



Wombridge Primary School

Behaviour for Learning Policy

Date: October 2018
Review: October 2020

Aims And Objectives

- To develop a whole school behaviour policy supported by and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- To support the way in which all members of the school can live and work together in a supportive way. To promote an environment in which everyone feels happy, safe and secure to learn.
- To promote and expect good behaviour rather than simply punish the bad behaviour.
- To make clear to children the expectations of behaviour and the range of sanctions that will follow if not adhered to.

School Values:

At Wombridge Primary School we value:

Learning

Enjoyment

Aspiration

Determination

Expected Behaviour:

- We are courteous to everyone.
- We use manners and are considerate to everyone.
- We cooperate and support each other in our learning together.
- We are not violent. We do not use aggressive behaviour or language.

Rewards And Punishments.

We praise and reward children for good behaviour in a variety of ways:

Class codes of conduct are discussed, agreed and set by each class at the beginning of the school year. This is actively agreed by the children and displayed on the wall of the classroom to demonstrate that we all commit to keeping everyone safe and happy.

Teachers and adults strive to take every genuine opportunity to encourage and congratulate children:

Age appropriate class awards may be used eg. Stickers, raffle tickets, golden time.

Teachers and adults give children house points.

Each week at least one child from each class receives a certificate in the school assembly as a reward for 'good work'

Being on LEAD board – leading to taking part in special events (visits) See *L.E.A.D Policy*

Sanctions:

- Class sanctions; name on board, ticks, warnings etc
- Loss of free time to think about behaviour.
- Removal from class and sent to another class.
- Record kept of things that I do.
- Play/lunch time sanctions: Stand by the fence for 5 minutes

Further actions

- Class Teacher, Parent and child to discuss plan of action.
- Child removed from class and sent to senior leader. The headteacher is informed.
- If improper behaviour persists the class teacher may ask a Senior Leader to become involved in meetings with parent/ carer and child.
- If the inappropriate behaviour does not desist the headteacher will become directly involved and consider all options.

The Role Of The Class Teacher.

The Role of the Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to :

- ensure the health, safety and welfare of all children in the school.
- supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- keeps records of all reported serious incidents of misbehaviour.
- giving fixed-term suspensions to individual children
- for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour,
- the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role Of Parents And Carers.

Wombridge Primary School collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus and Home Link Policy Agreement. We expect parents to read them and support them. We also expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher and finally the school governors.

The Role of the Governing Body

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the headteacher, school staff, parents and pupils when developing these principles.

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The Behaviour Policy should acknowledge the school's legal duties under the Equality Act 2010 and in respect of pupils with special educational needs (SEN).

Fixed-term And Permanent Exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DCSF, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.
- Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

- The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Bullying

Bullying is very different from relationship issues such as bickering or falling out.

The school is working proactively to develop the children's understanding of this. The children are being taught how to take greater responsibility and become more empowered to deal with a wider range of social situations.

We believe this remains a priority of our school, so that the children continue to develop their understanding of how to keep themselves and others safe and happy and make sure the school is a positive climate for learning..

Bullying is, in our opinion, a repeated act of intentionally causing pain or discomfort to another person, whether physically, mentally or emotionally by an individual or group, using word, gesture or action.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, the whole school team is very focused on ensuring that all children attend school free from fear and feel safe and happy at school. We endeavour to encourage children and parents to tell us if bullying incidents occur so that we can take action.

See Anti-Bullying Policy

Monitoring and review

We are aware of the need to monitor and update the school's behaviour for learning policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.