

William Penn Behaviour Policy

Purpose:

- To ensure that the management of pupil behaviour is empathetic with the ethos of William Penn School and progress towards achieving our vision
- To provide clear guidance for all staff, pupils and parents about the way poor behaviour is improved

Key Values that Underpin this Policy:

- Every member of the school community has the right to feel safe and secure
- Every pupil has the right to learn
- Every pupil will be encouraged to make informed choices, reflect upon their own behaviour and learn the skills required in order to manage their own behaviour effectively
- All children will be treated with respect; it is the behaviour that we don't like – not the child

Aims:

- Ensure that children understand the positive and negative impact that their behaviour can have on others
- Enable children to take full responsibility for their behaviour
- Ensure that all academic, personal and social achievement is recognised and praised
- Help children become positive and fully participating members of the school and wider community
- Enable children to feel that they are valued and feel that they belong to the school community
- Help children develop positive attitudes to their learning
- Ensure that children have respect for each other, adults and property
- Enable children to develop self-discipline
- Enable every child to have high self-esteem

Expectations of Pupil Behaviour

Children are expected to:

- Look after and respect themselves and each other
- Be polite, and respect all adults working with them by listening and responding appropriately
- Allow peers to get on with their learning
- Conduct themselves carefully and safely around the school
- Care for and respect the outdoor environment, classroom environment and the equipment that they use

How do we Help all Children to Behave Well?

- Our Quaker Values (including honesty, integrity, equality, peace, reflection, friendship and caring for each other) are regularly referred to in assembly and in the classrooms
- Teachers praise good behaviour and use modelled good behaviour to ensure that children are clear about what is expected of them
- Class rules are carefully established and agreed at the start of each year with input from pupils and staff – this may form part of a detailed class behaviour contract

- For clarity and consistency, there is a behaviour code that is followed in all classes – see Appendix 1
- Children are taught about respect for everyone, inside and outside the school community
- Children are encouraged to resolve everyday social problems with others by themselves, but also understand the importance of seeking help to prevent situations from worsening
- The PSHCE curriculum, including circle time, provides opportunities for teachers to teach behaviour and social skills, and for children to reflect upon behaviour
- Children are given the opportunity to 'start over' with the positive expectation that they will demonstrate a high standard of behaviour (for which they are praised).
- All staff are consistent in their management of behaviour in school
- All staff contribute to the rewarding of good behaviour and the correction of poor behaviour
- We encourage children to take part in problem solving with school issues like the quality of playtime, toys in school and so on
- We encourage all children to consider themselves members of the school community and that it is important that their ideas can be articulated and that they are listened to by staff

Learning

Children usually behave well if:

- They feel secure in their learning environment
- They are well motivated
- They have high self-esteem
- They can cope with failure
- They have some ownership of their learning
- Their learning is planned to meet their needs
- They know that they will be treated fairly
- They understand what is expected of them in their learning and behaviour
- They are able to articulate their feelings and needs

The school seeks to meet these aspirations through the Personal and Social, Health and Citizenship Education (PSHCE) curriculum, the Teaching and Learning Policy and through the way relationships are built in school: child and peers, child and adults.

Rewards and Sanctions

Rewards are an acknowledgement of good behaviour or great effort. Physical rewards like stickers, Busy Bee awards and Square Charts should never be taken away as a sanction. A reward can range from a smile from the teacher, to class or school recognition with stickers and certificates.

- Class based rewards can be agreed by the children. Rewards can also be agreed as part of Individual Behaviour Contracts (which can be set up with input from pupil, class teacher, parents and headteacher, if behaviour is a persistent focus of attention)
- There will be no blanket punishments
- Pupils must not be punished by removing rewards already earned
- All children must understand that unacceptable behaviour will have consequences. Sanctions are seen as consequences of poor behaviour. Sanctions will be discussed with individual children as part of a Behaviour Contract. Sanctions will also be discussed when class teachers are working with their children agreeing class rules. Teachers will manage reward and sanction systems that meet the needs of the children in their class and where possible agreed by the children. These will be communicated clearly with all staff so that supply teachers, the Headteacher and Special Needs Co-ordinator (SENCo) can teach the class using the system in place for that class. The class rewards system will be communicated to parents at the initial Welcome Meeting in the Autumn Term
- Celebration assembly is an opportunity to congratulate children who have achieved outstandingly well during the week with their work or their behaviour

- The weekly newsletter is also an opportunity for children to share success with their out of school activities, like music exams

Pupils Out of the Classroom

- As a general rule, pupils should not be asked to leave the classroom
- If a child needs time out on a regular basis, this should be organised with the headteacher and usually as part of an Individual Behaviour Contract
- Any time out must be supervised and the pupil must have appropriate work to do (if they are to spend more than a few minutes away from the group)
- Any time out must be for a fixed period of time
- The pupil must know why they are being asked to leave the lesson and be given the opportunity to discuss this at the earliest convenience
- Parents must be informed if a child has had to leave a lesson (via the Home Contact Book or through conversation at the end of the school day)

Pupils Missing Playtime

- As a general rule, pupils should not be asked to miss playtime or lunchtime
- Pupils should not miss playtime as a result of lack of productivity in lesson time (this is an indication that the support given to the child has not been adequate)
- If a child needs time out, they should be directed to the adult on duty and should spend the time with them discussing the reason for the timeout and then reflecting
- Children should not spend time in isolation or be unsupervised
- Any time out must be for a fixed period of time

Parent Partnership

- We hope parents will model similar expectations of behaviour within the home context
- Where we have concerns about a child's behaviour, parents will be contacted
- When a child requires support because they are having difficulties behaving well, parents will be invited to help us solve these difficulties and share strategies for support
- We aim to develop a partnership culture where parents would feel comfortable to approach the school for support if they were having difficulties with their child's behaviour at home

When a Child Needs Support with their Behaviour

If a child is unable to behave well within the structure of the class rewards and sanctions schemes, and other agreed rules in school, then additional support will be put in place to help the child to change their behaviour. This additional support will reflect the needs of the child.

These actions might include:

- Time out for reflection
- Opportunities to reflect on poor behaviour and its impact in discussion with the SENCo, class teacher or Headteacher
- Children may be asked to draw or act out incidents that will help them reflect upon their actions, their feelings and the feelings of others
- Children may join a social skills group (with school and/or external agencies involved)
- A record may be kept of good behaviour kept by either the teacher or the child if appropriate
- Close contact will be maintained with parents so success can be rewarded at home
- Where children have poor behaviour patterns triggered by emotional needs, then outside agencies may be approached in consultation with parents
- Children will have an Individual Behaviour Contract which will outline actions to be taken to change behaviour. Targets will be set to help a child by providing support and direction to improve behaviour
- Support with anger management

Roles and Responsibilities

Classteachers

Manage the classroom environment so that all children are able to behave well by:

- Ensuring there is discussion and pupil ownership of class rules
- Managing behaviour in a consistent manner
- Ensuring planning is appropriate for all children
- Ensuring children feel physically and emotionally secure in their environment
- Modelling, identifying and teaching good behaviour on a daily basis
- Communicating high expectations of behaviour
- Rewarding good behaviour and correcting, with explanation, poor behaviour
- Teachers are also responsible for the behaviour of all children outside their classroom environment
- Teachers are responsible for fairly investigating incidents of poor behaviour
- Adapting behaviour strategies to the needs of individuals and to the class
- Manage personal social records for children who need additional support

SENCo

The role of the SENCo is to:

- Support teachers in the management of pupil behaviour
- Provide a contact when children need an opportunity to discuss their behaviour further
- Support teachers with further strategies to help solve behaviour issues
- Provide support for parents tackling behaviour issues at home
- Design and manage social skills programs
- Help teachers to assess behaviour patterns and design behaviour targets for individual children
- Manage Individual Behaviour Contracts alongside teachers

Teaching Assistants

Some children build trusting relationships with Teaching Assistants. The school recognises this and welcomes the additional support that Teaching Assistants can provide for these children.

Teaching Assistants can:

- Support teachers by modelling the same expectations as agreed in the classroom
- Praise and correct behaviour wherever they encounter children
- Support children who are having difficulties with their behaviour by reminding them of their targets, praising good behaviour and by listening
- Help children to resolve friendship difficulties by listening and guiding
- Contribute to the personal social records of the children with whom they generally work
- Indicate any concerns they have about pupil behaviour to the class teacher

Headteacher

The role of the headteacher is to:

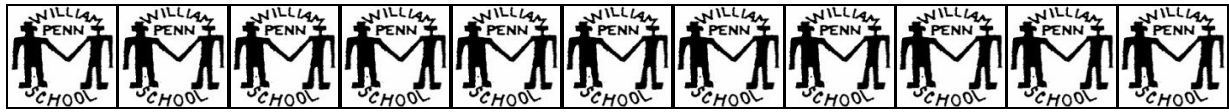
- Support and encourage all children to behave well
- Support staff when they are dealing with challenging behaviour
- Work with members of the school community to solve individual behaviour issues, including the organisation of Individual Behaviour Contracts
- Record and manage incidents that she/he deals with
- Record and manage critical incidents
- Work with and support parents with behaviour
- Monitor the behaviour policy
- Keep Governors informed about behaviour in school and the success of the behaviour policy

- Manage lunchtime exclusions, fixed term and permanent exclusions in line with Local Authority guidelines
- Work with parents to plan for the return of children after they have been excluded

This policy will be shared with parents.

Agreed:

Signed:



William Penn Consequences

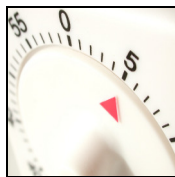
To help us become responsible for our behaviour, there are consequences that follow when our rules are broken.

If anyone in our class makes it difficult for others to learn, or feel safe, then:

- 1. Your name will go on the board with a number one.



- 2. A number two will go next to your name and you will spend 5 minutes with the teacher on duty at break time or lunch time.



- 3. A number three will go next to your name and you will go directly to another classroom with your work.




- 4. A number four will go next to your name and you will go to Mr Kear to explain yourself.



- 5. A number five means that you will have to fill in a Behaviour Log and your parents **may** be informed.



Appendix 2

	William Penn Information/Behaviour Log		
Pupil:		Adult:	
Date/Time:		Location:	
What Happened:			
Views of Pupils Involved:			
Views of Witnesses:			
Signed:			