

Wickford Primary School

Behaviour Policy

The aims of this policy are to:

- Encourage good behaviour, respect for others and their property
- Promote self-control and discipline
- Regulate pupil conduct to ensure every child is safe and able to learn
- Ensure every child is treated in a fair and consistent manner

Promoting a positive outlook

Children will have opportunities to discuss and develop positive behaviour through PSHE, assemblies and School Council.

All staff (teachers, LSAs, office staff, MDAs, site manager, cooks, peripatetic) will look for opportunities to draw attention to high standards using the reward strategies outlined below.



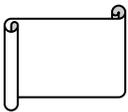
Lunchtimes (MDAs) – raffle tickets are awarded and class teachers convert these to green DOJO points.



Class Rewards – marking, displays, verbal & non-verbal, stickers, certificates, team points, golden time, show work to head, deputy, SENCo, reward time.



Green DOJO points – highest scoring children stand up in assembly, their name is written in the golden book and letter is sent home to parents



House Award (KS2) – certificates given in House assemblies to celebrate special achievements.
e.g. special piece of work, effort, conscientiousness, consistency, attitude, progress



Star of Week Award (EYFS/KS1) – certificates given in Celebration assembly by SLT.



Headteacher's Award – certificate given out each week and name mentioned in weekly newsletter – for a school community achievement.

Out-of-school successes are celebrated in the weekly newsletter and school website.

School Rights & Responsibilities

The school rights and responsibilities are reviewed with adults and children every year. These are then displayed in every classroom and continually referred to as a positive reminder.

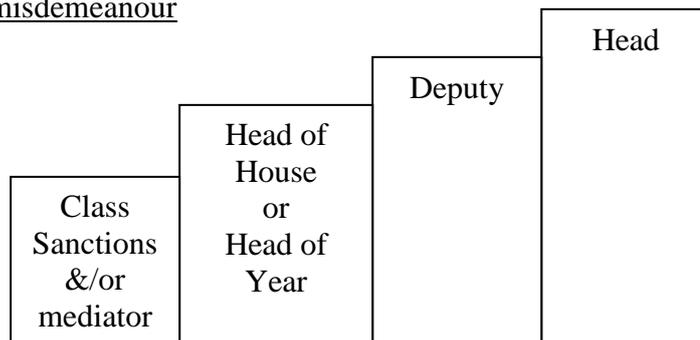
Routines need to be taught & established to enable children to follow the rules and adopt positive behaviour.

e.g. lining up/moving around school, getting children's attention, taking the register, early morning work, changing activities

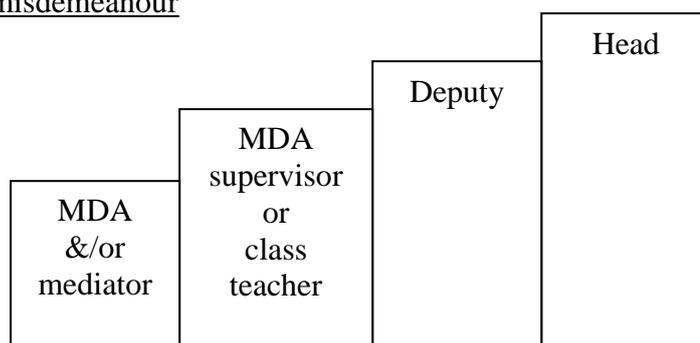
Dealing with problems

When children break the rules the hierarchy of sanctions outlined below should be followed.

Classroom misdemeanour



Lunchtime misdemeanour



Classroom sanctions

Use Stepped Approach

- Verbal warning, the “look”
- Red DOJO points = minutes missed on Friday lunchtime (YR – Y3)
- Time-out within classroom
- Time-out of classroom (max of 5 mins – if longer needed must send to another class to work)
- Discuss responsibility broken and explain how to rectify
- Miss part of playtime
- Send work home to complete
- Written letter of apology
- Speak to parents

N.B. It is the responsibility of the class teacher to keep a record of poor behaviour within their class.

MDA sanctions

- Verbal warning & reminder of responsibilities
- Time out ‘on the wall’
- Send to play in a different area of playground

MDA Supervisor

- Name in Behaviour Book & letter home
- Request apology to appropriate person
- Discuss poor behaviour – rule reminder
- Stand outside Mr Flitman’s office

Head of House/Head of Year Sanctions

- Name in Behaviour Book & yellow slip home to parents
- Request apology to appropriate person
- Discuss poor behaviour – responsibility reminder
- Withdraw part of playtime
- Keep in own class to work for short period of the day

Deputy Sanctions

- Name in Behaviour Book & letter home
- Discuss poor behaviour – responsibility reminder
- Request apology to appropriate person
- Withdraw part of playtime/lunchtime
- Withdraw right to stay in school for lunchtimes for up to one week (acting on behalf of HT)
- Discuss behaviour with parents after 3 letters home (acting on behalf of HT)

Headteacher Sanctions

- Name in Behaviour Book & letter home
- Request apology to appropriate person
- Withdraw part of playtime/lunchtime for up to one week
- Withdraw right to stay in school for lunchtimes for up to one week
- Discuss behaviour with parents after 3 letters home

Although these are a progressive list of sanctions, the Head reserves the right to apply them as he sees fit in accordance with the seriousness of the misconduct.

SENCO involvement

At any stage, the class teacher, Head of House/Year, Deputy or Head can refer a child to the SENCo. A Record of Concern is then completed and an Individual Behaviour Programme is drawn up.

Whole School Responsibility

There are times when children are not under the direct supervision of their class teacher (e.g. moving between classes for numeracy groups, going out to break) and it is the responsibility of **all** the staff to demand a high standard of behaviour and courtesy. If a child is not behaving in an appropriate manner

- Use the “look” or gesture
- Speak to them about their mis-behaviour
- Inform the class teacher
- Send them to their Head of House/Year

Exclusions

On very rare occasions, the Head Teacher is empowered to exclude a child for up to 5 days. Such serious mis-behaviour would include:

- Bringing potentially harmful substances into school
- Leaving the site without permission
- Deliberately causing injury
- Deliberately causing damage to property
- Persistent bullying, racism, homophobia
- Persistent, serious misbehaviour
- Aggressive & violent behaviour

Any exclusion for a longer period would need to be endorsed by the Governing Body. Long-term or permanent exclusions would only be evoked where the Headteacher could show that the school had made every effort to improve a child’s behaviour and more drastic measures were necessary, or where the behaviour was of a sufficiently serious nature.

RED Card

In **extreme emergencies only**, the red card can be sent to the office and the Headteacher will come immediately to the class (although this is usually for medical emergencies).

This policy was updated in Sep 18 and will be updated annually.