



Short Wood Primary School

Behaviour Policy

Date of Policy creation	September 2013
Policy lead	Gail Kirby
Date of Policy adoption by Governing body	26.09.2013
Frequency of review	Every 3 years
Review due	September 2016

Short Wood Primary School - Behaviour Policy

There is a Positive Behaviour Approach in Short Wood Primary School.

Short Wood Primary School is a safe environment where all can teach and learn in a happy atmosphere, in order to raise standards and aspirations. We aim to ensure systematic and consistent management of all behaviour, in order to develop effective ways of working to ensure the climate for learning is stimulating and challenging. We aim to develop the internal voice within our pupils to make the right choices in order to deal with situations.

All who are involved with our school show respect and consideration for others. The school property and the property of those within school is looked after. Everyone in Short Wood Primary School takes responsibility for making our school a happy place to be. If pupils, staff and parents feel proud of Short Wood Primary School, we are well equipped for raising the standards and self-esteem of all involved.

Children work well when there is a recognised framework where they know that there are limits to what is acceptable within that framework. The staff at Short Wood Primary School would like children to come to school ready to enjoy learning. The majority of children do, but for those who intentionally disrupt lessons or play, staff must reinforce positive behaviour and reject unacceptable behaviour. The system, when in operation, requires assistance from pupils, teaching and support staff and parental involvement is actively encouraged.

Aims

All members of our school community take collective responsibility for the promoting of positive attitudes and behaviour in Short Wood Primary School.

Pupil responsibilities:

- Pupils will have a sense of responsibility towards their learning, this is demonstrated by positive, independent behaviours
- To identify strongly with the school and are proud to be a part of it
- To be polite, well behaved and courteous at all times
- To follow the school rules and take part in making decisions based on these rules
- Recognise that all children and adults have rights and feelings that need to be respected

- To work co-operatively with each other and with staff, and have high expectations of themselves and others.
- To feel equal and have a fair chance to work and learn within an atmosphere of mutual respect.
- To feel safe in understanding that bullying, in any form, will be tackled and steps will be taken to prevent it.

Parents and visitors responsibilities:

- To feel part of the school community and feel valued, safe and secure.
- Conduct within and around school will provide a positive model for all and follow the positive behavior approach the school has in place
- To support, and participate in, the life of the school and be actively encouraged to be partners in their children's learning through homework, classroom activities, out-of-school activities and other extra-curricular activities.
- To readily engage with the school concerning its work and are willing to take part in effective two-way communication.
- To work in partnership to ensure their children have positive attitudes to learning to ensure they make the most of the experiences that are on offer.
- Respect the diverse nature of our school community

Staff responsibilities:

- To identify strongly with the school, and be proud to be part of it
- To respect the diverse nature of our school community
- To empower pupils to assess and manage risk effectively to keep themselves, and others, safe
- To actively establish positive relationships with pupils and parents and handle attendance and discipline problems in a sensitive and caring manner.
- Have high expectations of pupils' achievement, attendance and behaviour, to notice and comment when pupils meet and exceed expectations
- To use praise to motivate pupils and for praise to permeate all aspects of school life.
- To treat pupils and parents equally, with respect and in a fair and just manner.
- To be proactive in guiding and modeling positive behaviours, developing problem solving strategies to equip children with the ability to find alternative ways to resolve situations
- Structure the environment to ensure children can be independent in their learning and decision making
- Recognise that some pupils will need a more personalised approach to meet their individual needs. Their specific intervention plans must be followed by all staff

to ensure a coherent outcomes for the pupil

Rewards

There will be different systems in class which will reinforce positive behaviours, however, there are whole school initiatives which all staff need to embrace.

Head teacher awards: Children can be sent to the head teacher at any convenient time to share good work or for displaying desired behaviours.

Pennies of kindness: Can be awarded for random acts of kindness and thoughtful behaviour - each class will have a way of collecting the pennies and displaying how many each child has earned. The class teacher will issue a 'cheque' to be exchanged at the Pennies of Kindness Shop.

Golden leaf: Weekly award, one leaf per class presented in class then celebrated in a whole school assembly. Children will be photographed and these will be displayed on a presentation on the entrance hall screen. Pupils are rewarded with a top table experience at lunch time and additional adventure playground time.

Golden time: Each week classes will be awarded golden time. On a weekly basis, children should discuss and agree on what the golden time activity will be that week.

Rules and Sanctions

Whole School rules: These will be discussed and agreed with the school council members, who will then follow up and share in class. Rules will be displayed around school and need to be shared in classes.

Class rules are established through class discussions and mutual agreement. These rules should be displayed and regularly reviewed/revisited.

Sanctions

Class based sanctions:

Stage 1 - Discuss, emphasise the desired behaviour, and give verbal warning (3 Warnings Given)

- 1st warning
- 2nd warning
- 3rd warning - see stage 2

Stage 2 - Move in class / miss break

Stage 3 - Send to another class (agreed)

Stage 4 - Informal discussions with parents and class teacher

Stage 5 - Head teacher / Formal Parental involvement

Lunchtime / Break time sanctions:

Stage 1 - Discuss, emphasise the desired behaviour, and give verbal warning (3 Warnings Given)

Stage 2 - Stand by the wall for 3 minutes

Stage 3 - Refer to senior supervisor / team leader (class teachers will be informed)

Stage 4 - Refer to senior member of staff

Stage 5 - Head teacher / Formal Parental involvement

Staff are encouraged to use their discretion at all times based on given situations.

Sharing of information is essential as it may provide a piece of a bigger picture.

Lunchtime supervisors will record names of children who they have to speak to repeatedly so this can be monitored. These will be shared with the principle lunchtime supervisor who will pass on any concerns to a class teacher or senior member of staff to take action as appropriate.

Recording incidents:

Incidents, including bullying and racist incidents, and the actions taken, will be recorded and kept in the Head teacher's office. An overview sheet is completed to ensure any patterns of behavior can be identified and addressed. All incidents are reviewed after 2 weeks then again the following half term. The member of staff

completing the report form is responsible for ensuring these reviews take place; they also need to ensure other adults, who need to be aware, are informed of the incident and any action taken. Where appropriate a key adult will be identified to support the victim and perpetrator. Where it is necessary to inform parents / carers this will be done by inviting them into school or it may be done in writing.

Restraint

On occasions some children do need to be restrained for their own safety or for the safety of others. All members of staff will follow the schools Restraint Policy. Where children have needed to be restrained a record will be kept in the incident folder.

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Date	Name / Class of pupils involved	Notes, including all persons involved:



	Action taken
<u>Date</u>	Review in next half term:
	Other comments (e.g. parents, children -continue on reverse if necessary)