



## **Churchfields Primary School Behaviour Policy**

The Mission Statement for the school is:

**“To be the best that you can be”**

This applies to the behaviour policy. The policy was last updated 2019

The policy will be applied consistently by all, to allow effective teaching and learning to occur in classrooms and within a school with a positive and purposeful atmosphere. Pupils should be motivated by their opportunity to achieve and succeed – to be the best that they can be.

It is accepted that effective teaching and learning requires a safe, calm and peaceful environment. Children need to have a clear idea of what is expected of them, not only in terms of academic achievement but also socially. Children expect to be treated fairly and consistently and be positively encouraged to behave well. To help encourage positive behaviour members of the school should have a clear understanding of their rights and responsibilities, and have clear guidelines for what acceptable behaviour includes. Appropriate support should be given when needed.

### **Aims**

At Churchfields Primary School we believe that good discipline and high standards of behaviour are very important. We believe that it is important to manage behaviour positively, clearly and fairly so that pupils feel secure and safe and can learn. It is vital that our systems are realistic, understood by all stakeholders, and used consistently by all staff.

This allows teachers to teach, and children to learn.

### **Procedure**

To allow the policy to work it is recognised that the school should have and operate a set of simple and clear school rules, a policy which is followed consistently by all, whereby there is a common system of rewards which motivate and encourage children to achieve, and a system of sanctions, understood and supported by pupils, parents and staff. Parents will be asked to sign the Home-School agreement accepting this policy.

All children and adults in school have rights and responsibilities

### **Rights**

- to enjoy a safe and welcoming environment
- to have effort and achievement recognised and rewarded
- to be able to learn and teach without disruption
- to aim at a set of clear, realistic and challenging targets

- to recognise that all members of the school are individuals whose needs should be met

## **Responsibilities**

- to attend school regularly
- to be friendly and kind to other people
- to work to my best everyday
- to take pride in all my work
- to show respect to others

## **In the classroom**

It must be recognised and accepted that it is the responsibility of all teachers to manage children within their classroom and to ensure that pupils behave by taking appropriate measures when necessary. Each classroom teacher has a responsibility to make lessons as positive as they can.

Basic guidelines to be recognised by staff, and which should be the entitlement of children, means that staff should:

- arrive on time for lessons, and whenever possible be ready to greet the class at the beginning of the lesson
- check pupil attendance by using ScholarPack to take a register
- apply the behaviour and reward policy consistently – firmly but fairly
- work to a lesson plan which considers the various learning styles/ needs of the pupils

A good lesson should have:

- a punctual and positive start, recapping on the previous lesson
- WALT and WILF visible to the children
- pupils working on task, and motivated to achieve
- behaviour in line with the class rules
- individual achievement recognised and rewarded
- a variety of teaching and learning methods appropriate to the class
- resources of a high quality which set standards to the pupils
- a safe environment with risk assessment for practical activities
- a high level of positive pupil/teacher interaction
- an opportunity at the end of the lesson to check if targets have been met

To support individual teachers, whilst recognising the need to allow personal approach for each member of staff, the following checklist may be of help in managing the classroom:

- start a lesson promptly, maintaining pace and challenge
- stand prominently whilst addressing the class but recognising that you can move around the room whilst teaching
- speak confidently with clear instructions, using voice control and using eye contact
- expect and reinforce good behaviour
- know and use the pupil's names
- develop and use a variety of strategies to overcome difficulties

## Classroom Rules

At the start of each term the class teacher should establish with their class the rules that should be followed and these should be displayed clearly by the traffic light system. Any child who is moving through the traffic light system should be aware which one of the rules they have broken.

## Conduct Logs ( Referrals)

The conduct log is a method of monitoring the behaviour of each individual pupil across the school. Staff must ensure that when a pupil moves to yellow, orange or red, a referral is filled in on ScholarPack. All conduct logs should be referred to the KS leader and parents/careers should be made aware of the conduct log. This can be done at the end of the day by seeing them on the yard, calling the parent/career or sending a text to the parent. Other staff can be informed if and when appropriate i.e. SENCO

## Traffic Lights. (Green, Yellow, Orange, Red)

### Green

Each child begins the day on the green traffic light.

If they do not break any rules they will remain on the green traffic light .

At the end of each half term, all pupils who have remained on green for every day will take part in the reward afternoon which takes place in school. (Years 5/ 6). Years 1/2/3/4 and EYFS will be rewarded weekly for staying on green.

To ensure continuity throughout the school we use the following graded system to respond to low level inappropriate behaviour

**These methods must be consistently applied by all teaching and support staff to ensure that the whole school policy is effective.**

1. Show disappointment by the use of body language /expression – the look!!
2. Positively point out the behaviour required – “It’s time you sat down and started your work. Do you need some help?”
3. A quiet verbal warning – “Stop annoying table 3 and start work now, please. **This is your warning.**”
4. Following the warning, if the behaviour continues, the member of staff must clearly state what the pupil is doing that is wrong and say “I have already warned you that you must/must not ..... – **you are now on the yellow traffic light,**” and move the pupil’s name to the **yellow traffic light.**
5. If the behaviour continues, the member of staff repeats step 4 and moves the pupil’s name to the **orange traffic light.**
6. If the behaviour still continues, the member of staff repeats step 4 again and moves the pupil’s name to the **red traffic light.**

7. If a child has moved to yellow/orange more than three times in a two week period, this becomes a red conduct log. This needs to be inputted, manually onto the scholarPack system under conduct.

### **On Red (these actions apply from Y1 to Y6)**

- Once the pupil's name is on the red traffic light they miss the following break-time or 15 minutes from lunchtime, depending upon the time of day they reach red.
- At break – time it is the class teachers responsibility to keep the child in.
- At dinner-time the child can be sent to a member of the Senior Leadership Team (this has to be arranged)
- The parent must be informed by the end of the day if their child has been on red
- Where pupil reaches red more than 3 times in 2 weeks the pupil will be:
  1. Excluded from the classroom for a period of time
  2. Excluded from school for 1 day
  3. Excluded from school for more than 1 day
  4. The Key stage leader / Deputy Headteacher may work with the pupil, parents and class teacher

### **Once red is reached**

- If the pupil continues to behave inappropriately even though they are on the red traffic light they are sent to the Key Stage leader/Deputy Head/ Headteacher.
- The Key Stage Leader/ Deputy Head / headteacher will then:
  1. Discuss the behaviour with the pupil and place the child in another class to work for the rest of the session.
  2. Telephone the pupil's parents/carers to discuss the pupil's behaviour and set up a behaviour programme if appropriate.

### **More serious behaviour**

Sometimes pupils exhibit more serious and/or inappropriate behaviour and accelerated progression through the traffic lights is required.

### **On Call and the Buddy System**

It has already been stated that each teacher has a responsibility to manage lessons in a positive manner, and that the first line of support comes from the Key Stage leader. This should allow staff to work together to support one another and ensure that where pupils need to be disciplined it can be done in the most effective way.

In the event of a serious emergency arising, which cannot be dealt with by the normal systems, there will be a member of staff on call to deal with such an event. The "on-call" system must be accessed by notifying the school office that support is required.

## **Lunchtimes**

The same high standard of behaviour is expected at lunchtimes. The school rules are also followed at lunchtimes. Pupils who do not behave well at lunchtime will attend “time out” the following day during lunch. Where serious incidents occur the pupil will be escorted by a Dinner Supervisor in to school to the “time out” session and also attend the following day.

If a pupil continually behaves inappropriately lunch time exclusions may be necessary. A member of the Senior Leadership Team is available each dinnertime to support with any behaviour incidents.

## **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. The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy and in some cases an individual behaviour plan when appropriate. The headteacher keeps records of all reported serious incidents of misbehaviour. The headteacher has the responsibility for giving fixed-term exclusions 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. Both these actions are only taken after the school governors have been informed and have had an opportunity to share in this decision.

## **The role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support them. We expect parents to support their child’s learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour. If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should make an appointment to discuss the issue with the headteacher. If these discussions cannot resolve the problem, the school governors will become involved and a formal grievance or appeal process can be implemented.

## **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. 6.2 The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **Fixed-term and permanent exclusions**

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil 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 pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the

parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents 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. Fixed period exclusion of 5 days or less - unless the exclusion will result in the pupil missing a public examination, the Headteacher is only required to report such exclusions to the governors and LA once a term. The governing body itself cannot either exclude a pupil 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 in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

### **Monitoring**

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents on ScholarPack. The headteacher records those incidents where a child is sent to him/her on account of poor behaviour. We also keep a record of any incidents that occur at break or lunchtimes. The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Rewards**

The majority of our children behave well and are a credit to themselves, their parents or carers, and the school. Rewarding pupils is vitally important to achieve desired behaviour and pride.

Rewards include:

#### **Daily**

- Verbal praise – used frequently, throughout the day and whenever possible.
- Team points – awarded for a variety of reasons; e.g. manners, helpfulness, good work, effort.
- Stickers
- Positive referral for moving to blue.
- Special work is sent to other members of staff for additional praise
- Star of the Day – awarded to the child nominated by the class teacher

#### **Weekly**

- Star of the Week – awarded to children nominated by the class teacher
- Mystery Prize draw – children earn tickets from collecting team points- randomly drawn at the end of the week

- Head teachers award – the child who has been recognised for their outstanding contribution to school that week
- PE Awards – Children chosen for great work in Physical Education by the staff
- Praise postcards – are not awarded every single week. These are awarded for excellent work, consistent effort or other particularly impressive achievement

### Termly

- Star of the Term – a child who has been recognised from each class who has worked exceptionally well all term.
- PE star of the Term
- Class attendance of the term

### Annually

- Prefects – Upper Key Stage 2 pupils are chosen at the beginning of the school year to be Prefects for the year. They are chosen for being responsible, well behaved and setting a good example to others. They are given duties to complete throughout the week.
- Leaders – as above but from other years
- Progress – year group ( Years 1 – 5)
- Achievement – year group ( Years 1 – 5)
- Citizenship – year group ( Years 1 – 5)
- Nursery/reception – Graduation from the year group
- English award – KS1, LKS2, UKS2
- Mathematics award – KS1, LKS2, UKS2
- Science award – KS1, LKS2, UKS2

### Headteacher

- Year 6 – child with the best attendance who started in reception at Churchfields
- Deputy Head Citizenship award – awarded to a Year 6 child who is particularly helpful.
- Governor's award – for academic excellence