

# West Coker C of E VC Primary School



## Behaviour Policy A 03

**Approved by the Governing Body of West Coker Primary  
School in January 2024**

**Headteacher** *Phil Hyland*

**Chair of Governors** *J. Williams*

**Proposed Date of Future Review January 2025**

# West Coker Primary C of E VC School

## BEHAVIOUR POLICY

### Rationale

West Coker Primary School is committed to providing a safe, secure and positive environment in which all members of the school community can work and play.

In order for teaching and learning to be as effective as possible, it is essential that high standards of behaviour are expected of everyone and that these are maintained.

Clear guidelines on behaviour are essential, and these should promote and reinforce good behaviour and make clear the consequences of that which is less than acceptable.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and modelling by example. The principles that underpin how we achieve positive and considerate behaviour exist within our programme for promoting personal, social and emotional development.

### **Rights and Responsibilities**

Every member of our school community has:

- the right to be safe
- the right to be heard
- the right to fair treatment
- the right to be treated with respect
- the right to be able to learn and teach without unnecessary interruption

Every member of the school community shares responsibility for ensuring these rights are respected.

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. For the school this is:

Philip Hyland, Head Teacher supported by the school's pastoral lead, Rebecca Sibthorpe.

### **Achieving high standards of behaviour**

Good behaviour should be a clear expectation in every class. We believe it is important to identify and encourage high standards of behaviour; whenever possible good behaviour and achievement should be recognised and praised. We believe that it is important for all staff to model good behaviour at all times.

At the start of each year a class should discuss the school rules. These rules should be referred to at regular intervals during the year.

It is expected that each class teacher will have their own strategies and systems for rewarding good behaviour and that these will work alongside the whole school systems of house points. The importance of consistency throughout the school is recognised to give the system value for all members of the school.

We expect the same high standards of behaviour at assemblies, playtimes and lunchtimes as during lessons and all non-teaching staff should be involved and informed with any changes occurring to the way behaviour is dealt with.

## West Coker Whole School Reward Systems

### Staff Awards

Each class has a chart listing every child's name and awards House Points displayed on this chart. This chart is displayed in the classroom.

Staff can award house points for:

1. A Well Done Certificate.
2. Outstanding work for that child.
3. Good behaviour.
4. Improved behaviour.
5. Improved attitude.
6. Demonstrating the School Values (Hope, Wisdom, Community, Respect, Kindness)

A prize is given every time ten Staff Awards are achieved. Prizes are given out during Friday assemblies:

1. 10 Awards/Merits – Rubber
2. 20 Awards/Merits – Bronze Certificate + Badge
3. 30 Awards/Merits – Pencil
4. 40 Awards/Merits – Silver Certificate + Badge
5. 50 Awards/Merits – Ruler/pen
6. 60 Awards/Merits – Gold Certificate + Badge
7. 70 Awards/Merits – Book (child's choice) including label of award
8. 80 Awards/Merits – Platinum Certificate
9. 90 Awards/Merits – Headteacher's Commendation Certificate
10. 100 Awards/Merits - £5 book token

The required points are doubled in Voyager Class.

### Values Cups

Each term a cup is awarded for demonstrating school values. One for each of the values. Awarded to children across the school.

### Other Rewards and Privileges

- being chosen as a Monitor;
- being sent to significant others eg other classes, Headteacher etc for praise and approval;
- displaying children's work;
- reports to parents.
- Lunchtime stickers for example- manners, eating nicely, sitting properly etc.

The main focus of our behaviour management is to praise positive actions by catching the children doing the right thing and rewarding and celebrating their good behaviour- see the positive section of the behaviour pyramid.



## Prevention

At West Coker C of E VC School we seek to minimise negative behaviour wherever possible. We recognise that children who are interested and engaged with their learning are more likely to flourish. All members of the West Coker community should feel safe and valued in the school environment: we recognise that a positive environment promotes positive behaviour.

Supervision can prevent many situations, sometimes potentially dangerous ones, from occurring or developing. If children are out of the class for any reason then the class teacher should have a clear understanding of which children are out of class, where, and for what.

We also recognise the importance of defusing volatile situations or behaviour by giving children 'time-out', not as a punishment, but as breathing space to reflect on their behaviour and calm down.

## Unacceptable behaviour

We understand that there will be instances when behaviour is not acceptable. When unacceptable behaviour is displayed there should be a clear, consistent approach to dealing with it. Staff will endeavour to deal with these instances with as much knowledge as possible, fairness, consistency and appropriateness.

The guiding principle should always be that of enabling every child to learn and take part in all aspects of school life successfully.

Expectations of class behaviour and learning should be displayed. Children should have a clear understanding of the behaviour expected of them and knowledge of the consequences of their actions. Management of negative behaviour should be consistent and wherever possible made open and explicit to the child.

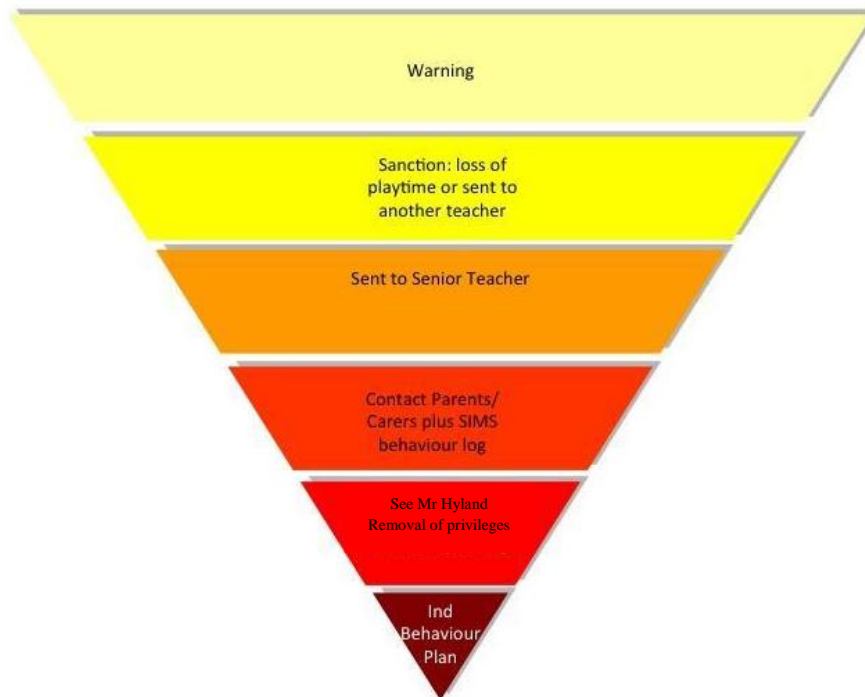
A range of strategies may be utilised in dealing with negative behaviour including: immediate strategies (being asked to stop or moved away); short term strategies (asked to discuss behaviour after the lesson, taking time out

or completing work at home) or long term strategies (home/school behaviour book or implementing a system of targets or points)-

The sanction must always be in proportion to the offence and sensitivity and awareness is needed; we are judging the BEHAVIOUR not the child.

### Dealing with unacceptable behaviour

The following outlines the stages of sanctions imposed when a child displays such behaviours- see the negative section of the behaviour pyramid. It is our policy that every opportunity should be given for the child to turn their behaviour around and choose to do the right thing. If there is serious misconduct, a pupil may miss stages e.g. move straight to Stage Two.



### 'Time-out'

There are two situations when a child may leave class:

1. Where a child uses time-out as part of an ILP as a positive strategy to support the child or as part of a positive behaviour plan.

Sometimes time-out will be included to allow the child to cope with difficult situations.

Where time-out is necessary as an intervention strategy then the details of the programme should be laid out between the SENCO, class teacher and child.

2. Where a child is sent out for demonstrating negative behaviour.

Sending a child out of class should not be a first sanction: children should only be asked to leave a class if several other strategies have tried and failed before-hand, or if the behaviour demonstrated, is severe enough to seriously undermine learning within the class.

When sending the child out the teacher has two options:

1. Sending to the other class for 10 minutes for repeated low-level behaviour which is impacting on teaching and/or learning.

2. Sending out of the room for the remainder of the lesson for serious behaviour that is preventing teaching and learning within the class. Child will normally be sent to Pastoral Lead/SENCO, HT or another class if necessary.

If there is any concern about whether the child will reach their desired destination, then they should be accompanied by another child or TA.,

### **Discriminatory behaviour**

Discriminatory behaviour is defined as behaviour that is intended to hurt (physically or emotionally) another because of one or more of the victim's protected characteristics. The Equality Act lists these characteristics as: age, disability, gender reassignment, race, religion or belief, sex, gender, sexual orientation, marriage and civil partnership and pregnancy and maternity.

If a child has been found displaying discriminatory behaviour, they will be removed for the rest of their lesson and a record of the incident will be completed by the member of staff that witnessed the behaviour. After the first section of the form has been completed, it must be shown to the HT or SENCO/ Senior Teacher in their absence. The families of all children family will then be contacted before the children are collected at the end of the day. A record of that conversation will then be recorded on the discriminatory behaviour form and a copy of the form will be made. The copy will be stored centrally.

In this context, discriminatory behaviour is different to discriminatory views or opinions. For a child to be given a red card and a discriminatory behaviour form, they must have used their discriminatory to intentionally cause hurt to others.

### **Internal exclusion**

In the case of serious behaviour where the safety of children or the ability to teach is severely compromised there is the option of internal exclusion. This strategy is intended to try and attempt to prevent some situations from escalating further. This must be discussed and agreed with the HT before being discussed with the child.

If the behaviour is manifest on the playground then the child will lose time at break or lunchtimes for an agreed period.

If the behaviour is manifest in the classroom then the child may be moved to an alternative class after discussion with the HT. Work should be set which the child could do independently.

(The child, and on occasions, his/her parents, would be informed of what was happening and why before the exclusion commences.)

### **Refusal of a child to leave class**

If a child is refusing to leave the classroom after having been asked by the class teacher then a message should be sent to the HT, Pastoral Lead, SENCO or Senior Teacher, who will come and remove the child from the classroom. If they still refuse to leave then the rest of the class should be taken out by the class teacher/TA until the child has been removed. Where a child is being physically aggressive in class, then the class should be taken out immediately. The safety of the other children is paramount in this situation.

When dealing with any form of serious behaviour, the prime concern should be for the safety of the staff and children involved.

An incident of this nature should be recorded in the child's behaviour log.

## Home School Links

We believe that strong home links are vital to good behaviour management. Parents should be involved as early as possible to ensure that their views and concerns can be part of the management of poor behaviour. If a teacher has anxieties about any persistent behaviour shown by a child then they should discuss this with parents and be prepared to back up their concerns with evidence such as the class behaviour log. This meeting should also be recorded.

Where appropriate the SENCO, HT or Pastoral Lead may also be required to be present at this meeting, or the parent may need to be referred to meet with them separately.

If the behaviour shows no improvement, at this point it may be necessary to set up a home-school behaviour book. This should be set up with the input of the SENCO, class teacher, parent and child. This record allows parents to be regularly informed of a child's progress, and if there are no further problems, parents should be informed of this too.

We believe that it is important to inform parents when a child's behaviour is consistently of a high standard. This is particularly important when a child has been working to improve his/her behaviour so that parents can reinforce progress at home.

## Specific Procedures

### Exclusion

At West Coker Primary School we believe in a policy of inclusion, therefore exclusion of children is only used as a last resort to deal with extreme and/or persistent behaviour.

Only the Headteacher can exclude a child.

### Absenting children

In the event of a child running out of school the following procedure will be followed. Inform the Headteacher. They will:

- check to see if the child is actually off-site
- inform the parents asking them to contact the school if found
- search the immediate area
- contact the police if the child has not been found within 15 - 20 minutes.

### Restraint - use of reasonable force to control or restrain pupils

As result of the Education Act 1996, Section 550k, the use of force for reasons outlined in the title has been clarified. The use of corporal punishment is not authorised.

A teacher's duty of care guidelines are set out in the pay and conditions document.

"Teachers are required to maintain good order among their pupils to safeguard their health and safety, both when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere."

Many members of the teaching staff and support staff have received Team Teach Training in the use of a variety of appropriate restraints and de-escalation strategies. Staff are authorised by the Head to use these in the following circumstances:

- in self defence, where risk of injury is imminent

- where there is a developing risk of injury or significant damage to property
- where good order and discipline are compromised

There is no legal definition of reasonable force but three criteria are established for guidance:

- if the circumstances of the particular incident warrant it
- the degree of force must be in proportion to the circumstances
- the age, understanding and sex of the pupil

Physical intervention can take a number of forms and these are some examples:

- physically interposing between pupils
- standing in the way of a pupil
- leading a pupil away by the use of an appropriate Team Teach restraint

Extreme caution must be exercised in all incidents where even reasonable force is used.

The main focus of our behaviour management is to praise positive actions by catching the children doing the right thing and rewarding and celebrating their good behaviour. Rewards take the form of verbal praise, house points, class treats, messages to parents. (see the positive section of the behaviour pyramid)