



Weetwood Primary School Behaviour Policy

*Written: February 2004
Last Review: June 2015
Next review: June 2017*

Aims

At Weetwood we aim to help children develop qualities so that they can live and work together in a happy and collaborative way. The qualities we need to foster are mutual respect and self discipline. These are demonstrated by good, positive behaviour, and effective approaches to learning.

Who is responsible?

Everyone connected with the school is involved with the fostering of these qualities. This includes children, staff (teaching and non-teaching), staff at the Out Of School Club (WOOSC), governors and parents / carers.

How do we achieve our aim?

By communication

Everyone needs to be clear what is expected of them. This is done in two formal, written ways:

The School Mission statement

Respecting each other

Expecting our best

Learning in a happy school

The School Rules:

Always be kind

Always be polite

Always be sensible

Always work hard

Always walk in school

These written rules (drawn up by the children) are regularly referred to, and discussed. The children are encouraged at the beginning of each year to agree their own "code of behaviour" for their classroom. Discussion about behaviour and discipline frequently form part of assemblies and Personal and Social Education lessons.

By a positive approach

Everyone responds better to praise than blame. At Weetwood we aim to praise good behaviour rather than hold up examples of bad behaviour. This positive approach involves:

- Verbal praise
- Using positive language including body language
- Celebrating achievement within the class - public praise is very powerful
- Merit stickers and certificates to take home
- "Wow" cards in Reception
- Raffle tickets with a weekly draw and prize(s) in Year 4, 5 and 6
- Displaying the child's name on "ready to learn" or "outstanding" on the traffic light system
- Sending pupils to another teacher to share their successes
- Sending pupils to the Headteacher
- "You've been noticed" awards
- Celebrating achievement with the school in the "Superstars and Wizards" Assembly
- "Weetwood Always Children" awards at the end of each term
- A word, letter or phone call to parents / carers
- Genuine appreciation

This positive approach promotes feelings of self worth and respect, which again leads to co-operative behaviour.

There are a consistent set of rewards and consequences, and each child knows they will be treated fairly with respect and understanding.

What happens if things go wrong?

If a child is misbehaving the following procedures will be followed:

A quiet word

In the first instance the class teacher, or lunch time supervisor, will discuss the situation with the child. They will refer to the school rules to try to sort out the problem using a sympathetic but firm approach.

(The child's name is put on the "think" or "warning" part of the traffic light system)

If the matter is unresolved, or the behaviour is repeated, the child will follow the **4 Stage System**. The stage the child enters the process depends on the circumstances and seriousness of the incident and will be at the discretion of staff.

Stage 1

The child will be encouraged to accept that his/her behaviour was unacceptable and make an appropriate apology.

(The child's name is put on the "think" or "warning" part of the traffic light system)

Stage 2

If inappropriate behaviour continues or the behaviour is more serious "time out" will be given either in class/outside the class base/in another class base/on the playground. Children will need to catch up on any work missed in lessons in their own time. This will be recorded in the class Behaviour Book. A written comment may be made in the child's homework book if appropriate.

(The child's name is put on the "sanction" part of the traffic light system)

Stage 3.

Continued inappropriate behaviour will result in further sanctions. These may include missing all or part of their playtime / their football turn / withdrawal of other privileges depending on their age and the nature of the problem. A discussion between the child and the Headteacher will take place and a record made in the Headteacher's Behaviour File.

(The child's name is put on the "sanction" part of the traffic light system)

Stage 4

After continued misdemeanours or a serious misdemeanour the Headteacher will involve the child's parents / carers, so that home and school can work together to help the child. A letter will be sent home briefly detailing the incident(s) and parents / carers will be invited to come into school to discuss the way forward. Children may be placed on "report" or another behaviour programme as a result of this.

Improvement in behaviour will always be greeted by praise and recognition.

In some circumstances children will need extra help to learn appropriate behaviour. We have guidelines for staff in school for managing the behaviour of children experiencing such difficulties. Advice and support from outside agencies may also be sought. If none of these strategies are effective then the Headteacher will begin a process of:

fixed- term exclusion

permanent exclusion

After a period of 5 days fixed-term exclusion, a member of the Governing Body will be involved in meeting with the child's parents / carers and the Headteacher to discuss other possible courses of action.

Related policies - which give further details of our approach to specific forms of behaviour

Anti bullying policy

Racial harassment policy

Guidelines for Staff managing the difficult to manage

The aim with any child is to:

Encourage good behaviour

Discourage unacceptable behaviour

The majority of children develop into independent, responsible pupils. However, there are a small percentage of children who do not always respond to this effective policy and to good classroom management. For these children, the policy needs to be further differentiated and made more specific.

The following guidelines provide steps or stages to use with the 'difficult to manage' child.

1. Have a clear set of rules which the child understands.
2. Use a high rate of rule-related praise e.g. 'Thank you for waiting Darren'.
3. Ignore minor misbehaviour when:
 - it does not disrupt the lesson
 - it does not pose a threat to others
4. Use the support of all colleagues to provide a consistent response to children's behaviour.

The support and referral system would be worked out by the Headteacher, SENCO and the class teacher. It would usually include a written programme which specifies:

Targets for behaviour

Rewards and sanctions

Monitoring arrangements.....e.g. report book to go home

Targets for behaviour would be discussed with the child and would involve a small number of positive targets achievable over a short time-span:

- E.g.
- Darren is to put up his hand rather than shout out.
 - Jane is to remain in her seat for a timed 10 minute period.
 - James is to be kind to other children at playtime i.e. not kick.

The targets might need to be broken down into small steps or relatively short time spans in order to make them achievable for some children and therefore to give the child some success, in the same way that academic learning tasks need to be broken down for some children.

Rewards in school may need to be more tangible than simply praising

- E.g. Ticks on a record sheet - 3 ticks in a day = a sticker
- Target behaviour achieved all week = extra 15 minute games lesson
- Praise in Special Assembly

Sanctions may involve missing parts of playtimes.

- E.g. 1 minute off playtime for every rude interruption.
- A full playtime missed for hurting another child.

The report book system would be organised with the co-operation of the parents / carers, and would need to be agreed between the child, teacher, and parents / carers.

The agreed format is likely to include:

- A daily report home (usually best for a limited time span)
- Reports of whether the target behaviours have/ not been achieved
- Positive comments when possible
- A place for the parent / carer to sign and comment

The parent / carer may work his/her own reward system at home to reinforce the reporting system.

Always seek help and/or advice when needed from colleagues - this is a strength and indicates you have recognised a problem that requires you to resolve it professionally.

This Behaviour policy and its guidelines have been adopted by Weetwood Out of School Club. (WOOSC)