

# WELLINGTON PRIMARY SCHOOL



## BEHAVIOUR POLICY

	<b>Print name</b>	<b>Date Approved</b>	<b>Review Date</b>
<b>Headteacher</b>	Mrs Joy Wood	20 <sup>th</sup> November 2017	November 2018
<b>On behalf of Governing Body</b>	Mrs Emma Gooding-Brown	20 <sup>th</sup> November 2017	November 2018

# Behaviour Policy

## Rationale

It is our aim to create and sustain a happy, caring community in which all pupils are enabled to learn effectively. We therefore promote values of mutual respect, self discipline and social responsibility. The school expects all pupils to show acceptable standards of behaviour, good manners and consideration and respect towards all other people in the school community, their belongings and school property.

We seek to establish the highest possible consensus about standards of behaviour among pupils, parents and members of staff. We believe promoting positive behaviour should be done in partnership and agreement between the pupil, the home and the school. We are strongly committed to a written home school agreement.

The school seeks to reinforce and reward positive behaviour, while having clearly established systems to sanction inappropriate behaviour. The school seeks to establish and reinforce the notion of “causes and consequences”.

## Purposes

- To promote high self esteem
- To promote self discipline and responsibility for one’s own actions
- To promote respect for other people and their property
- To promote social responsibility
- To provide a safe, orderly, secure and caring environment in school.
- To ensure all pupils maintain their right to uninterrupted learning.
- To ensure that all pupils are treated fairly.
- To ensure there is a clear, shared understanding of behaviour expectations among all pupils.

## PROCEDURES

### Rules and Expectations

#### **1. Classroom Positive Behaviour Rules**

Although the language register will vary, so it is age appropriate, the rules in all classrooms are based on the following expectations:-

- a) uninterrupted learning for all;
- b) creating a climate of mutual respect – a “no put down” zone;
- c) celebrating diversity, social, cultural, religious etc;
- d) treat others as you would wish to be treated.

Each classroom displays classroom rules.

These are discussed during PSHE and / or Circle Time lessons.

These discussions are led by the class teacher.

## **2. Playground Positive Behaviour Rules**

Teachers, Teaching Assistants and Lunchtime Supervisors make explicit the rules at break and lunchtime.

Playground rules focus on safety and positive play.

A large number of adults join pupils on the playground, particularly at break, to organise games and to actively teach children how to play games.

A large amount of play equipment has been purchased for each Key Stage (Unit). This is used, by Teaching Assistants and by Lunchtime Supervisors to promote positive playground games.

School Council advises the school on appropriate equipment.

## **3. Rules in the Canteen, Corridors, Cloakrooms and Toilets**

All pupils are made aware that they should comply with the school's behaviour expectations, even when not directly supervised. Pupils are expected to:-

- keep themselves and others safe and feeling safe;
- maintain an orderly environment;
- ensure they treat others as they would wish to be treated;
- respect differences, social, cultural, ethnic and religious.

## **Home / School Agreement**

Every pupil joining the school will be expected to sign the home school agreement.

A parent of each pupil joining the school will be expected to sign the home school agreement.

The home school agreement will also be signed by a representative of the school.

The home school agreement sets out the promises, commitments and responsibilities of each party, pupil, school and parent.

In the case of the youngest children (Foundation Stage) it is signed on their behalf by the parent.

The home / school agreement is an annual agreement, renewed each year.

## **Parental Involvement**

The school places great emphasis on good communication with parents.

The school operates an open door policy and a member of staff is always available to speak with a parent on the same day a request is received.

Parents are informed about their children's positive behaviour and if their children's behaviour is causing concern.

## **Rewards and Commendations**

All members of staff are expected to actively praise pupils verbally for good work and good behaviour.

The culture of the school is to recognise and applaud positive behaviour at all times.

Each pupil is awarded, on a daily basis, individual appropriates for good work or good behaviour.

At the end of each day, class teachers review the appropriates for each child, praising and encouraging.

At the end of each day, pupils are awarded letters to take home to share the good news and / or dips in the mystery box, depending on the number of appropriates they have earned.

Each week, a "Praise Assembly" is held for each key stage (YR/KS1 and KS2). This is led by the HT or DHT. Prizes are awarded to pupils who have gained 5 or more appropriates in one day and pupils are congratulated.

In Year 6 appropriates are aggregated to a half termly reward as a transition strategy in preparation for secondary school systems.

### **Promoting Positive Behaviour**

The key principles and expectations of the school's behaviour policy are actively taught in:-

- a) PSHE lessons;
- b) Year Group Assemblies;
- c) Key Stage Assemblies.

All adults in school are expected to model the behaviour expected of pupils.

### **Managing and Modifying Negative Behaviours**

The school uses the following strategies, as outlined in the Inclusion Development Programme (SEMH Module):-

- separating the behaviour from the child;
- avoiding confrontation;
- establishing clear boundaries;
- establishing causes and consequences;
- identifying choices and the need to make good choices;
- raising self esteem;
- employing distraction, re-focussing strategies;
- providing a safe and acceptable way for pupils to express their frustrations / anger;
- providing time out / space / time to support an angry / distraught pupil.
- Headteacher's report, recording a child's work and behaviour each lesson and monitored by HT or DHT at the end of the morning and afternoon sessions.

The school also works in close collaboration with the Social, Emotional and Mental Health (SEMH) Team in order to effectively manage and modify negative behaviour.

## **Lunchtime**

- Special provision is in place to provide a back up for lunchtime supervisors and to help sustain lunchtimes as safe, orderly and pleasurable for pupils.
- The Headteacher provides a time out / place of sanctuary / lunchtime detention every lunchtime in a classroom adjacent to the playground. If she is off-site, this provision is staffed by another member of the Leadership Team.
- A Welfare Room is available to all pupils.
- Y6 Sports Leaders (trained by Bradford City) lead games at lunchtime.

## **Sanctions linked to inappropriates**

Pupils may be given an inappropriate for negative behaviour.

Pupils are issued with a warning prior to an inappropriate being given.

At the end of each day, inappropriates are counted and two or more in one day will lead to either:-

- a) letter to parents, inviting them to talk to their child about work/about behaviour; and/or
- b) break detention the following day.

## **Other sanctions**

Break detention (Class teachers / Unit Leaders)

Lunchtime detention (Headteacher / Deputy Headteacher)

After School Detention (Headteacher / Deputy Headteacher)

Internal Exclusion / Working in isolation (Headteacher)

Fixed Term Exclusion (Headteacher)

Permanent Exclusion (Headteacher)

*NOTE: Only the Headteacher is authorised to exclude a pupil*

## **Support**

1. Pupils receive pastoral support from their class teachers and the teaching assistant attached to their class.
2. In addition, in Y6, pupils may receive pastoral support from their English and mathematics set teachers and attached teaching assistants.
3. Unit Leaders and Managers also offer pastoral support to pupils in the two years groups they lead.
4. Pupils may be offered counselling or coaching from a qualified member of staff. Allocation of this resource is managed by the Headteacher.
5. A Pastoral Support Programme (PSP) is put in place for any pupil not responding to other interventions.
6. A PSP is drawn up, usually by the SENCO, in consultation with parents and external agencies (where appropriate).

7. A PSP is always prepared if a pupil is identified as at risk of exclusion.
8. Referral to external agencies if required:- (a) SEMH support service (b) School Nurse Service (c) CAMHS (d) Psychological Service (e) Learning Support Service

### **Staff Training**

Training has been undertaken by the school's involvement with the Local Authority's Inclusion Development Programme and SEMH Module.

This training has been led in school by a number of providers.

Training is undertaken regularly in behaviour management and modification for:-

- a) teachers
- b) teaching assistants
- c) lunchtime supervisors