

WALTON on the NAZE PRIMARY SCHOOL

BEHAVIOUR POLICY

Choose your Dream and chase it...

Work Hard
Aim high
Love Learning
Try
Open your mind
Never give up

Review date	Spring 2020
Approved date	Spring2019
Responsible committee	Curriculum and Pupil Related Matters

Introduction

The behaviour policy should be read in conjunction with the Policy for Teaching and Learning and Policy for Exclusion as, together, these establish the general ethos of the school.

This document provides a framework for:

PROVIDING A SAFE, CARING ENVIRONMENT WHERE EVERYONE IS VALUED AND WILL HAVE THE OPPORTUNITY TO FULFIL THEIR POTENTIAL AS A LEARNER AND AS A PERSON.

It is written for the benefit of all members of the school community, to allow each one to understand the policy and to apply it consistently and fairly.

Aims

Our Aims for Behaviour are that all children will

- Be tolerant and understanding with consideration for the rights, views and property of others.
- Develop a responsible and co-operative attitude towards work and towards their role in society.
- Achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness.
- Take pride and responsible interest in caring for their environment.

Principles

Every child has the right to learn and no child has the right to disrupt the learning of others.

The establishment of an appropriate ethos is an essential pre-requisite for learning and feeling safe in the school environment. It depends upon trusting relationships and a process of cooperative teamwork and the school welcomes and encourages the involvement of the LA, governors, parents and others in the community.

Responsibilities

All members of the school community [teaching and non-teaching staff, parents, pupils and governors] work towards the school's aims by

- Raising the esteem of both children and adults as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well ordered environment in which all are fully aware of behavioural expectations.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviour and work.
- Rejecting all conduct involving bullying and harassment.
- Encouraging respect for all members of the school community, regardless of culture, social, background etc.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently.
- Caring for and taking pride in the physical environment of the school, working as a team, supporting and encouraging one another.

The Management Team work towards the school's aim by

- Taking a lead in the establishment of a positive ethos.
- Taking responsibility for devising and implementing a Teaching and Learning policy which acknowledges its influences on the pupils' behaviour and motivation.
- Monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring necessary revisions are undertaken.
- Recording and monitoring attendance and punctuality and responding firmly when either is poor either by letter and / or through the Attendance Improvement Officer. Children are rewarded each week, half term and termly for good attendance.
- Recording and reporting incidents of serious mis-conduct, racial harassment and bullying.
- Taking active steps to ensure the buildings and grounds are secure and well maintained and that any damage is quickly rectified.
- Encouraging community use of school facilities to increase local involvement and commitment.

Teachers work towards the school's aim by

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude enabling children to take increasing responsibility for their own learning and conduct.
- Ensuring that learning is progressive and continuous
- Being good role models - punctual, well prepared and organised, taking quick, firm action to prevent one child inhibiting another's progress.
- Providing opportunities for children to discuss appropriate behaviour.
- Working collaboratively.

Pupils work towards the school's aim by

- Attending school in good health maintained by an adequate diet, exercise and sleep
- Attending school regularly
- Being punctual and ready to begin lessons on time
- Being organised - bringing necessary kit, taking letters home promptly
- Returning books following established class routines
- Contributing to the development of the school's code of behaviour
- Conducting themselves in an orderly manner, in line with the code of practice
- Taking growing responsibility for their environment and for their own learning and conduct

Parents work towards the school's aim by

- Ensuring the children attend school regularly in good health, punctually and regularly [including not taking holidays in term time].
- Providing prompt reasons to explain all absence.
- Providing support for the discipline within the school and the teacher's role.

- Being realistic about their children's abilities and offering encouragement and praise.
- Participating in discussions concerning their child's progress and attainments.
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
- Taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework, hearing reading and assisting in learning of tables and spelling.
- Allowing children to take increasing personal and social responsibilities as they progress throughout the school accepting responsibility for the conduct of their children at all times.

Procedures

Ensuring involvement of all members of the school community will be achieved through

- Constant monitoring involving the whole school community led by Headteacher and Deputy Headteacher.
- Regular meetings of representatives of teaching and non-teaching staff to review behaviour issues.
- A planned programme of professional development for teachers, LSAs midday supervisors and office staff.
- Governor training, both centrally provided and in school.

Developing Good Partnerships with Parents will be achieved through

- Regular informal contact with teachers who are always accessible to parents to arrange meetings before and after school.
- Events to which parents are invited.
- Good communication channels including fortnightly newsletters.
- At least 2 annual parents' consultations.
- A programme of assemblies, productions and PTA events.
- Induction programme for Reception families.
- Behaviour policy available to read at school.
- A section in the School Brochure which outlines the behaviour policy.
- Providing opportunities for welcoming parents into the classroom, both on a regular basis or for occasional visits.
- Welcoming other parent support such as providing transport, accompanying visits and extra-curricular activities.
- A clear policy for children with special educational needs.
- A procedure for the monitoring of homework and parental support with curriculum activities.

Providing children with opportunities to discuss appropriate behaviour will be achieved through

- A programme of PSHE designed to promote mutual respect, self-discipline and social responsibility.
- A programme of Health Education which includes work on relationships and feelings.
- A programme of RE which includes ethical and moral issues.
- School's agreement of a Behaviour Contract to begin new school year completed by all children and staff.

Promoting positive behaviour will be achieved through

- Staff acting as role models
- Staff offering guidance to children including praise and encouragement
- The provision of a curriculum designed to stretch and engage each child.
- Classroom organisation which facilitates independent working
- The encouragement and appreciation of children who act as positive role models
- Collaborative work within classes and across year groups which helps to develop good relationships

Rewards

The school operates a system of 'team points' whereby children are rewarded for

- Excellent and improved work
- Improved behaviour
- Acts of generosity and kindness
- Acts of responsibility
- Consistent good work /behaviour
- Courtesy and co-operation
- Care for the environment

Consistent good or improved behaviour may lead to the child being awarded a 'Golden Book' certificate during Friday's Golden Book Assembly.

Silver stars are awarded to children who remain on green all week.

Golden Time is awarded to children in 5 minute increments each day.

Continuous good behaviour can lead to a 'Rainbow Award' entitling children to privileges.

Headteacher's Awards are given termly. These will be given based on the school acronym:

Work hard

Aim High

Love learning

Try

Open your mind

Never give up

An award ceremony is held at the end of each year to celebrate all aspects of achievement.

Eliminating inappropriate behaviour will be achieved through:

- Clear guidance on responding to behavioural issues which have been developed by and have the full commitment of all teaching and non-teaching staff.
- A schedule of actions for inappropriate behaviour. (See Good to be Green flowchart)
- Conscientious supervision of pupils at all times.
- Rapid and stringent response to bullying and any form of harassment.
- A readiness to tackle persistent behavioural problems through our Pastoral Support Team and appropriate agencies.
- A range of activities to engage children's interest at lunchtimes.

Promoting care of the physical environment will be achieved through

- Display of children's work to enhance the environment, engage children's commitment to the environment and increase self-esteem.
- Involvement of children, parents, governors and representatives of the wider community in the planning, and, where practical the implementation of developments to the school environment.
- The commitment of the PTA funds to help develop the school environment.
- Upkeep and development of security measures.
- The work of the site manager who is able to respond rapidly to rectify any damage.

Schedule of actions for inappropriate behaviour

Every child has the right to learn and no child has the right to disrupt the learning of others.

Teachers will respond to poor behaviour with 3 warnings and explanations of the difficulty or 1 serious incident with a **Lunch Club**

Classroom control

Teachers are generally able to control excessive talking, interrupting etc. where disruptive behaviour persists, children will be

- Warned, given 'cool off' time within class or in another class.
- Given three warnings (Traffic light system)
- Be subsequently spoken to by class teacher and if sent out of class to automatically be sent to 'Lunchclub' where the problem will be discussed with Headteacher or Deputy Headteacher.

If the behaviour still persists or is extreme, the child may be sent to the Deputy Headteacher or Headteacher, using the red card system.

The incident will be logged on file and after 3 entries; instances will be reported to parents. In the meeting with parents, the child's behaviour will be discussed and a strategy for improvement drawn up or monitored in a One Plan or report card.

Teacher's will:

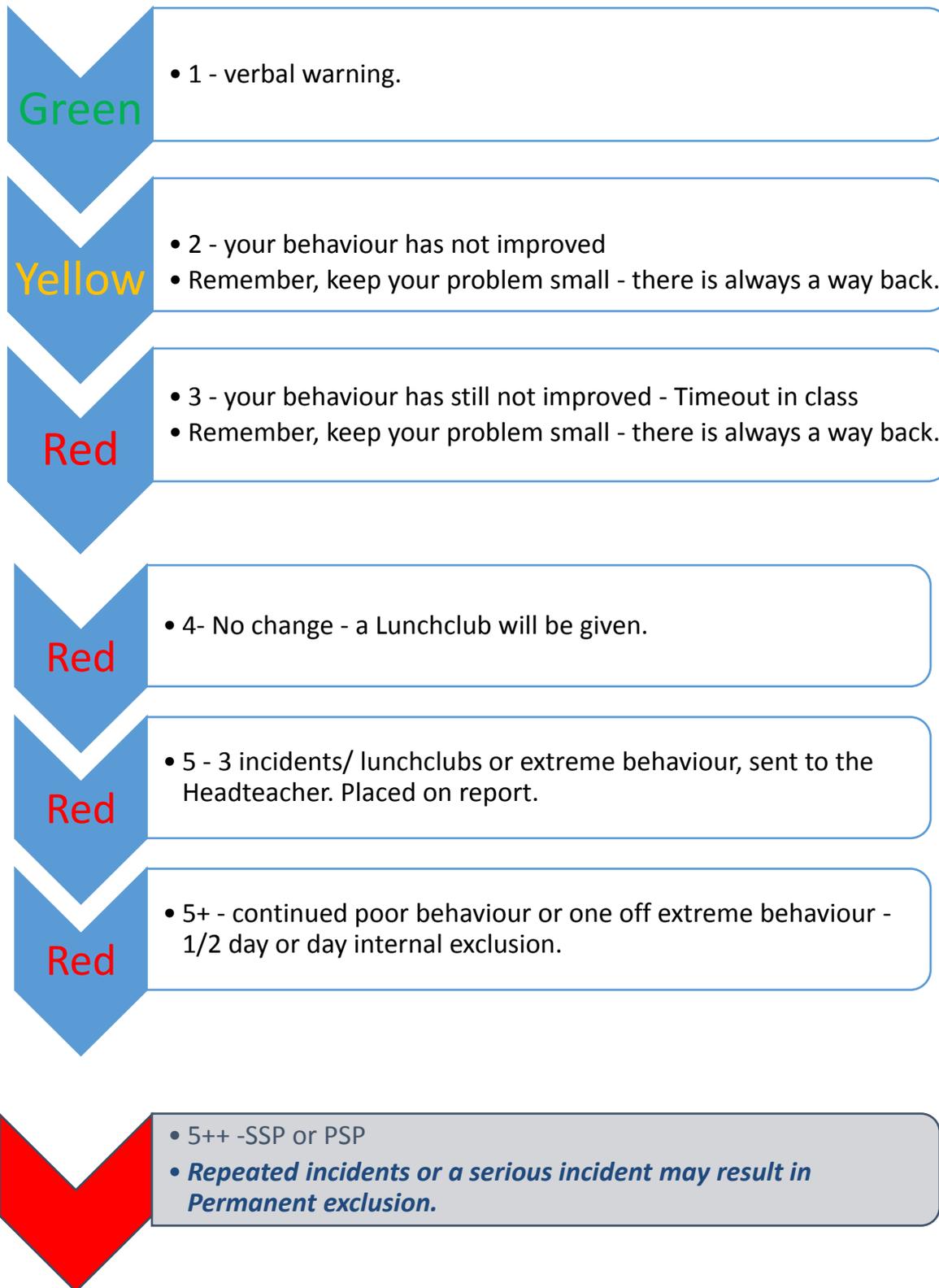
- Use the system of red card to alert Headteacher or senior member of staff [in Headteacher's absence].
- Use 'Lunchclub' as a sanction.
- Children who attend Lunchclub will be put in the record book.
- Children's records are available to be shown to parents at parents' consultations.
- Children, who display persistent bad behaviour, will have their behaviour monitored. Parents will be informed and a shared behaviour record kept.
- Further difficulties will result in outside agencies being used.
- In extreme circumstances physical intervention to avert immediate danger or injury to any person, or an immediate danger to the property of any person will be used by trained personnel.

Please see 'Good to be Green flowchart' below:

Midday Personnel will continue the system at lunchtime and have books in which they record incidents.

A time out stop is available in the Playground for being given a Yellow card.

Good to be Green flowchart



SSP (School Support Programme) is a consequence of continuous inappropriate behaviour. Eight week programme, reviewed fortnightly, consisting of a recognition system underpinned by Bruce Perry's 'Six Core Strengths will be utilised'. The intention is that the child will return to full time learning in their class with appropriate behaviour.

If SSP is not effective, then the programme is escalated to a PSP (Pastoral Support Programme), which is for an eight-week period. The PSP is the final strategy designed to turn poor behaviour around before permanent exclusion is considered