

# Western Primary School

## Behaviour Policy

### Every Child Matters

Educating children and ensuring that they grow up to lead safe, happy, healthy and successful lives is at the heart of what we do.

As a school, we place great emphasis on the outcomes of Every Child Matters by targeting support through extended services, multi - agency working and by building effective relationships between school, parents, children, young people and the community.

### Equal Opportunities

This school believes that all individuals regardless of gender, sexual orientation, race, abilities, cultural and social background should be given the opportunity to achieve their full potential. The school is committed to working towards equality and to combat discrimination and harassment.

Our curriculum promotes positive images through the themes pupils are involved with.

Through regular monitoring and evaluation of the school we ensure that this statement remains constantly at the forefront of all we do.

### Expectations

At Western Primary School we expect children to be - calm, polite, friendly, caring, considerate, courteous, helpful, responsible, respectable, self-reliant and respectful of themselves, others, belongings and the environment.

### Introduction

- Pupil behaviour is to be judged by the extent to which their attitudes and actions contribute to or restrict standards of achievement, effective learning in the classroom, the quality of life in the school and the functioning of the school as an orderly community.
- Discipline is to be judged by the extent to which a school's policies, procedures and practices contribute to good behaviour and the development of self-discipline, as well as the quality of life in the school and the functioning of the school as an orderly community.
- There is an expectation that we will strive to extend and motivate all of our children through:

Well prepared and differentiated lessons,  
A positive approach from adults working in school,  
A supportive and secure environment,

This will greatly reduce the possibility of disruptive behaviour.

- Consistency is an important aspect of our policy.

All staff, teaching and non-teaching, should follow the same policy at all times.

All staff have an equal responsibility for ensuring the maintenance of good behaviour by the children.

Pupils, parents and staff should be seen to be working in partnership, actively promoting teaching and learning.

Inappropriate behaviour and attitudes must be addressed promptly if this partnership is to succeed.

### General Principles

- No 'isms' (e.g. Racism, sexism) will be tolerated.
- All racist incidents are recorded in the Incident File and reported to the LA and Governing Body.
- All derogatory remarks of any kind will be actively discouraged.
- As a school we will actively promote a positive attitude towards differences in appearance, character etc.
- Consistency and fairness is imperative.
- Praise and recognition of appropriate behaviour goes hand in hand with clearly laid out sanctions following inappropriate behaviour.
- It is imperative that rules and sanctions are applied equally and fairly at all times and that children know the consequences of their actions which are displayed on the 'Behaviour Triangle'.
- Parents must be informed so that they know what the school is doing and why.
- Informed parents will be in a position to support and reinforce the school's discipline system.
- If another child has been affected by inappropriate behaviour of others, they must be supported and should receive an apology. If theft is involved or property is damaged or defaced, the offender's parents should be informed and the suggestion made that recompense should be provided.
- Children have a right of access to the curriculum. No child should be punished through withdrawal from the curriculum unless there are serious risks to the health and safety of other members of the class or the teacher.
- It is essential that staff do not 'over-react' to issues as they occur. Problems should be dealt with at break times so that the flow of the lesson is not interrupted.

### Our general approach to children ~

#### Do

- \* Be positive
- \* Keep calm
- \* Be consistent
- \* Listen to both sides
- \* Be fair
- \* Think carefully about how you are going to apply sanctions before using them
- \* Follow up problems, inform relevant colleagues: class teacher, team leader head teacher
- \* Liaise with parents if necessary

#### Don't

- \* Humiliate
- \* Shout
- \* Be sarcastic
- \* Over react
- \* Punish all for the misdemeanour of one
- \* Punish what you cannot prove (or know to be true)

We recognise that individual children will need specific strategies to deal with their behaviour and realise that teachers will need to use their professional judgement to respond appropriately.

## Procedures

### Code of Conduct

The School Council drew up the following Code of Conduct in October 2006.

- Be polite -
  - Do**
  - Say please and thank you
  - Say good morning / good afternoon
  - Hold the door open or step aside when others go past
  - Don't**
  - Call out when other people are talking
  - Answer back to an adult
  - Interrupt when others are talking
- Respect all people and all property
- Behave sensibly everywhere
- Be kind, helpful and honest
- Keep our school tidy

### Classroom

Teachers use a variety of strategies to gain the children's attention, however clapping a rhythm for the children to follow is recognised across the school.

Prerequisites for good behaviour in the classroom:

- See Teaching and Learning Policy,
- Well prepared, stimulating lessons,
- Clearly differentiated tasks,
- Supportive, secure environment,
- The classroom should be tidy, with equipment and resources available
- The children are expected to clear away at the end of the task or the end of the day ~ this will require constant reinforcement throughout the school,
- As far as possible there should be clear walkways around the room so that there is little opportunity for children to be jostled or disturbed,
- Have no blind areas or places where debris may collect,
- Children's behaviour can be a direct consequence of the atmosphere within the classroom,
- Ensure that the correct 'tone' for the lesson is set at the start.

Praise and recognition of appropriate behaviour should always be given.

- Comment on and celebrate good behaviour whenever it is noticed. This can be done through speaking to the pupils or through the awarding of group/tribe/team points/golden time.
- Stickers / stamps are given to the pupils to reward good work or good behaviour.

- Exceptional behaviour or work is recognised through the celebration assemblies where certificates are presented to two or three members of each class each week and mentioned in the weekly newsletter sent to parents.
- Good work is also recognised through the Friday 'Celebration Assemblies'.

If a child misbehaves, the appropriate behaviour triangle needs to be referred to and the system followed. In exceptional circumstances the child may be sent to the team leader or the Head Teacher immediately. Disruption of lessons should be kept to a minimum.

### Playground

Children whose behaviour on the playground is unacceptable will:

- Stand with a member of staff / against the wall for a period of time,
- In exceptional circumstances they may be sent to report to a member of staff inside the school. Another child will be sent with them to report back their safe arrival.

Football is allowed before school until 08:45, but no time after school.

Children must not play or loiter in the car park area.

### Use of toilets

- Children should use the playtime toilets and not enter the school again,
- They should use the toilet on their way outside before they get to the playground,
- If they do need to go to the toilet they should ask permission from a member of staff on duty.

### Behaviour involving physical harm

Incidents involving violent behaviour will be dealt with by a senior member of staff and parents informed. The incident will be logged in the Incident File.

### Bullying

The school has detailed procedures for implementation in the event of bullying (see Policy to Combat Bullying).

### Movement around the school

When moving around the school:

- Children should walk at all times,
- Show consideration and respect for other children and adults working in the school,
- Children should walk around the outside of the hall and not across the middle,
- When walking around the school with their class, children must walk quietly and in a straight line
- Monitors/members of staff will be on the stairs and in the cloakrooms at all break times, lunchtimes and at the start of school,
- Classes will be expected to enter and leave assembly quietly.

## Incident File

Each teacher maintains an alphabetically ordered incident file in which to record anything of note concerning a member of his or her class. Each child has its section and other children involved in an incident are identified only by their initials and a copy of the incident attached to their file.

The aims of the file are:

- To provide a record of disciplinary incidents for individual children which will prove useful to refer to in future meetings with parents,
- To enable us to keep a track of specific incidents and follow up cases where children persistently misbehave, by sending a letter home asking parents to attend a meeting to discuss their child's behaviour,

The file should be used to record incidents involving:

- Violent conduct,
- Deliberate damage to property,
- Theft,
- Foul and abusive language,
- Other incidents may be recorded at a teacher's discretion e.g. persistent verbal bullying, extreme examples of rudeness, marked changes in behaviour/work which may indicate underlying problems, bruises or other injuries (recorded on the appropriate form) which give rise to concern.
- Minor misdemeanours should not be recorded in the files but should be dealt with in the usual way,
- Recorded incidents should be kept as brief as possible but must include the date, specific details of the incident, action taken and a signature. A proforma is used to record all incidents. All blue forms need to be kept locked together in the Quiet Room.

## School Property

If a child is seen to damage school property or equipment the parents will be asked for the replacement cost of the article or the cost of its repair. This should be done by informing the Headteacher, who will send a letter to the parents.

## Trips/visits and visitors

All visitors to the school, whether supply staff, helpers or invited guests are to be treated with politeness and respect by the whole school community.

All children taking part on a trip or residential visit are ambassadors for our school. They are expected to behave in a polite courteous manner at all times and to respect the people they meet and the places they visit.

## Inclusion and Special Needs

All children, including those in all vulnerable groups and SEN, have their progress monitored accordingly to ensure access to a broad and balanced curriculum. The Special Needs and Inclusion Policies give details as to how Inclusion Passports / provision maps are used to focus on

individual needs for some children. TAs are sometimes used to support these children during lesson time or to give specific help with Inclusion Passport objectives.

Reviewed March 2013

Next Review ~ March 2016