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**WILLINGTON LOWER SCHOOL**

**BEHAVIOUR POLICY**

The purpose of this Policy is to define the expectations we have of children’s behaviour in school; to promote and support a calm and ordered environment for all the children to thrive happily, and to enable them to learn and grow in an atmosphere that nurtures and protects them to the very best of its ability in the best way possible.

**1.Ethos**

* We believe that all children are entitled to be educated in a school that promotes a happy atmosphere.
* We encourage positive relationships between staff and children, to enable children to grow and learn in confidence.
* We encourage children to interact positively with adults and peers in order to build trust between them.
* We celebrate the growth in independence that enables children to recognise, and avoid situations that are adverse to their social or physical well-being.
* We believe that children need to learn that they themselves have responsibilities towards each other and themselves.
* We teach children to be aware of the consequence of their actions, and the effects of what they do and don’t do on others.
* We acknowledge that there has to be a system of agreed rules to support the well-being of all pupils and staff, and that ownership of the rules by all parties (children, teachers and support staff) will enable this to happen.

Good discipline underpins this ethos and everyone should understand the basis for this. All staff should be firm but fair; they should work in partnership with the children and their parents.

Children / parents and staff of Willington Lower School must all be committed to ensure that a core of good conduct is an integral part of the hidden curriculum. However, there are some aspects of behaviour which are not acceptable and therefore a Red Card will automatically be given.

* Disrespect for adults charged with the care of pupils
* Racist language and behaviour
* Deliberate disruption
* Behaviour which compromises the safety of others
* Bullying – including homophobic bullying and name calling
* Bad language (unless a diagnosed condition)
* Disrespect for the property of others
* Vandalism
* Physical attacks

**2. Rewards and Sanctions**

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

* Using praise and positive comments;
* Each week one child in each year group is named as Star of the Week, praised in our Celebration Assembly and recorded in our Golden Book. They join the head teacher for lunch at the Top Table;
* We distribute Head Teacher’s Awards to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
* Stickers are distributed to children for good work and behaviour;
* Each class operates its own reward system to reflect the achievement and are activity based
* Each term 2 awards are presented, one for the most progress made and one for consistent good behaviour;
* Annually 2 cups are presented, one for sportsmanship and one for an outstanding contribution made

**2.2** At Willington, we acknowledge all the efforts and achievements of children, both in and out of school. The Golden Book contains information regarding pupil achievement out of school, for example, music or swimming certificates. Their efforts are also acknowledged as part of Celebration Assembly.

**2.3** The school operates the Good to be Green strategy (Appendix 1) to deal with inappropriate behaviour that is affecting the rights of other members of the school community. If a child displays unacceptable behaviour in the classroom or in the playground they will receive two warnings (in most cases) before being issued with a Red Card. The child will then spend 10 minutes in another classroom under supervision in order to gain self-control and to reflect on their actions. Red Cards are issued consistently, firmly, fairly and without confrontation. It is later explained to the child that it is the behaviour that it not liked, not them. A hierarchy of sanctions is applied for unacceptable behaviour and all Red Cards are recorded and analysed regularly in staff meetings.

**2.4** Support mechanisms will be put in place for children who find it difficult to exhibit the

expected levels of behaviour and some pupils will be given extra support to develop their social, emotional and behavioural skills.

**2.5** If a child doesn’t do well in a task, we may ask them to do it again.

**2.6** The class teacher discusses the class agreement (Appendix 2) with each class. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during ‘circle time’.

**2.7** At Willington, we do 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, we do everything in our power to ensure that all children attend school free from fear. (Anti-bullying Policy)

**2.8** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the statutory guidance: *The Use of Force to Control or Restrain Pupils (2010)*. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

**3.The Role of the ClassTeacher**

**3.1** It is the responsibility of the class teacher to ensure that the school charter is enforced in their class, and that their class behaves in a responsible manner during lesson time.

**3.2** The class teachers at Willington have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

**3.3** The class teacher treats each child fairly and enforces the school charter consistently. The teacher treats all children in their class with respect and understanding.

**3.4** The class teacher analyses the Red Card records for classroom and playground behaviour daily to ensure that the correct rewards, sanctions and support are received by the children in their class. The class teacher will also inform Senior Management of any serious incidents of unacceptable behaviour.

**3.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

**3.6** The class teacher reports to parents about the progress of each child in their class, in line with the whole–school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

**3.7** We expect pupils to behave appropriately at all times in and outside the school grounds and on school trips. It is the role of the class teacher to investigate any incidents that have been reported before and after school, and where necessary apply the necessary sanctions.

**4 .The Role of the Head Teacher**

**4.1** It is the responsibility of the head teacher, 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 head teacher to ensure the health, safety and welfare of all children in the school.

**4.2** The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

**4.3** The head teacher keeps records of all reported serious incidents of misbehaviour.

**4.4** The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

**5 .The Role of Parents**

**5.1** At Willington, we work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

**5.2** We expect parents to support their child’s learning, and to co-operate with the school. 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.

**5.3** If the school has to use reasonable sanctions to support 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 contact the head teacher and the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

**6 .The Role of Governors**

**6.1** 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 head teacher in carrying out these guidelines.

**6.2** The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

**7 .Fixed-term and Permanent Exclusions**

**7.1** Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

**7.2** If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher 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.

**7.3** The head teacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

**7.4** The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

**7.5** 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.

**7.6** 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 the LA, and consider whether the pupil should be reinstated.

**7.7** If the Governors’ appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

**8 .Monitoring**

**8.1** The head teacher monitors the effectiveness of this Policy on a regular basis. She also reports to the governing body on the effectiveness of the Policy and, if necessary, makes recommendations for further improvements.

**8.2** The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

**8.3** 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.

**9 .Review**

**9.1** The Governing Body reviews this Policy every year. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the Policy might be improved.

This policy will be reviewed on an annual basis. The policy was approved by the Governing Body at its meeting on: **16th March 2015**

Signed by Head Teacher ……………………………………………………………………………..

Signed by Chair of Governors ………………………………………………………………………..

**APPENDIX 1**

**Good to be Green**



Children are given clear guidelines of the appropriate behaviour and expectations in all areas based on our agreed ‘Rights and Responsibilities’ displayed in every classroom and signed by every member of the school community.

**The ‘Good to be Green’ system**

* Each child has a pocket on a wall chart that contains three coloured cards, GREEN, YELLOW, RED.
* The day is broken up into set units of time, usually punctuated by a break or change of activity.
* At the beginning of each time unit the pupils start by being ‘GREEN’ on their chart.
* Should a pupil do something that breaches the rights and responsibilities they are given a verbal warning which should be sufficient to remind the pupil what is expected.
* If the pupil continues to behave unacceptably they are issued with a YELLOW card. It is pointed out to the pupil that they have a choice about how they behave.
* If the pupil corrects their behaviour (makes the right choice) they can revert to GREEN status.
* A RED card is issued if the pupil’s unacceptable behaviour continues. In the first instance this will result in the pupil spending a section of the day’s breaks discussing their behaviour choices with their teacher and how a red card can be avoided in the future. Further sanctions apply if further red cards are issued within a two week period.
* There are weekly sticker rewards for the pupils who sustain being GREEN for the week building up to a series of special certificates.

We have been operating this system across all year groups since the beginning of the academic year and are pleased to say that it is receiving a positive response from the children and adults in the school, complementing our Values ethos successfully.

Certificates are awarded for every six stickers on the chart. They are bronze, silver and gold. This cycle repeats- with an additional prize on the second cycle

Children who are significantly challenged in achieving a week without incident collect daily stickers on a bookmark, putting a large sticker on the class chart when six are collected. They then receive certificates in the same way as the others.

**Appendix 2**

*Every child and adult at Willington Lower School has the* **right** *to:-*

Be happy at school

Have friends

Feel safe

Be listened to

Be treated with respect and consideration

Learn in a calm environment

Be able to get on with their work without interruption

Feel proud of their achievements

Have every opportunity to be the best they can be!

*Every child and adult at Willington Lower School has* *the* **responsibility** *to make sure that this happens!*

Agreed and Signed By

 Date: