



# William Stockton Primary School

## Behaviour and Relationships Policy

### Introduction.

We aim to create a caring and supportive environment in which the children feel happy and secure and are able to work without disturbance. It is important that everybody working in the School should show a respect for other people and property and that there is a general commitment to promote good behaviour in all. Within School, good behaviour is the collective responsibility of every teacher, and this extends beyond the individual teacher's classroom to cover every child and every area of the School, but everyone working within the school must take responsibility for good discipline.

The School curriculum is planned so that the development of personal qualities and social skills and the fostering of socially acceptable behaviour form an integral part of all we do. We endeavour to instill self discipline and responsibility for the well being of others in all our children, and believe that by developing their self confidence our children will, in turn, learn to value others.

### Aims

To treat all with respect.

To be fair and be seen to be fair.

To ensure consistency and care.

To have clear and agreed expectations.

To provide planned activities which motivate all to learn academically and socially.

### Objectives

Good discipline must be the **expected norm**.

Emphasis is placed on the positive rather than the negative aspects of children's behaviour. Rewards and incentives are preferred to sanctions and punishments.

The children should be offered a stimulating curriculum, warm relationships and positive role models at all times.

'Golden Rules' will be shared at the beginning of each school year, each term and weekly within circle-time and/or assembly

The stages for Assertive Discipline should be adhered to for all children (see attached)

Parents should be involved at an early stage for anything other than minor misdemeanors, so that the partnership of teacher and parent can work productively to the same end.

## **Organisation**

We aim to ensure that every child has the opportunity to experience success and gain 'rewards' and we acknowledge that the most effective 'rewards' depend on the age, need and choice of each child. There are many options to achieve this effect and they include:

### **General rewards**

**Non-verbal praise;** smiles, thumbs up etc.;

**Verbal praise;** there should be a ratio of three positives to one negative and a range from 'a word in the ear' to a 'public' recognition in class or in the Assembly Hall;

**Display;** work should be presented in such a way as to celebrate success, either in terms of quantity or quality;

**Marking;** this should be used to build on success. Comments should encourage further effort;

**Privileges (Jobs);** these should be used to reward each child as appropriate;

### **Specific rewards**

**Sharing-** the pupil may share his or her success with others  
the class  
the neighbouring teacher and/ or class  
a chosen adult, eg. secretary, caretaker etc.  
an Deputy/Assistant Headteacher  
the Headteacher – who would appreciate a visit each week from every class if possible

**Stickers** - these are awarded by the Headteacher for excellent work / behaviour;

**Monitors-** children appointed to assist staff. Expectations of behaviour will be extremely high; for returning registers, messages, ringing the bell etc.

There will be times when children have to be sanctioned for bad behaviour and it is important that any sanctions are consistently and firmly applied. It is our belief that it should be the behaviour, and not the child, which is criticised and targeted.

### **Disincentives to negative behaviour will include:**

**Praise-** praise children sitting nearby who are showing appropriate behaviour.

**Non-verbal communication-** shaking head, a glare etc.

**Verbal communication-** a quiet reminder of the agreed 'rules' on a 1:1 basis;

**Verbal warning-** clear concise message of what will happen if negative behaviour is continued;

**Time out-** the child is instructed to move a specific area and given a clear explanation of the behaviour required for them to return to their original seat; completion of a set task or a time period usually no more than 5 - 10 minutes for Infants and 20 minutes for Juniors (without consultation with Headteacher or Deputy/Assistant Headteacher.);

**Good to be Green system** – see appendix

**Once the child has successfully completed their sanction there should be congratulations.**

In a very small minority of cases these sanctions may not have the desired effect and in these circumstances the child will be referred to a key worker, a Learning Mentor or a Deputy/Assistant Headteacher and may, for example:

- be moved to work in another class for a set period of time;
- lose some free time;
- lose privileges;
- have to write an apology.

Very occasionally a child is unable to recognise any of the normal boundaries of behaviour proposed by the School and they are extremely unhappy, angry or suffering from low self-esteem. In such cases the child will be seen by the Learning Mentor

For certain gross misbehaviour such as, for example:

- serious fighting,
- bullying,
- racist behaviour/homophobic
- bad language directed at an adult,
- defiance
- damaging property

The child will be IMMEDIATELY given a red card (with a letter to go home to parents) and may be referred to the Headteacher and the parents will usually be contacted.

After **six RED cards in a year** or if deemed needed earlier by SMT the child's parents will be called to sign a contract regarding behaviour. (see appendix)

After the contract has been signed the child is allowed 2 RED cards within a half term before another meeting with parents.

Such consistent poor behaviour may then necessitate an internal exclusion where the child will be working away from their class for the day or more. This time frame will be decided upon by the Senior Management Team of the school. Parents will always be informed of this.

On rare occasions, the Headteacher may decide that a formal process should be activated to remove the child from the School **temporarily**. This will be in such cases where the health and safety of children or adults is threatened,

A managed move will be organised between local schools for a period of time as appropriate.

### **Use of Reasonable Force**

**In very rare occasions it may be necessary to have physical contact with the children and use reasonable force.**

**All staff, based on their professional judgement has the legal power to use reasonable force.**

**Such cases may be to control or restrain a child dangerous to others and themselves or who is damaging property. Another would be to intervene in fighting after a refusal to separate or where they refuse to leave an area and are led by the arm out of an area.**

**Some members of staff have undertaken de-escalation training and manual handling training.**

**At William Stockton School we NEVER use force as a punishment and always act in the child's interests to avoid injury. However in extreme cases it may not be possible to avoid injuring the pupil.**

**All staff will make reasonable adjustments when using reasonable force for disabled children and children with special educational needs.**

**If such serious incidents occur and reasonable force has been used then the incident will be recorded and a letter will be sent to the parents of the child.**

### **Exclusion**

This is a very rare and extreme step and will only be taken in cases where, for example,

- long term misbehaviour - Child is not responding to the strategies and the safety and learning of others is being seriously hindered.
- an incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

Exclusion is a formal step subject to the specific regulations of the DfE and the County Authority. The procedures followed will be with reference to these policies, for example, 'Social Inclusion: Pupil Support. The Secretary of State's guidance on pupil attendance, behaviour, exclusion and re-integration.'

At all stages the informing principle of the School, as a caring community, should underpin relationships with parents to support them in a shared problem to achieve outcomes beneficial both to the individual child and the School community

### **Pupils' conduct outside the school gates- teachers' powers**

#### **What the law allows:**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives

head teachers a specific statutory power to regulate pupils' behavior in these circumstances "to such extent as is reasonable"

The school may discipline a child for:

Any misbehaviour when the child is:

- o Taking part in any school-organised activity or school related activity or
- o Travelling to or from school or
- o Wearing the school uniform or
- o In some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- o Could have repercussions for the orderly running of the school or
- o Poses a threat to another pupil or member of the public or
- o Could adversely affect the reputation of the school

depending on the incident

### **Manners / Behaviour**

Adults in the School should set a good standard for the children by showing politeness and good manners.

Staff should insist on good manners and politeness at all times from all children.

General courtesy (thank you, excuse me etc.) should always be shown.

Noise levels should be kept at a reasonable level to avoid disturbing others.

### **Movement around School**

Children should not barge through doors and should give way to adults.

Children should move around the School in an orderly way.

Children should not run or shout inside the building.

Children should not move around the School during work sessions unless absolutely necessary or as part of their work.

Children should only visit other classrooms at the beginning or end of a session unless urgent or unavoidable.

Children moving around the School should not touch any equipment or apparatus not belonging to them or disturb anyone else who may be working.

Year 3 - Year 6 children do not need to travel around in pairs.

### **School grounds**

The children will be encouraged to be interested in the School environment.

Everyone will be encouraged to keep the grounds free from litter. Children should be supervised at all times.

### **The playground**

Staff will be on duty at playtimes.

Kicking, fighting, swearing and spitting are not allowed.

Bullying will not be tolerated in any form. More detailed policy guidance is available.

Toys should not be brought into School.

Balls etc. are only allowed in designated areas and the children using them will follow the rota set.

When the bell is rung at the end of playtime the children will line up quietly and participate in brain gym activities. They will walk into school when tasked to do so.

No child shall be left in the building without supervision.

### **Wet playtimes**

Staff will liaise in order to cover all the necessary areas during a wet playtime. There must be prepared activities in each class for use during wet playtimes.

### **Cloakrooms**

All property in cloakrooms must be respected.

Cloakrooms should be left tidy.

P.E. kit should be kept at School during the week and hung on a peg in a bag.

### **Property**

All children's property should be named.

Any monies should be sent to School in a clearly marked envelope and handed to the teacher.

### **Dress**

School uniform is strongly encouraged.

Fashion wear etc is not permitted.

Studs are allowed in pierced ears but other jewellery is not allowed.

### **Parents**

Parents are welcome in School.

Teachers should plan appropriate activities for parents who offer to help.

### **Assemblies.**

Children should enter and leave quietly.

During the assembly they should sit well and listen quietly.

Class teachers will monitor the behaviour of all the children and particularly, **but not only**, those in their own class.