealing with pupils and deciding upon sanctions, the dignity of **all** pupils **must** be respected as UNCRC Article 28.

It must be emphasised that it is the primary responsibility of staff to deal with discipline themselves, by putting in place appropriate sanctions to restore misdemeanours. It is important that staff deal with situations to establish and develop their own relationships using restorative approaches.

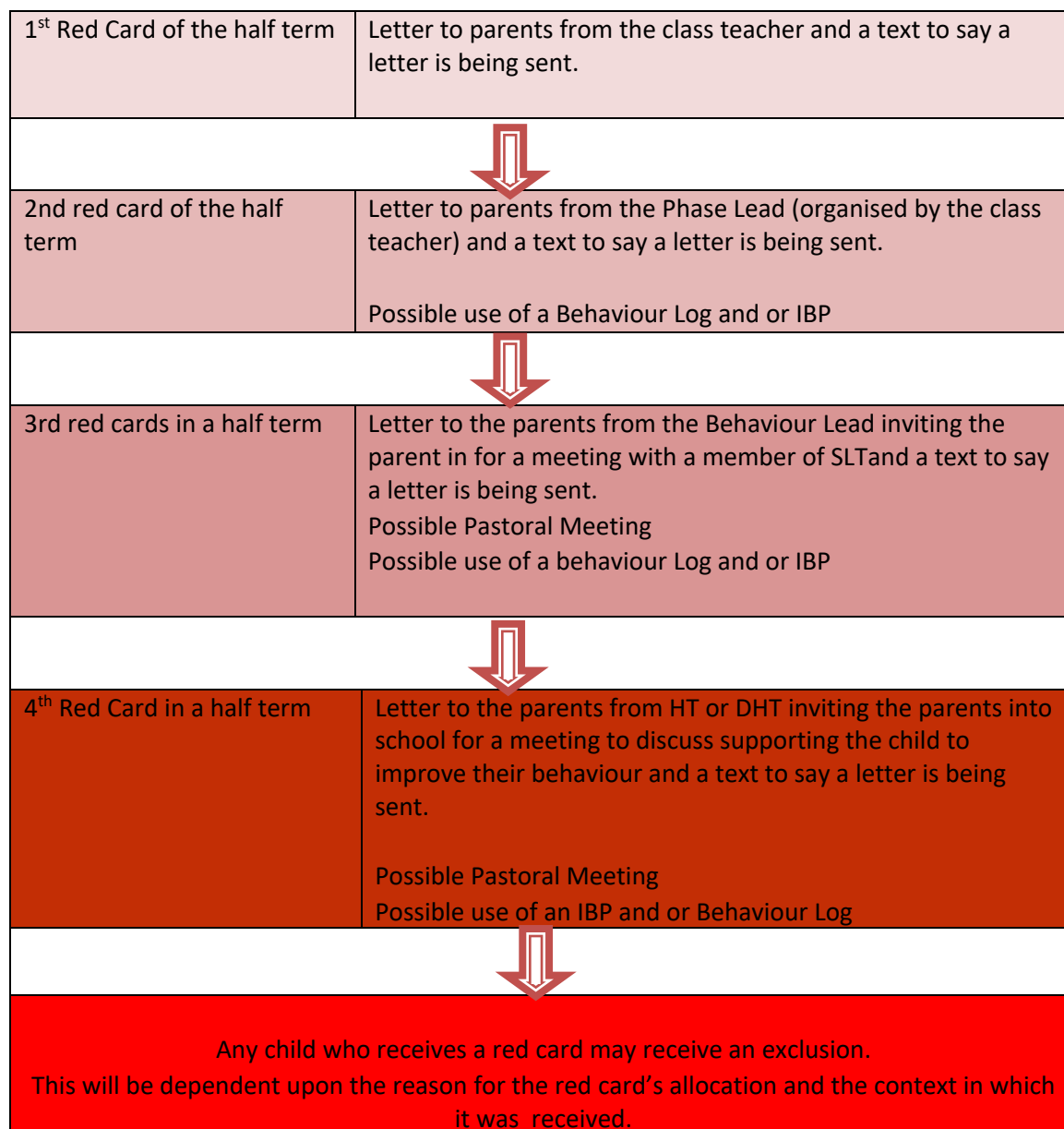
## **BEHAVIOUR SANCTIONS FLOW CHART**

ALL children start the day on a **green card**



<p>Behaviours which will gain a <b>Straight Red Card</b></p>	<ul style="list-style-type: none"> <li>• Use of racist, homophobic, sexist or other discriminatory language</li> <li>• Abusive language</li> <li>• Fighting</li> <li>• Stealing</li> <li>• Violence to a child or adult</li> <li>• Bullying (see Bullying Prevention policy)</li> <li>• Threatening behaviour</li> <li>• Leaving the classroom without asking</li> <li>• Refusing to do as asked (The refusal would result in a child being in danger or children's learning being disrupted)</li> </ul>
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Children will know that a red card leads to a consequence.



**ISOLATION (working away from their peers)**

SLT may decide that an appropriate sanction is for a child is to work away from their peers - isolation. This will be logged on Scholar Pack and the parent/carer will be informed. The child will



work by an SLT office or may be placed in a different year group, where they will be supplied with work by their class teacher.

### **PASTORAL / BEHAVIOUR PLAN MEETINGS**

Parents may be asked to attend a Pastoral / Behaviour Plan Meeting. The meeting may include the parent / carer, members of SLT, Pastoral Team and class teacher. The purpose of the meeting is to discuss the child's behaviour, what has been done to support the child and to create a plan to support the child to improve their behaviour choices in the future. The child will have taken part in a Pupil Voice activity and their views will be taken to the meeting.

A Behaviour Plan will be created at the meeting and will be reviewed after 6 weeks. After this time a child may be taken off the plan, continue with their current plan or move to a higher stage plan to support them.

### **BEHAVIOUR LOGS**

A child may be placed on a Behaviour Log to support them with their behaviour. Before a child is placed on a Behaviour Log it must be agreed with either the Behaviour or Inclusion Lead, then staff will meet or have a phone conversation with parents. Children should only be on the Behaviour Log for 2 weeks (dependent on circumstances).

### **EXCLUSIONS**

The school will consider the use of exclusion when incidents are deemed serious enough to warrant this consequence, other agencies may well be involved and the Head Teacher reserves the right to exclude for a fixed period or permanently exclude if appropriate, in consultation with school Governors. Where possible, two members of SLT will discuss an incident before an exclusion is given.

When a child returns from exclusion they will attend a Return to School Meeting with a member of SLT and their parent / carer. During the meeting they will discuss what the child, parent and school will do to support good behaviour choices in the future (see form in the appendix).

If the parent is not able to make the meeting, then their part of the form can be filled in after a phone call with a member of SLT.

### **EXTERNAL AGENCIES**

We will refer individual children to external agencies for support and assessment if it is thought necessary.

### **MISBEHAVIOUR OFF SCHOOL PREMISES**

Pupils misbehaving outside of the school premises that fall into the categories below will be dealt with in accordance with this behaviour policy.

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or is in some other way identifiable as a pupil at Wychall

Misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In all cases of breaking the Golden Charter the teacher will discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member

### **POSITIVE HANDLING**

All members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Adequate numbers of staff are Positive Handling trained.

When deemed appropriate and when there is a real risk of injury to members of the school community, disruptive pupils will be placed in an area away from other pupils for a limited period of time. The school will ensure that pupils' health and safety requirements, safeguarding and welfare is upheld.

We reserve the right to positively handle any child, with or without permission from parents if we believe they pose a risk to themselves or others or they are compromising the good order and discipline of the school.

Any incident that involves a child being 'positively handled' must then be logged on CPOMS and Sharepoint and the Head Teacher must be informed.

If a staff member has been assaulted the staff member is to log the assault on a serious incident form and if there is any injury, an accident form must be completed.

### **LUNCHTIME AND BREAK-TIME BEHAVIOUR**

The playground Golden Charter will be displayed in the playgrounds. Minor incidents at break-time will be dealt with as soon as possible by a TA, Learning Mentor or teacher. At lunch-time they will be dealt with by a lunchtime supervisor, learning mentor or TA. These incidents will be fed back to teachers and cards allocated. More serious incidents that occur during break-time or lunchtimes will be dealt with by the Lead Lunch time supervisor or SLT and information about the incident passed to the teacher who will allocate the appropriate card.

Break time /lunchtime group will be run by the Learning Mentor Team to support those children who find break times difficult.



## **RESTORATIVE JUSTICE**

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again.

About Restorative Language

When our pupils find themselves in conflict or upset we will ask them:

### **What happened?**

What were you thinking when it happened?

What needs to happen to put this right?

What would you do differently next time?

### **We might also ask pupils:**

What would you think if this happened to you?

How can we put this right?

What could you do differently next time?

What other choice could you have made?

How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

## **Restorative Conversations**

These sessions will be held by the Learning Mentors or other appropriate adult using the Restorative Conversation sheet.

The outcome of the session is ultimately:

- For children to understand the impact of their actions
- To reflect on who it has affected and how it made them feel
- Have thought about how they can put it right
- What they can do to prevent this behaviour from reoccurring in the future

Actions will be written to agree on the next positive steps. The child's teacher will receive a copy of the Restorative Conversation sheet so they can support the individuals in actioning their plan to

move forward. The Learning Mentors will have a folder in which they keep their copies of the Restorative Conversation sheets.

Reasons a child may be asked to attend a Restorative Conversation:

- Have received a red card
- If they have been involved in a conflict, all involved will be asked to attend
- A child will not automatically have a session if they have received a red card because of two yellow cards, but if the teacher feels it would be beneficial then they can be asked to attend a session.

These conversations will allow us to:

- Make sure that those who have been using poor behaviour can be held accountable
- Ensure children understand they will be expected to take responsibility for their actions
- Give those affected by this behaviour the opportunity to be acknowledged and have the wrongs 'put right'
- Support those displaying poor behaviour to make better choices in the future

During the session an agreement is made, this will list actions that the individual/s need to agree to carry out so the conflict can be put right and doesn't happen again.

Class teachers and Learning Mentors will monitor and support children so they are keeping to their agreement.

Parents/carers may also be invited to attend a conference if it is felt that it would be helpful for the child / children involved.

**The policy will be reviewed in September 2020 by staff and children**

**APPENDIX**



## Restorative Conversation



Name/s	Date Class/es
What happened?	
What were you thinking?	
What needs to happen to put things right?	
What are you going to do differently next time?	

Actions

Signed member of staff

Signed pupil/s

Further Notes



## Return to School Meeting

Name of child -

Date -

Reason for exclusion –

What is school going to do?

What are the parent/carers going to do? 1-10 feeling about child's return

What is the child going to do? 1-10 feeling about returning to school

Any thought / concerns