

Behaviour Policy

Wellow School Aims:

- To have a cohesive whole school policy that all staff, parents and children recognise.
- For our children to leave School recognising the benefits that come from having a solid understanding of courtesy, manners and respect for others.
- To recognise the value of all members of the school community.
- To value, respect, care for, praise and listen to each other and to encourage such attitudes in our children.
- To encourage children to want to succeed in all aspects of their life and to believe that they can achieve in their future.
- We believe that developing a child's self esteem will enhance their learning

Rationale:

At Wellow School we believe it is important to promote a caring and supportive environment to enable all members of the school community to feel secure, respected and therefore promote good behaviour in others. The development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the school curriculum. We encourage children to take responsibility for their own actions, developing self-discipline, respect for themselves, others and the environment. This creates a happy, caring school which enables effective teaching and learning to take place.

At Wellow School we believe that the physical and emotional safety of all pupils is a priority. To ensure this we adhere to policies that relate to the health, safety and the well being of all children in our care.

WHAT IS BEHAVIOUR?

Behaviour is defined as:

- Ongoing actions and reactions.
- An action or reaction to any situation, be it positive, negative or indifferent.
- Good behaviour involves making a judgement on any given situation and acting in an appropriate manner.
- It is important to realise that behaviour may be good or positive, although the word may often be associated with negative issues.

A Positive Approach:

We believe that good behaviour leads children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from the modeling of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences and will seek to make frequent opportunities for shared praise.

At Wellow School we believe that it is possible to work with children to change behaviour when necessary, and that every child can be successful. Praising and rewards are more likely to change behaviour than blame and punishment.

School Rules:

While the primary aim of the behaviour policy is not a system to enforce rules but rather to promote positive relationships, so that people can work together with the common purpose of helping everyone to learn, the following 'rules' provide a set of 'values' to underpin behaviour expectations.

- 1. Follow all instructions from adults**
- 2. Move around the school quietly and carefully**
- 3. Be polite**
- 4. Be kind and caring towards others**
- 5. Respect property**

In addition, each class collaborates to write their own 'Class Charter' each year which is based on mutual respect, care for others and the environment and support for learning. These are signed by all children and displayed in classrooms

Rewards and sanctions

Whole school approach – all children and all staff at all times are influenced by rewards and sanctions. All staff have a responsibility to uphold and support the school policy.

There should be a focus on praise and building the self-esteem of the children. All sanctions should be effective to all children and focus on changing behaviour, removing the motivation to act inappropriately, or removing others from the negative effects of behaviour.

Wellow Staff praise and reward children in a variety of ways and encouragement is used as much as possible. When giving rewards the staff will always make clear why they are being given, with the intention of making the child properly aware and of sending positive signals to other children.

We praise and reward children for good behaviour in a variety of ways:

Across the school, children are members of 1 of 4 Houses:
Moles, badgers, hares and Foxes.

House Points For children that remain 'green' all day(see below!) there is an entitlement to 1 house point each day. Additional House points are awarded for good work, positive behaviour, effort, helpfulness, kindness – awarded by any staff in class, around the school or on playground. House points are recorded on class charts – at the end of the week, house captains tally up totals for each house and collect totals for the school which are read out in the following assembly

Head teacher awards are awarded for exceptional work, positive behaviour, effort, helpfulness, kindness. HT awards are also worth 3 house points.

Celebration certificates are awarded in whole school Friday assembly for outstanding work, attitude, behaviour or actions – These certificates are also worth 2 house points

A central school display board will be used to display photographs of children who have received certificates. It will be in a central and pupil place where the children can invite their parents/families in to see and share their celebration of success.

School Shop – Once a child has 10 house points, this can be exchanged for 1 token (10HP=1 token). Tokens can then be exchanged at the 'Shop' (open Friday afternoons on alternate weeks). We use the shop to teach children about 'economic well-being' and encourage children to save as well as spend their tokens for prizes with a 'value'.

The system of sanctions should encourage positive behaviour and should be an effective deterrent with measures which are realistic, consistent and understood
Classroom Behaviour Practice

1st step – a visual and verbal cue (warning, naming inappropriate behaviour, explanation of what would be better)

2nd step – a visual and verbal warning – turn individual card to yellow - alongside description of behaviour and how to remedy it. **MISS ENTITLEMENT TO DAILY HOUSEPOINT.**

3rd step – a visual and verbal – turn individual card to red - alongside description of behaviour and how to remedy it. **MISS 5 MINS (KS1) OR 10 MINS (KS2) OF THE NEXT PLAYTIME.**

Children are encouraged to return to 'Green' with improved behaviour and the teacher will review behaviour with the child. Every child starts each day on 'green' because we believe each day is a fresh start.



4th step – child to be sent to the parallel year group class to work in that room (if possible) for 1 session. Should be explained to the class why the sanction has been implemented and the child should explain what they have done to make this step necessary since the previous step

5th step – Child's parents to be contacted – in writing, face to face or by telephone – explaining the behaviour, the sanctions already implemented, and the detrimental effect it is having on learning in the class, as well as exploring any reasons or background behind the behaviour. It will be made clear what the further steps are and possibilities for home/school behaviour management systems (reward charts, record book...) should be explored where possible or practical. Head to also be informed at this stage

6th step – Head to meet pupil and teacher, (alongside parents?) to discuss behaviour, what has been attempted, why it has not yet worked, the effect on others, the effect on the child's learning, and why the behaviour is continuing. Records or notes to be kept of this discussion, as well as a possible date for a follow up meeting to assess progress after a space of time

Finally, the ultimate step is to explore possibilities for temporary or permanent exclusion.

Reception class have their own system in which children are on the 'sun' or the 'cloud'.

Lunchtimes

1st step – a verbal cue (warning, naming inappropriate behaviour, explanation of what would be better)

2nd step – a visual and verbal warning – issue a yellow card -alongside description of behaviour and how to remedy it. **MISS ENTITLEMENT TO DAILY HOUSEPOINT.**

3rd step– a visual and verbal – issue a red card - alongside description of behaviour and how to remedy it. **MISS 5 MINS (KS1) OR 10 MINS (KS2) OF THE NEXT PLAYTIME.**

Cards are passed to the child and the teacher informed at the end of lunchtime (or given directly to the teacher). The member of staff issuing the card will mark on the card which of the school expectations has been broken.

When regular and more frequent communication with particular parents is required, a contact book may be issued to communicate the behaviour to parents on a daily basis.

If the behaviour of a pupil remains unacceptable an Individual Behaviour Plan will be created and individual behaviour targets will be set.

Pupils have the right to expect fair and consistently applied sanctions for inappropriate behaviour and which make a clear distinction between serious and minor infringements. An appropriate sanction is one which is designed to put matters right and encourage better behaviour.

More serious behaviours

Wellow school adopts a Zero Tolerance attitude to some behaviours. These include;

Swearing

Physical aggression (even in retaliation)

Wilful damage to property

The use of racial and or verbal comments in a deliberately negative way

In these instances children will move immediately to step 3, subject to investigation.

Significant Children

At Wellow School we recognise that for some 'significant' children the behaviour policy needs to be adjusted and 'tailored'. These children, in our experience, might include LAC, those with diagnosed SEN (EBD, Physical), Highly anxious (emotional) individuals. These children will require individual programmes which will be agreed in conjunction with the work of other agencies.

Adult Behaviour

As adults working with children we recognise that we have to;

- 'de-personalise' the child's behaviour
- Separate the behaviour from the child
- Accept apologies and MOVE ON (everyone makes mistakes)
- Show empathy and insight (we are the grown-ups!)
- Not be judgemental

Parents:

At Wellow School we aim to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

CONFIDENTIALITY STATEMENT: (See also Confidentiality Policy)

All pupils, parents, carers and staff must be aware that staff cannot offer pupils unconditional confidentiality when a pupil first begins to talk about something where confidentiality may become an issue.

Pupils must be reassured that their best interests will be maintained.

If a member of staff believes that a pupil may be at risk of harm they should seek advice from the designated Child Protection Officer.

Any action taken with a child and meetings with parents are always kept confidential and are never discussed with parents of other children.

Monitoring:

The Headteacher monitors the effectiveness of this policy on a regular basis, reports to the Governing Body on the effectiveness of the policy and if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour

Policy Review and Development:

This policy was revised and developed by working collaboratively and as a result of consultations with the following individuals and groups:

- Wellow Pupils through the School Council
- Parent Focus Group
- Parent, Pupil, Staff and Governors Inclusion Questionnaires
- Wellow School Staff
- Wellow School Governors