

# WEXHAM COURT PRIMARY SCHOOL

## BEHAVIOUR POLICY

2019 - 2020



<b>Date Approved:</b>	<b>September 2019</b>
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<b>Responsibility:</b>	<b>Full Governing Body</b>
<b>Approved By:</b>	<b>Full Governing Body</b>

# WEXHAM COURT PRIMARY SCHOOL

## PUPIL BEHAVIOUR POLICY

### Aim

Our aim at Wexham Court Primary School is that every member of our school community feels safe, valued and respected. We treat each other fairly and with dignity and promote good relationships. This policy is designed to support all staff with creating a positive environment with a consistent approach, where all children strive to make **good choices** and feel happy, safe and secure. Children are encouraged to understand that we all have choices and that our choices have consequences.

### Vision

Our vision revolves around preparing every child to become a successful individual in an ever-evolving world. The ability to make good choices is an essential part of this as well as our core values.

### Values

Our school ethos is underpinned by our core values;

Community, Creativity, Resilience, Communication and Curiosity.

When children demonstrate these values, they are praised and rewarded by becoming Star of the Week. These children will be presented with a certificate at weekly celebration assemblies. Children can show these values in any area of school life; in their learning, with their relationships, by making good choices and by having a good attitude.

### Rules

All classes begin each academic year by discussing and recording a class charter which all children and staff sign. A home agreement is also sent to parents/carers outlining our expectations. The principle behind discussing our rules and expectations as a class, is to ensure all members of our school community have a voice which is valued and contributes to the harmony of the school. Collectively as a community, we make good choices that benefit all.

### Rewards

When children make good choices, they may receive;

- verbal and written praise
- encouragement from staff and peers
- stickers
- special responsibilities or privileges
- a member of SLT may speak to them

- a seat at the top table for lunch
- star of the week certificate which reflects one of our school values
- parents notified
- appointed as prefect in Year 6,

As well as this, children are placed into four houses; Majestic Oak, Copper Beech, Horse Chestnut and Sycamore. Their names are displayed on a chart and they are allocated a number.

Children strive to make good choices in any area of school life in order to receive a token. Children write their number on the token and these are then collected in houses. From the winning house in each class, the teacher randomly picks a token at the end of each week. This lucky child can then collect a small prize from a member of the SLT.

At the end of the month, the winning house from each phase will receive a reward from the Head Teacher. This may include, watching a movie, having a picnic, playing games, dancing etc.

### **Sanctions**

Sanctions are only to be used when a child has made a bad choice. The first step is to discuss the incident with all children involved. Once all information has been gathered, the relevant children will have an age appropriate amount of reflection time (1 minute for each year of their age). During this reflection time, children are encouraged to think about the choices they made and what they could do differently next time. Once reflection time is finished, the child needs to articulate why bad choices were made and what they will do next time they find themselves in a similar situation. Children need to be encouraged to say that they are now ready to learn. Children will also be encouraged to meditate and fully calm down before returning to class. Children will have access to the reflection room to discuss the choices they made and ensure they are ready to learn.

Other sanctions may include;

- Use of yellow warning and red consequence cards in class
- Removal from the group (in class)
- Reflection time for a limited time under an adult's supervision
- Time for meditation
- A note home, or speaking to parents
- Child to acknowledge bad choices made and make amends
- Withdrawal of break time/ lunchtime privileges
- Withholding participation in any events that are not an essential part of the curriculum
- Withdrawal from a particular lesson or peer group
- Completion of assigned work
- Lunchtime detentions should be largely avoided, Section 5 of the Education Act 1997 gives schools the ability to detain pupils on disciplinary grounds without parental consent. On occasions of serious breach of school rules this may take place. Detentions may be imposed only by the Head Teacher/Assistant Head Teachers who will take account of the pupil's age; any special educational needs and any religious requirements.

## **Punishments that are humiliating or degrading should not be used.**

If an incident needs to be investigated, then the relevant forms should be filled out; a pupil point of view form for all children involved and any witnesses and then a staff investigation summary form. This should largely be the responsibility of the staff member dealing with the incident, with SLT available to advise if necessary. This paperwork should be filled in the SLT office.

If a child persistently makes bad choices, they should be sent to the Head of Year. Children should be encouraged to reflect on their choices and be reminded of our values and think of other choices they could have made.

If a serious incident occurs, children should be sent straight to a member of SLT.

## **Persistent behaviour incidents/ Escalation Procedure**

Parents/carers should be consulted throughout this procedure. Children will be referred to:

- Head of Year
- Assistant Head Teacher
- Support Plan
- Headteacher
- Exclusion/Managed transfer
- Exclusions will only be considered for either very serious incidents or persistent incidents, which have not reduced in number despite support.

## **Exclusions**

The Headteacher will consider excluding a pupil from school in response to serious breaches of the school's behaviour policy once a range of strategies have been tried and have failed and if the behaviour of the pupil is seriously harming their education/welfare, or the education/ welfare of other pupils (please see Exclusions Policy for full details).

## **Children with special educational needs and disabilities**

There will be some children who struggle to make good choices as a result of a special educational need and these children may benefit from an individualised behaviour system, which should be discussed with the SENCO.

## **Roles of Staff**

Encouraging children to make good choices is the responsibility of all members of staff. The first response should always be given by the class teacher, teaching assistant or lunchtime controller. If children are persistently making bad choices then they should be referred to the head of year and parents should be notified of this. If this behaviour continues they should then be referred to a member of SLT. If a serious incident occurs, after investigation this should be referred to a member of SLT. It is vital parents are informed of their children making good or bad choices regularly, in order to strengthen communication between home and school.

Teachers are expected to collaboratively write up their class rules in a charter and refer to these often to remind children of the expectations. Staff are expected to use positive language and refer to making choices when dealing with behaviour. Everyone is expected to forgive and move on.

We have a zero-tolerance approach to bullying and this will be dealt with according to the Anti-Bullying Policy. Bullying is defined by the Oxford Dictionary as, 'A person who habitually seeks to harm or intimidate those whom they perceive as vulnerable'. If this is the case it will be treated seriously and quickly.

## **Roles of Parents/Carers**

This policy should be used in collaboration with parents/carers at all stages. Parents/carers should support the school's decisions when dealing with behavioural incidents. Staff and parents/carers are expected to work in collaboration with mutual respect and support. Parents/carers need to trust the school when conducting investigations and support the findings. If disagreements should occur these should be dealt with in a calm manner. If a complaint needs to be made then an appointment with a member of SLT should be the first act as well as following the complaints policy.

## **Monitoring**

Behaviour is regularly reported to Governors and this policy will be reviewed annually. The Local Authority also requests information termly about racist incidents, bullying and exclusions.

This is a true version signed by

Mr J. Reekie, Chair of Governors

Signed:

Date:

Miss N Mehat Headteacher

Signed:

Date:

Review date: September 2020

Appendix – Student Point of View Form

WCPS Pupil Point of View Form

"Honesty is always the best policy".



This is your opportunity to say exactly what you believed happened.

- Write neatly
- Use the first and second names of people so that we know who they are
- Write on the back of this form if you need more space

My name is ..... I am in class: .....

When did this happen? .....(Date) At .....(Time)

Where did this happen? ..... (Say where i.e. room, playground)

The other people you believe saw or might have seen what happened.

Full Name of person	Class	Say what you think they saw

I believe what actually happened was:

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This is a true version signed by:

Date: