



## Wyke Regis Primary Federation POSITIVE BEHAVIOUR POLICY

### Article 2: The Convention on the Rights of the Child

***The convention applies to all children, whatever their race, religion or abilities, whatever they think or say, whatever family they come from. It doesn't matter where they live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.'***

Our federation recognises the importance of a positive approach to the behaviour of children in school. As UNICEF 'Rights Respecting' schools, we base our core values upon the UN Convention on the Rights of the Child. We engender in all members of our federation community an understanding of the concept of mutual respect; where rights and responsibilities are of equal importance, as inscribed in our Federation Charter.

Wyke Regis CE Junior School is a denominational school and consequently promotes Christian-base values such as love, caring, forgiveness and charity. However, although a non-denominational school, Wyke Regis Infant School and Nursery also promotes these core values.

### **Aims, values and beliefs**

Our federation aims to provide a happy and secure environment for all those who work in or visit it. We believe it is important:

- For the happiness and smooth running of our federation that we foster positive caring attitudes to one another and the environment;
- To acknowledge that each and every person who joins our federation community has a personal part to play and each person's talents will be valued and enjoyed;
- To support each member of our federation who needs help and encouragement and to nurture the self-esteem of all. Young children especially need to feel the approval of their peers and of the adults who care for them;
- To listen carefully to the views and opinions of one another and value them;
- That we respond in a polite and thoughtful manner to one another;
- That everyone is able to complete tasks to the best of their ability without hindrance or distraction
- To foster mutual trust and respect for all members of our federation community and a respect for property;
- On occasions when there has been an episode of unacceptable behaviour to provide time and space for the child to reflect on his/her actions and make reparation.

### **Federation Charter**

Members of the federation have developed and agreed a Federation Charter which is a code of conduct for everyone in the federation to follow at all times during the school day – in class, at lunchtimes and at playtimes. It outlines what we think we need to do to be successful learners

and respectful members of our community. Each child takes a copy home to share with their parents/carers. We start from the expectation that all children can and will want to keep to the Federation Charter and be successful and respectful learners. Adults are expected to maintain a high standard of behaviour and act as a good role model at all times.

### **Managing Behaviour**

The emphasis in the classroom and around the schools is on praising the positive. We are aware of the need to ensure that the praise:criticism ratio is kept to at least 5:1.

Teachers say what they **like** about what the child is **doing**, as opposed to saying what they dislike. Proximity praise (praising a child for good behaviour and ignoring the child next to him who is misbehaving) is regularly used as a means of giving clear examples of acceptable behaviour to children who need regular reminders.

### **Rewards and Sanctions**

The federation charter of rights and responsibilities also clearly states the hierarchy of rewards and sanctions that are to be used as appropriate. This is intended to clarify to the children what the likely outcomes are for both positive and negative behaviour and to encourage consistency from staff. However, there is still the opportunity for each class/year group to have their own individual forms of reward.

Celebration of achievement and positive behaviour/attitude is a regular part of whole school and other assemblies.

### **Circle Time**

A weekly Circle Time is timetabled in all classes, including the Nursery. It is central to the ethos of the federation and to the raising of children's self esteem.

All circle times have a clear structure. This includes games to encourage positive relationships; activities that focus on successful learning and the Federation Charter; a problem solving session which encourages children to listen to each other; and a celebration of successes.

### **Managing Out of Class Behaviour**

The school believes that every effort must be made to ensure that the values and expectations of the classrooms are echoed around the schools and at lunchtimes and playtimes.

Lunchtime supervisors are seen as a very important part of the federation team. They are expected to report incidents of positive and negative behaviour to class teachers. Serious incidents of negative behaviour are reported to the head of school, are investigated and recorded. Parents/carers are informed when considered appropriate.

### **Managing Off-Site Behaviour**

The federation asserts its right to discipline its pupils 'beyond the school gates' as a response to poor behaviour and bullying which occurs off-site and is witnessed by a member of staff or reported to the schools. This can occur when a pupil is:

- taking part in any school-organised or school-related activity or
- travelling to and from school or
- wearing school uniform or

- in some other way, identifiable as a pupil at the school.
- or, misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the schools or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the schools.

In all these circumstances, the head of school will consider whether it is appropriate to notify the police. Where behaviour is criminal or poses a serious threat to a member of the public, the police will be notified. In addition, staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case, federation staff should follow its safeguarding policy.

### **Recording Incidents**

Members of staff are required to record incidents of negative behaviour when they consider it appropriate to do so - when there is a pattern of behaviour emerging or when an incident is considered to be serious. Teachers maintain records through the use of the 'Pupil Diary' part of 'Pupil Tracker.' Continuing or serious negative behaviour must be reported to the head of school. The heads of school maintain a 'behaviour book' to record all incidents reported to them. When considered appropriate, parents/carers will be contacted.

### **Pastoral Support Plans (PSP)**

For the very few children for whom the normal system of rewards and sanctions are not appropriate a Pastoral Support Plan is drawn up with the child's parents/carers. The plan considers the child's strengths and difficulties and identifies appropriate support in school. The views of parents and the child are taken into account in the PSP. The plan is reviewed regularly with parents/cares.

### **'Keep an eye on' Forms**

In the event of a parent/carer or a member of staff reporting a concern about a child's welfare, staff, including lunchtime supervisors, will be kept informed through a 'Keep an eye on' form which asks them to observe and check on the well-being of the child during playtimes and lunchtimes.

### **Racist or Homophobic Incidents**

All racist or homophobic incidents are treated as a serious manner. Members of the federation staff thoroughly investigate all alleged incidents. Staff record incidents and the outcomes as appropriate. All proven incidents of racist abuse are reported to the LA on the appropriate pro forma. When incidents occur, the parents/carers of children involved are informed.

### **Searching and Confiscation**

The federation asserts its right to search a pupil or their property when it considers it to be appropriate, when:

- the pupil agrees;
- they have reasonable grounds of suspecting that a pupil may have a prohibited item including stolen items, weapons, illegal drugs, alcohol or tobacco;
- any articles cause a member of staff to reasonably suspect that it could be used to commit a crime or cause personal injury or damage to property.

Federation staff can confiscate any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to discipline. Prohibited items that have been confiscated should be handed on to the head of school who will contact the police (if illegal) or parents/carers.

All incidents of searching or confiscation will be recorded in the 'behaviour book.'

### **Use of Reasonable Force**

All members of the federation staff have a legal power to use reasonable force to restrain or control when it is deemed necessary to secure the safety and well-being of adults and children, maintain good order and protect property.

Force is usually used either to control or restrain. 'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.

All members of staff have a legal power to use reasonable force. It can also apply to people whom the head of federation or head of school has put in charge or pupils such as unpaid volunteers or parents/carers accompanying pupils on a school organised visit.

All incidents where adults have used control or restraint methods must be immediately reported to the head of school. A record of the incident must be recorded on the appropriate form and the parents/carers of the pupil restrained must be contacted immediately.

### **Federation Policy Statement on Bullying**

The federation does not tolerate any forms of bullying. Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. Bullying is not a one-off event, but a systematic means of hurting someone.

Where bullying is observed or reported, it is the responsibility of federation staff to fully investigate. The head of school must be informed of any bullying allegations and the outcome of investigations. The head of school will record all incidents of bullying and outcomes in the 'behaviour book.'

### **Roles and Responsibilities**

#### **All federation staff members**

It is the responsibility of all staff members to follow the principles and procedures as set out in this and other behaviour-related policy.

### **Assistant Head teachers**

The Assistant Headteachers have the responsibility to monitor behaviour on a day-to-day basis and maintain appropriate records and lines of communication.

### **Head of Federation and Deputy Head of Federation**

It is the responsibility of the Head of Federation and the Deputy Head of Federation to monitor overall behaviour and make appropriate reports available to the governing body. It is his/her responsibility to maintain and update the appropriate section of the schools' SEF's.

### **The Governing Body**

It is the responsibility of the People Committee of the Governing Body to adopt and review appropriate behaviour-related policies and monitor and evaluate their effectiveness.

### **Parents/Carers**

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be bullying another child, should contact their child's class teacher immediately. Parents/carers have a responsibility to support the federation's anti-bullying policy and to actively encourage their child to be a caring and positive member of the federation.

Other related policies/procedures:

*Child Protection*

*Equality*

*Inclusion*

*Lunchtime Supervision Procedures*

*Anti-Bullying*

*Use of Reasonable Force Guidance (DfE)*

*This policy will be reviewed bi-annually.*