



# Behaviour Policy

2	22/06/2016	Reformatted for committee policy review
1	01/01/2011	Initial version

## **Introduction and aims**

This behaviour policy has been agreed as a result of consultation with teaching staff, support staff, governors and the school council and has strong links with the vision and aims of Worple Primary School.

The underlying aims behind promoting good behaviour are those of making everyone feel valued, secure and happy, viewing children as individuals, challenging and encouraging them to achieve their very best regardless of gender, race, special educational needs, or physical disability. This enables them to have a true respect for themselves, each other and environment. This document forms an integral part of the whole school ethos where we aim to the best we can be as part of a safe, happy and exciting community.

As we aim to the best we can be, all staff model positive and respectful attitudes and have high, realistic and achievable expectations of their pupils whilst promoting and encouraging equal opportunities for all.

Ofsted March 2013:

“Behaviour and safety of pupils is good”

- The school manages behaviour well
- The behaviour policy emphasises positive attitudes and expectations are clear
- Pupils come to lessons ready to learn, they display positive attitudes towards themselves and adults, they support each other well and relationships are good.”

## **Encouraging appropriate behaviour**

At Worple Primary School, adults aim to praise and encourage appropriate behaviour in and around school.

The school’s expectations in behaviour and behaviour for learning will be reviewed and referred to regularly. This will be displayed around the school. We value Pupil Voice and believe that success will be met when pupils feel that they contribute to the process of creating the behaviour agreement. This is carried out at the beginning of each academic year and referred to throughout the year.

Adults are positive and consistent with children. They encourage them to value each other, as well as the staff and the local community. They make use of verbal praise and encouragement for correct and appropriate behaviour. If children demonstrate inappropriate behaviour the adult in charge should draw attention to the expectations in behaviour. It must be stressed that it is the behaviour that is unacceptable and not the children involved.

All adults endeavour to talk with the children about any behaviour that is not acceptable. This is to ensure the child has time to reflect on their actions and the choices that they have made. The school's learning mentor role is to play a vital part in this process

following lunch and play times. The learning mentor may work with groups of children to improve behaviour and self-esteem over time.

## **Behaviour procedures**

It is our expectation that Worples Primary School pupils will be able to thrive in an atmosphere of respect and dignity. As such we would like to make you aware of our behaviour procedures so you are clear about them and feel able to support the efforts of the school to ensure all children are reaching their potential and feel safe.

It is also important to reassure you as parents what the response would be should your child become the victim of misbehaviour as it is not appropriate to discuss the specific sanctions of somebody else's child.

## **Rewards**

Children are rewarded for their efforts and achievements in a number of ways which are specific to classes, key stages or involve the whole school.

**Praise** (public, private, verbal non-verbal (thumbs up)) – this is will be carried out by staff and visitors through first person or third person. Praise is frequent and applied by all staff and visitors for any good behaviour (including learning behaviour) and achievement

**Purple tokens** – given as class rewards and rewards for exceptional behaviour. Each class has a collection. Children are rewarded through winning the school bear on a weekly basis for collecting the most purple tokens.

**Individual Merits/Class Merits** – these are awarded for excellent work or learning behaviour.

**IPC Goals** – children are awarded for demonstrating IPC goals weekly during merit assembly.

**House Points** – these are awarded for sporting achievements through inter-house sporting competitions.

**Attendance Cup** – this is awarded to the class with the highest attendance in a week

**Attendance Certificates** – these are awarded to children who have achieved 98%, 99% or 100% during a half term. Children with a 100% attendance over the year will receive a special certificate and prize.

**Sporting Certificates** – these are awarded to children who take part in sporting events.

**Class individual achievement procedures** – this may involve stickers, cards or other rewards. Please ask your child or their class teacher for further details. Children are also rewarded by having golden time on a Friday afternoon – this will involve the children choosing an activity- this is linked to strong research undertaken by Jenny Mosely.

## Sanctions

Children will be given a sanction if their behaviour is disrespectful or disruptive.

Low level behaviours such as calling out, mumbling under breath, talking when asked not to, wandering around and bothering other children; will initially be given a warning, if the behaviour continues or there are further issues a second warning will be given. If there is any further behaviour the child will be sent for time out with the phase leader. The child will be asked to reflect on what they have done. They will remain out of class for 10 mins in the neighbouring classroom (Years 1 and 2) and 20 mins with the phase leaders (Years 3, 4, 5 and 6). In Foundation Stage the child will have the amount of minutes of time out as their age, plus one. This is based on recommendations by Jenny Mosely. Years 3, 4, 5 and 6 pupils will then miss 15 minutes of the next appropriate break or lunchtime. At lunchtimes your child would be sent to the member of senior leadership team who is on duty.

For higher level behaviours such as swearing, hurting, throwing things, pushing, refusing to follow instructions, name calling, walking off from staff, bullying behaviour; children will be sent immediately to the phase leader for their time-out and miss playtime as laid out above. At lunchtimes your child would be sent to the member of senior leadership team who is on duty. A member of the SLT takes it in turn to be on duty at lunchtime.

If your child displays a high level behaviour you will be informed by the class teacher or a member of the senior leadership team.

The class teachers will keep a record of pupils sent out of class and this will be monitored regularly.

If behaviour is particularly serious, re-occurring or the child does not respond or refuses the sanctions as laid out above they will be sent to the assistant head teacher or head teacher. At this point individual sanctions may be put into place. These will be discussed with parents.

These incidences will also be recorded and monitored in the red folder.

If we think a child is having problems managing their behaviour we will discuss with parents the possibility of putting a behaviour plan into place and/or involving the Behaviour Support Team in order to consult on possible causes and appropriate behaviour management techniques. We will endeavour to review at appropriate interval with pupils and parents

Please note If there is higher level behaviour displayed your child could be at risk from exclusion – either internal or fixed term.

For any serious or private matters that you feel cannot be discussed with the class teacher, please see the head teacher or an assistant head teacher.

We will always endeavour to support and help pupils to improve their behaviour. Should you have any queries surrounding behaviour procedures please speak to your child's class teacher in the first instance.

## **Dealing with inappropriate behaviour**

Minor incidents are dealt with immediately or at an appropriate time soon after by the adult in charge of the children. Repeated minor incidents are recorded and referred to the phase leader. More serious incidents such as high level behaviour (bullying, fighting, racial, gender or cultural abuse) are referred immediately to the Senior leadership team who will take appropriate action. Written records are kept on inappropriate behaviour by teachers and/or the head teacher or assistant head teacher (if more serious) and by SMSAs in their incident books. Racist behaviour is recorded on the LA spreadsheet and a return is sent to the LA each term and reported at each meeting of the governing body's buildings, behaviour and health and safety committee.

Assemblies are seen as an effective means of developing children's moral, spiritual and social awareness. Assemblies on particular issues and themes will be introduced as circumstances demand. These take place on a Monday and generally centre around the school IPC goals and religious festivals.

Personal and social education is valued highly at Worple Primary School and work within this area is on-going in every classroom and is supported by Mind Up as well as PSHCE lessons and activities such as circle time, role play and use of selected stories or poems can have a strong impact on children's moral and social development.

## **Behaviour for learning**

We expect pupils to demonstrate a high level of motivation and excellent learning dispositions. Learners should be taking risks, asking questions, using their own initiative, challenging their own learning, leading their own learning, using the classroom environment effectively as a resource, working independently, as part of a group or whole class, assessing each other's work, assessing their own work accurately, editing well, actively involved, etc.

At Worple Primary School we aim to develop the whole child. From the moment children join us in Nursery we are concerned for their overall development and well-being. Our pupils are at the centre of every decision we make in school. If we can foster in them good relationships with others and mutual respect, we are helping them to become thoughtful, caring individuals who have a positive contribution to make to society.

We consider pupils who behave well and have a positive attitude towards the school and its community to be a vital part of an effective school.