

Wilcombe Primary School

BEHAVIOUR FOR LEARNING POLICY



Revised September 2017

This document is a statement of the aims, principles and strategies for behaviour at Wilcombe Primary School. The basis for this policy has been developed with pupils, staff and governors.

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring, responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

RATIONALE:

Discipline involves a respect for oneself, others and property and encouragement of tolerance, courtesy and consideration for others. It should involve the school, home and society as a whole.

We at Wilcombe Primary would wish to ensure a happy and caring community; a stable and secure environment for pupils which encourages both respect for oneself and for others.

AIMS OF THE POLICY

- To encourage a calm, purposeful and happy atmosphere within the school;
- To raise awareness about appropriate behaviour, making the boundaries of acceptable behaviour clear, and to ensure safety;
- To have a positive and consistent approach throughout the school supported by parental cooperation and involvement;
- To be tolerant and understanding with consideration for the rights, views and property of others;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour;
- To develop a responsible and cooperative attitude towards work and towards their roles in society;
- To enable each child to achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness;
- To foster positive caring attitudes towards everyone where achievement at all levels are acknowledged and valued.

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 team work and the school welcomes and encourages the involvement of the governors, parents and others within our community.

EXPECTATIONS OF BEHAVIOUR

What do we want to see at Wilcombe Primary?

- Children who are happy and safe;
- Children who care for each other and are considerate;
- Children behaving well;
- Children who are independent;
- Children who are positive, who listen, communicate, are responsive and reflective;
- Children who are honest;
- Children who talk through the 'why'.

In order to achieve this, we ask children to follow our Golden Values. These are:

We try our hardest;

We take responsibility for our own choices;

We look after each other and keep each other safe;

We respect others and are polite;

We take pride in our school;

We are a team and a community.

INCENTIVES FOR POSITIVE BEHAVIOUR

Positive Praise

At Wilcombe Primary School, we believe children respond best to a positive approach and supportive ethos to encourage them to thrive. We try hard to create positive relationships where behaviour expectations are set together as a team. By using positive praise to recognise good behaviour far more than setting sanctions we show what we value in our school.

As well as modelling good behaviour, teachers and all adults working within the school actively encourage and praise positive caring behaviour, which in turn helps to promote a happy secure school environment. Children are also, within class circle time or school council meetings, given opportunities to support each other in this process of personal growth and learning.

Alongside the verbal praise given when good behaviour and thoughtfulness is observed or reported, teachers will celebrate such noteworthy behaviour across classes with significant adults in the child's life; this can include other teachers, the Head of School and especially parents and guardians.

The House Point System

Each child is allocated to a house group and they can earn House Points for their House by following our Golden Rules. The result is shared with the children in the Friday Celebration Assembly and the wider community through the newsletter.

Golden Time

Children earn their 'Golden Time' on a Friday afternoon, by demonstrating that they have followed the Golden Rules throughout the week. This is a period of forty minutes at the end of each Friday, where activities are planned in the Key Stages and the children can choose their preferred activity in their Key Stage.

SANCTIONS

There are some individuals who will require strategies to help them to learn to develop more positive behaviour habits. Sanctions are intended to help this small group and are designed to give children every possible chance to reflect and turn their behaviour around.

The 3 Step System

Where children do not follow our Golden Values, we will adopt the following approach:

1. Remind the children of our expectations;
2. If the child does not respond to the request, a yellow card will be issued. This gives them every opportunity to change their behaviour;
3. If the child does not respond to the yellow card, a 'red card' will be issued. This will equate to 10 minutes off their Golden Time at the end of the week. Children can earn back a red card **at any time** by demonstrating that they have changed their behaviour. This red card is then earned back.

Any red cards outstanding at the end of the week, will be added together and children will spend the appropriate amount of time in the red room and not in Golden Time. Parents will be notified of this and must

sign a slip to acknowledge receipt. If this is not returned to the class teacher on the Monday morning, then a further 5 minutes of break will be lost.

If a child persists in getting red cards, then the parents will be called in for a meeting with the class teacher in the first instance and then the Headteacher, if no improvement is noted. Some children with particular concerns, may have a programme designed for them, which is different to the route outlined above. Some children may also have individual behaviour plans put in place for them.

If a serious incident occurs, which is deemed to be outside of the scope of the red card system and behaviour policy, then alternative sanctions may be required. It may be necessary at this stage to exclude a child from the school. (See Exclusions policy).

The decision to exclude a pupil will be taken in the following circumstances:-

- (a) In response to a serious breach of the school's Behaviour Policy;
- (b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policies:

- Verbal abuse to staff, other adults or pupils
- Physical abuse to/attack on staff or pupils
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Executive Head makes the judgement that exclusion is an appropriate sanction.