

Upton Westlea Primary School

Behaviour Policy



Approved by staff: March 2017

Signed: K Carruthers

Approved by Governors: March 2017

Signed: M Williams

Review Date: March 2019

Behavioural Policy Document

The purpose of this policy is to give a clear code of conduct for the use of all at Upton Westlea School, adults and children.

It has been put together after discussion with staff, parents and children, and reflects the values and principles that we consider to be important for our school

The success of any school behavioural policy depends upon full co-operation between school and home, this cannot be stressed enough. For this reason we expect all parents to read this policy carefully.

Children, happiness and good behaviour

At Upton Westlea Primary School, we want to make sure that children are happy. Children are happy when they are learning how to do things. We want our children for example to learn how to read and write, how to play together, how to discover, how to make things and last but not least how to behave well towards each other, their teachers and their parents.

At Upton Westlea Primary School we like to work alongside parents to encourage children to develop as fully as possible. We want to help our children to:

- grow socially
- grow personally
- grow academically

We are particularly concerned with good behaviour. We believe that good behaviour needs to be carefully developed. It is too important to be left to chance. We think young children learn best when they are clear about what they're supposed to do and when they are continually and consistently encouraged to do it. This policy is about how we aim to do this.

It sets out:

- what we think are the benefits of good behaviour
- what we mean by good behaviour
- how we encourage good behaviour in our school
- how we discourage inappropriate behaviour

The benefits of good social behaviour

At Upton Westlea Primary School we believe that, because staff, pupils and parents value good social behaviour:

CHILDREN

- learn what good behaviour means
- learn to care for one another
- learn the value of friendship
- develop self-confidence
- do as well as possible in their school work

- value the opinions of others
- take responsibility for our buildings and equipment

PARENTS

- feel confident that their children are growing personally, socially and academically
- know that their children will receive support when they need it
- feel welcome in school to discuss their children's progress in a positive atmosphere

STAFF

- teach effectively with few behaviour problems
- meet the need of all pupils
- make positive contact with all parents
- develop personally and professionally

What We Mean By Good Behaviour

After discussion with parents, teachers and children, we have agreed that good behaviour means that everyone in school is:

- careful and kind
- polite and friendly
- helpful to each other
- hard-working
- follows instructions

This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times.

We believe that as adults we should set these good examples which our children can follow.

By treating each other courteously and by co-operating with each other we can encourage the same of our children.

How we encourage good social behaviour

Everyone at Upton Westlea Primary School has agreed to:

- recognise and highlight good behaviour as it occurs
- ensure that all children are praised for behaving well
- ensure that criticism is constructive
- explain and demonstrate the behaviour we wish to see
- encourage children to be responsible for their own behaviour
- reward individual children and groups of children for behaving well
- be consistent in our approach

We believe that good behaviour and work should be recognised through awards of privileges and rewards. Such rewards and privileges may include:

- smiley faces (in EYFS)
- public praise in front of peers
- regular 'special contributions' assemblies where public mention and note is made of good examples of both work and behaviour
- opportunities for greater responsibility in school
- Golden Time
- golden postcard / positive notes home
- phone call / text to parents
- Star of the Week / Day
- Class Captains
- Achiever of the Week nominated by class teachers and MDAs
- Writer and Mathematician of the Week
- Attendance awards
- Dojos
 - special bronze certificates for 100 dojos
 - special silver certificates for 200 dojos
 - special gold certificates for 350 dojos
 - special platinum certificates for 500 dojos
- class treats for good group efforts.

In Early Years we use a cloud and pot of gold to encourage good characteristics of learning and good behaviour. Everyone starts the day on the sun, they move to the blue cloud, then the rainbow followed by the pot of gold for each positive behaviour observed. When on the pot of gold they get a dip in the basket. If unwanted behaviour is seen children are verbally warned, if it continues they are moved to the light grey cloud. If the behaviour stops they are then moved back to the sunshine, however, if it continues they are moved to the dark grey cloud and a consequence is given. (This varies depending on the child and situation. For example; if the unwanted behaviour is outside they may have to stay inside for the rest of the session.) In Reception we also have a daily star of the day and special badges that can be worn if we see good friends, kindness or special work. We begin to use Dojos to link in with the whole school policy.

Stopping inappropriate behaviour

We recognise that there will be occasions when the children may forget our aims for good behaviour and be inconsiderate towards others

We should try always to understand the reasons for this misbehaviour so that we can deal with it more effectively.

When dealing with problems it is important always to label the behaviour and not the child (e.g. say "That is not the right sort of behaviour" or "I know you know how to behave". We should not say "You are a naughty child").

Potential Problems

Problems with behaviour are more likely at certain times of the day, usually when children are not actively involved in the classroom. We should all be aware of the potential for problems, and try to minimise them. Such times are:

- when waiting in line and moving about school (e.g. for Assemblies, Dinners, Sandwiches)

- when going out to play and coming back in

We should also be aware of ways of defusing potentially "high risk" situations by removing individual children from a likely source of conflict (e.g. playground) for a short time. The child needs to see that this is not a punishment but is in order to prevent a problem occurring.

Playtimes

Playtimes, both mid-morning and at dinner time, can be problematic for children, as children are in school, but outside the normal classroom environment. We do expect that the same school rules will apply at playtimes as well as during the rest of the school day, and that children will respond to the supervision of welfare assistants and M.D.A.'s (Midday Assistants). M.D. A.'s should be treated with the same respect as other adults in the school, and will follow the school system of rewards and sanctions. A member of the SLT (Senior Leadership Team) will be on lunchtime duty each day to help promote good behaviour and support MDAs.

We aim to prevent inappropriate behaviour and encourage positive good behaviour.

The aim of the behaviour policy is to teach children to make good choices and therefore avoid getting into trouble. Good behaviour and good work bring rewards which will help them to feel more positive about their choices.

Rules

These are taught to the children in class. The rules apply throughout the school building and playground.

Consequences for breaking rules in school

- 1st time - warning
- 2nd time - five minutes off Golden Time
- 3rd time - ten minutes off Golden Time
- 4th time - as above and parents are notified
- 5th time - child sent to headteacher and parents notified

Parents will receive a letter with a tear off slip which is to be returned to school.

Staff will keep a record of the consequences on a tracking sheet. The child starts afresh each day.

Going to Stage 4 (within half term)

- 1st time - parents are informed
- 2nd time - parents are informed
- 3rd time - parents are called in to see the teacher. A change to the consequences is usually suggested now. e.g. We miss out 2, 3, stages and move child from 1 - 4.

Going to Stage 5 (within half term)

- 1st time - Head telephones parents or asks by letter to see them. KS2 child will receive a detention 3.00 - 3.30 p.m. and infants miss a playtime.
- 2nd time - repeat as above
- 3rd time - KS2 receives 'in-house' short periods of seclusions. Infants will spend a session in another class. (Parents again seen and told of next step should it happen again). Individual programme will be made for the child.
- 4th time - One day seclusion (where the child works on their own with a TA) for KS2, KS1 to have in-house suspension again
- 5th time - repeat as above
- 6th time - Three days (or more if necessary) seclusion (KS2) In house seclusion for infants Parents to be seen each time. (Teacher to be present too)

Consequences for breaking playtime rules

- 1st time - warning
- 2nd time - Two minutes with duty staff
- 3rd time - Child is sent in to head/deputy for fifteen minutes
- 4th time - Parents notified
- 5th time - Child sent to head and parents notified

- 1st time to Stage 5 - child is kept in for one lunchtime\or detention –this will depend upon the reason for getting to stage 5 and whether KS1 or KS2
- 2nd time to Stage 5 - as above
- 3rd time to Stage 5 - Up to one week lunchtime suspension
- 4th time upwards - The length of lunchtime suspension will be increased within the half term.

Occasionally a child may be sent straight to 4 or 5 depending on the nature of the behaviour. By unacceptable behaviour we mean:

- Violence
- Bullying
- Harassment (sexual or racial)
- Vandalism
- Rudeness to adults
- Bad language
- Spitting
- Refusing to do as asked

In some cases it may be necessary to exclude a pupil, for example if there has been a physical attack on another person or after several warnings have been issued.

Furthermore if parents, for some reason or other, do not support the school in their decision to give a detention then the child will be suspended for one day. Very careful arrangements will be made to ensure that any child returning to school after suspension is helped to behave appropriately.

Very rarely a child may be permanently excluded from school. This will only happen if the behaviour is considered such that other children are put at risk physically or educationally.

These extreme cases of dealing with behaviour can and should be avoided by very close liaison between home and school by full co-operation from parents.

There are obvious exceptions to the rule where some pupils have individualised plans to meet their behaviour needs.

Where appropriate pupils will be given a behaviour report card that monitors the pupil's behaviour on a daily basis. These cards must be signed by a member of the SLT every day. The length of time the pupil is on report card is dependent on the incident.

We hope that our children will learn to make good choices about their behaviour.

We cannot stress how important home/school liaison is in order that we can achieve this. The success of our behavioural policy depends on it.

Reviewed March 2017

Review date March 2018

WESTLEA COUNTY PRIMARY SCHOOL BEHAVIOURAL POLICY
DOCUMENT

I/We have read this document and agree to full co-operation with the school in putting it into practice.

Signed.....

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Date

I/We have read this document and wish to discuss it further

Signed

Name(s) of child(ren.).....

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