



Wilbraham Primary School
Behaviour Policy

Behaviour Policy

This policy has been written in consultation with pupils, parents, staff and school governors and takes into account recent government legislation. The Principal is responsible for the implementation of this policy, reporting to the governors on its effectiveness and ensuring the policy is reviewed annually.

Our Aims

At Wilbraham Primary school we feel that all children should be taught effectively and have the opportunity to learn. We want all children to be safe and happy throughout the day.

To enable this to happen we believe that all members of the school community, children, staff, parents and governors, should:

- Be responsible for their own actions.
- Have high expectations for their own and others behaviour.
- Respect and support each other.
- Show respect for the school environment and equipment.
- Consider the safety of everyone.
- Make a positive contribution and recognise the contribution of others.
- Be listened to and listen to others.
- Treat everyone in a fair and consistent way.
- Conform to school standards and practices without losing individuality.
- Expect good behaviour to be rewarded and accept that sanctions may be given for unacceptable behaviour.

The school operates a full and varied extra-curricular programme and a variety of trips and experiences. Behaviour in these circumstances is dealt with in the same way as in school and the same expectations are in place.

School Rules

- 1. I will always try my best.**
- 2. I will follow instructions straight away.**
- 3. I will be kind to others.**
- 4. I will look after everything.**
- 5. I will listen to the person who is speaking.**

In addition to the school rules each class creates their own class contract at the start of the academic year. These are developed and agreed together.

Children with Additional Needs.

It is our intention that no child's learning is affected by the behaviour of his/her peers. Our school works hard at being fully inclusive and readily works with parents/carers and outside agencies to support pupils with behavioural difficulties. Where necessary the Inclusion Lead will ensure that individual behaviour support plans are in place.

There are certain groups of pupils who may require the adults in school to take account of their individual needs and circumstances when applying the school's behaviour policy. This may apply to children with special educational needs or disabilities and other groups defined by OFSTED as 'at risk' within the education system.

Good Practice for Managing Behaviour

- Give frequent praise for good behaviour as well as for good work.
- Use positive language whenever possible and as often as possible.
- Think carefully about what you are saying and set realistic sanctions.
- Deal with situations in a calm, firm manner avoiding confrontation where possible.
- Where possible try to deal with situations yourself to enhance your own credibility and authority.

- Never leave children unsupervised as a punishment.
- Praise children who are doing the right thing as an incentive for others to follow.
- Be consistent whilst taking into account each child's individual needs.
- All adults in school are responsible for dealing with behaviour and should give as much praise as possible for any good behaviour.
- Parents/Carers should be informed of good behaviour whenever possible.

How to Manage Unacceptable behaviour

The majority of our children are well behaved but we must address any undesirable behaviour issues that occur. Children must be made aware that their behaviour has consequences. There will be rewards for good behaviour but equally there has to be sanctions for unacceptable behaviour. Some behaviour is low level and can be ignored or addressed with little disruption, however if it continues or the behaviour is more serious the following steps will be followed:

1. Discuss the behaviour discreetly with the child and to see if there is a problem which can be resolved.
2. If the bad behaviour continues then a sanction may be necessary.
3. The child may need speaking to again by you and a member of the Senior Leadership Team. (SLT)
4. In serious cases the Principal or Vice Principal may become involved. **In these cases, CPOMS must be completed by the member of staff dealing with the incident.** Any additional staff involved will add their actions.
5. The school Behaviour Lead may be involved at any point during the above steps, however the adult dealing with the child/children will ultimately be responsible for any sanctions.

In more serious cases a member of SLT may decide that one of the following sanctions may be necessary:

- Isolation either during lesson time or at break/lunch time
- Lunchtime exclusion
- Fixed term exclusion
- Permanent exclusion

If an exclusion is necessary then it is recorded and the Chair of Governors notified.

In the event of bullying or racist incidents, these are reported to the local authority.

Our Approach

- Children will always be given warnings, (the number will depend on the child and circumstances)
- Children can be given a time-out to prevent their behaviour from escalating, this may be done at a calm table outside the classroom if this is appropriate but should be used with caution especially with younger children
- If further action is needed, the child can then be sent to another classroom within the year group to give them time and space to reflect (the person they are sent to is not expected to deal with the behaviour.)
- If further support is needed, the Behaviour Lead will be called and the child may go to The Castle to talk about the issue or to work quietly
- For more serious incidents children may need to be sent to or, in extreme cases, removed by a senior manager.

Children should only be sent to the Principal or Vice Principal in exceptional circumstances.

Involving Parents/Carers

When parents/carers are approached it should be to:

- Seek their help and support.
- Inform them of any incidents which may cause their child to become distressed or anxious.

Involving parents will, in most cases, follow these steps:

1. An informal discussion regarding any incidents of poor behaviour that they need to be aware of. This may happen on more than one occasion.
2. The parents are asked to come in for a formal meeting with the class teacher; the Behaviour Lead or another member of SLT may also be present.
3. Parents are asked to come in for a meeting with the Principal or Vice Principal

To set up positive links, adults in school are encouraged to keep parents/carers informed when their child has behaved well. This can be done verbally, by giving certificates or sending home notes/postcards.

Meetings with parents must be recorded on CPOMS.

Physical Intervention

In certain situations, it may become necessary to use physical intervention to deal with a behaviour incident.

Circumstances justifying physical intervention are:

- In self-defence or because there is an imminent risk of injury.
- Where there is risk of injury to the child or others or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order or discipline.

Clearest justification is that actions of staff are reasonable, proportionate and necessary in order to protect the best interests of the individual(s) concerned.

It may involve physically interposing between pupils, blocking a pupil's path or leading or moving a pupil away from the situation. In extreme cases trained staff may need to restrain pupils to prevent them from hurting themselves or others. Staff should always consider their own safety as well as the safety of the child/children.

If physical intervention has been deemed necessary, it must then be recorded on CPOMS. Parents/carers must be notified when the use of force has been necessary.