

WITHERNSEA PRIMARY SCHOOL

BEHAVIOUR

POLICY



This Policy should be read in conjunction with the Child Protection Policy

Reviewed Autumn 2011
To be reviewed Summer 2012

BEHAVIOUR POLICY

Headteacher: Mrs A Harper
Deputy Headteacher: Mrs J Carroll
Behaviour Advisory Teachers: Mrs Vogle
Educational Psychologist: Mr Henderson (L.A.)

Aims of the Policy

To encourage a calm, purposeful and happy atmosphere within the school, where effective learning can take place.

To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued

To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour and to make appropriate behaviour choices

To have a consistent approach to behaviour throughout the school, with shared responsibility and communication with all.



Staff responsibilities are:

To treat all children fairly and with respect

To raise children's self esteem and develop their full potential

To provide a challenging, interesting and relevant curriculum

To create a safe and pleasant environment, physically and emotionally

To use rules and sanctions clearly and consistently

To be a good role model

To form a good relationship with parents/carers, so that all children can see that the key adults in their lives share a common aim

To recognise that each is an individual with their own individual needs

To offer a framework for social education, promoting good manners and appropriate behaviour in the community

To take a shared responsibility for all children within the school.

Children's responsibilities are:

To learn to the best of their abilities and allow others to do the same

To treat others with respect

To follow the instructions of the school staff

To take care of property and the environment in and out of school

To co-operate with other children and adults

To take a pride in themselves, their class and their school

To move around school and work in a quiet orderly manner

To take responsibility for their actions and make amends for any inappropriate choices they may make.



Buddies

We have established buddies in each class from Year 2 upwards. A boy and a girl are elected by private ballot from each class. The pupil must be trustworthy, and someone whom the other pupils can go to. The buddies are trained and changed on a termly basis to allow as many children as possible to experience this role. They wear a red baseball cap so they can be easily distinguished.

Midday Supervisors have also received training and wear bright red tabards so they can easily be seen outside.

The Parent's responsibilities are:

To make children aware of appropriate behaviour in all situations, e.g. good manners, pride in their work and politeness



To encourage independence and self-discipline

To show an interest in all that their child does in school

To foster good relationships with the school

To support the school in the implementation of this policy

To be aware of the school rules and expectations.



We aim to create calm, caring environment where children can learn effectively. All children are encouraged to behave well by praise and example. Expectations are high and our behaviour code is clear and simple and applied consistently throughout the school. The code is based on rights - the right to teach and learn, the right to be respected and the right to be safe.

Our School Rules (Behaviour Code)

- **Be kind and help others**
- **Be polite**
- **Listen and do as you are asked straight away**
- **Be in the right place at the right time**
- **Work or play sensibly.**

These rules are displayed around the school and in each classroom. Each class may also agree Class Charters that include these rules and some special to their own class.

We praise good behaviour both privately and publicly.

Positive Encouragement and Rewards for good behaviour:

Showing others their good work

Smiles

Celebration Assembly

Verbal praise

Positive feedback to parents (verbal and written)

House points

Merit book and certificates

Headteacher Award sticker

Golden sticker – and positive entry on the Behaviour Reporter system

Rewards, e.g. additional playtime, pencils and rubbers etc.

Smiley face on whiteboard

Class reward time - earned by the whole class

Weekly Class trophy.



We aim to be very positive and provide attention and praise when children behave and follow the rules. All children's names are on cards and displayed at the front of a display board in class. They are moved to the 'happy' side of the board as public acknowledgement of good behaviour.

What we do if your child misbehaves

We remind them how we want them to behave

Where necessary we discuss incidents with the children involved

Where possible we encourage children to resolve disagreements themselves and to take responsibility for their actions, to try to make amends for any harm they have caused.

Sanctions for repeated misbehaviour (in class)

Where there is misbehaviour, the following will apply. In certain circumstances a single serious act of misbehaviour may warrant one of those sanctions being employed immediately.

Name on the board- (sad side)

Second warning – indicated on the board

Third warning – indicated on the board (may be moved within the classroom)

Sent to another class for 5 minutes time out – rota (recorded on Behaviour Reporter by class teacher)

Sent to the senior manager on duty for the rest of that session, recorded on Behaviour Reporter by senior manager.

If staff feel children need to spend time at playtimes/lunchtimes completing work, they will supervise this in their own classrooms.

Playtimes and Lunchtimes - Rules

- **Be kind and help others**
- **Be polite**
- **Listen and do as you are asked straight away**
- **Be in the right place at the right time**
- **Play sensibly.**

Sanctions will include:

Warnings, to walk around with a supervisor for a specified amount of time, or to stand in a different part of the playground or sent in to the Withdrawal room where the incident will be recorded on Behaviour Reporter.

Use of Control and Restraint

This may be used under DFEE Guidelines 10/98 if a child puts himself/herself or others in danger. We have a clear school policy and recording system for this.

How Children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. We will teach the children about being assertive and support them with their assertive behaviours.

Restorative Practice

We will encourage children to take responsibility for their actions. We want them to understand that sometimes things do go wrong and when they do go wrong there is an obligation to put things right or to make amends for what has gone wrong. We will give those that are the 'victims' a voice, to feel empowered and the emphasis is very much on making amends and not repeating the behaviours that caused concern. We hold daily Circle Times in class so that all children can have a voice, and their contribution can be valued by all in the class.

Solution Focused Approaches

This is another technique which we use that focuses on finding satisfactory ways forward rather than just focusing on what is going wrong in a situation. It gives attention to the behaviour that we want to see more of, and focuses on where we want to be rather than where we are currently at.

Duties towards Disabled Pupils

Some pupils may have disabilities that are linked to emotional and mental health and they will need a differentiated approach to behaviour. This will be carefully explained to the children.

Behaviour Reporter

Positive Behaviour

Examples of good behaviour and good learning are recorded on the ICT system which is accessible all over the school. Rewards such as stickers and certificates accompany these entries. The record is monitored and at the end of each term, those that have behaved well earn an end of term reward certificate and thank you in assembly.

Behaviour causing concern

This is recorded on the ICT system and monitored by the Deputy Head on a weekly basis. Children causing concern are monitored weekly by the Senior Management Team. They will be added to a school behaviour register and their parents kept informed. Hopefully by working together, the additional attention and encouragement should hopefully encourage them into more positive behaviour patterns.

Those pupils who persist in inappropriate behaviour will be entered on the School Action of the Special Educational Needs Register. An Individual Behaviour Programme, (IBP) will be drawn up and a copy sent home. They will be seen on a weekly basis by the Deputy Head and reminded about their targets and rewarded for achieving them.

Those pupils who then persist with inappropriate behaviour that disrupts the learning and safety of others, and puts them in danger of exclusion, will need to go to the School Action Plus stage of the Special Educational Needs Register and have a Pastoral Support Plan (PSP) drawn. External help and support is used via the Pupil Behaviour Service or the Educational Psychologist, whichever is felt more appropriate. Parents will need to be involved in referral to external services and in PSP meetings. These will be arranged with the Deputy Head.

Further support could include reduced timetables, intensifying support teacher, alternative learning packages, managed move, further support e.g. CAMHS, etc.

Once all positive strategies have been exhausted and behaviour is still of such a high concern, permanent exclusion will be considered or a request for a 'Special School' placement. 'Special School' placements are considered where it is felt that mainstream education cannot realistically meet the child's needs, and their needs are such that they require a specialist setting.