

WHITLEY MEMORIAL CE FIRST SCHOOL

BEHAVIOUR POLICY

May 2017

'Believe to Achieve'

THE STATEMENT OF PRINCIPLES

Whitley Memorial CE First School's behaviour policy embodies values such as respect, fairness and social inclusion. Whitley Memorial also promotes equality in all its forms and is committed to improving positive outcomes for all students. The 'Statement of Principles' is committed to eliminating all forms of discrimination, harassment and bullying and to promote the welfare of students and good relations across the school community. Vulnerable students, including looked after children, students with SEN, physical or mental health needs, will receive support according to their individual need.

Whitley Memorial School will record breaches of the Code of Conduct including bullying and racist incidents. Parents/carers and Governors will be informed of such incidents and the action taken to deal with them. Governing Bodies will inform local education authorities annually of the pattern and frequency of any incidents.

These principles will underpin our Behaviour Policy and our daily practices to implement the policy, incorporating rules, rewards, sanctions and behaviour management strategies.

RATIONALE

Effective learning can only take place in a purposeful, inclusive disciplined atmosphere where children are encouraged to be independent, responsible and show respect for one another. Outstanding behaviour is an expectation of all the children, and all staff and children are responsible for implementing this.

AIMS

At Whitley Memorial we aim to promote positive attitudes to both work and behaviour by encouraging children to be independent, responsible and considerate towards others. Self-discipline and good behaviour are encouraged and praised and the whole emphasis is on achievement, effort and positive aspects of school life. School rules are kept to a minimum and they are compatible with the care of the children and the organisation of the school. The happy, caring atmosphere in the school is based upon Jesus' own love and respect for other people. The Core Values of the school form an integral part of this approach. We aim to foster good relationships irrespective of age, disability, ethnicity, gender, religion and belief or sexual identity.

PURPOSE OF THE POLICY

For pupils, staff, parents and helpers to have a clear understanding of an acceptable code of behaviour. To ensure a consistent approach towards unacceptable behaviour.

GUIDELINES

Although the head teacher has overall responsibility for the discipline in the school an effective policy can only be achieved with the full support of both staff and parents. The Home / School Agreement outlines the expectations of all concerned with regard to both work and behaviour. Copies of the agreement are sent home to the parents and discussed with pupils.

EXPECTATION AND STRATEGIES

In the classroom

Discipline is the responsibility of the class teacher, support staff and children to ensure a happy, safe learning environment. Children are made aware of the shared standards within the classroom and are involved in forming a small set of rules. Good work and behaviour is praised and encouraged. This may take the form of a House point, star, sticker or certificate or in KS1, Golden Time. Special mention is made of good role models. We regularly have a WOW Assembly on a Friday morning and Nursery children on a Friday afternoon, in their classroom, to which parents are invited. Each teacher nominates two children from their class to receive a WOW certificate and everyone is told what they were awarded it for (eg. excellent effort, kind deeds, or related to our Core Values etc). Positive behaviour is promoted and the Core Values of the school form an integral part of this approach, including forgiveness.

Worship

It is an expectation that children will come calmly and silently into Worship and sit smartly and listen. The children are expected to show respect. Whole school Worship promotes the core values of friendship, kind words and kind deeds. The Core Values of the school form an integral part of this approach.

Movement around the school around the school

Discipline is the responsibility of all staff and children. Teachers and TAs should ensure that children are silent before entering Worship and entering back into school after playtime. Children should understand the expectations and be silent and in control of their own behaviour.

P.E. Lessons

Controlled, sensible behaviour is essential in any PE lesson to ensure the highest standards of safety. Children who are a danger to others, persistently aggressive or lose their temper in competitive situations are given time out from PE until their behaviour is acceptable.

Playtime and lunchtime Behaviour

Playtime Golden Rules

We follow the rules devised by Jenny Mosely:

1. We are gentle
2. We are kind and helpful
3. We play well with others
4. We care for the playground
5. We listen and forgive
6. We are honest

Posters of the Golden Rules/ Playground Rules and Dining Hall rules will be put up around the school. Children will be taught about the different rules in a Worship session and through core values.

It is important that all children feel happy and secure in the playground. At morning playtime there is always a teacher and at least 3 teaching assistants on duty for each area of the yard. At lunchtime there is a minimum of one supervisory assistant per year group and a senior supervisor. Duty teachers and all teaching assistants will keep to their 15 minute break time and will make sure they are out on the yard or in school to receive the children from Worship/class. To help with this Worship staff will send a child to tell the supervision staff when Worship is finishing. All adults must be vigilant and ensure the whole play area is covered and watched. Teaching assistants and lunchtime supervisors may be given particular target children, who may need extra help to behave, to monitor.

The back door will be closed to minimise children from wandering back into school, this is not possible at lunchtime. The doors will be securely closed at the end of playtime. Children must ask permission to re-enter school to go to the toilet or to re-enter school for any other reason. To line up there will be 3 whistles: 1: stop, whistle 2: line up, whistle 3: silence

Play Leaders : A number of children will be trained as play leaders. Their role is to organise and run games for other children. They are also in charge of the playtime equipment. They will be visible to the other children by wearing a hat and a tabard. They will work on a rota basis. A new display board will be set up to promote their role in school. They are led by TAs who are trained in this area. The play leaders will take out play boxes with a selection of play equipment. Also, all children are taught a range of playground games as part of their PE curriculum.

Staff are employed to run lunchtime nurture groups when necessary. All adults should join in and encourage the children to play games. The dinner staff have received training in playground games. The Adventure Playground and other amenities in the playground will be used as much as possible, weather permitting.

Any incidents that occur during these periods are recorded and reported to the teacher, and passed on to the Key Stage Leader and then Head teacher. The incidents are then investigated and appropriate action taken. Reports of the incidents are filed with the Head teacher in the Behaviour Report File. Whole school playtime rules, which support Core Values, have been drawn up and discussed with the children.

Visits out of school

It is an expectation that children's behaviour will be exemplary at all times and be good role models for our school. They are expected to be polite and courteous to members of the public and other adults that they encounter. The expectations will be shared with children, staff and any other helpers before they leave school.

House Reward Scheme

The school has a whole school reward system. Across Years 1-4 the children and staff have been equally divided into houses. The children can be given, by any member of staff, house points for positive behaviour of any type and displaying the school's Core Values. The dinner staff will be given tokens that they can give to the children at dinner play, for following the playtime rules, which can then be exchanged for house points from their teacher. The points are collected each half-term and celebrated in a special Worship session. At least twice a year the children in each house will meet and work together in mixed age groups.

SUPPORTING PUPILS

Taking account of individual students Whitley Memorial must consider individuals' needs and circumstances when applying the school's Behaviour Policy in regard to race, religion and culture, SEN, disability and the circumstances of other vulnerable pupils. In doing so the school must act in accordance with the Disability Discrimination Act 2005 (Code of Practice for Schools – Disability Discrimination Act 2005) and the SEN duties in the Education Act 2001, both of which were amended by the SEN and Disability Act 2014. It is important, where necessary, to differentiate between a student with SEN (learning) and SEN (behaviour), whilst accepting that a student may have both learning and behavioural needs.

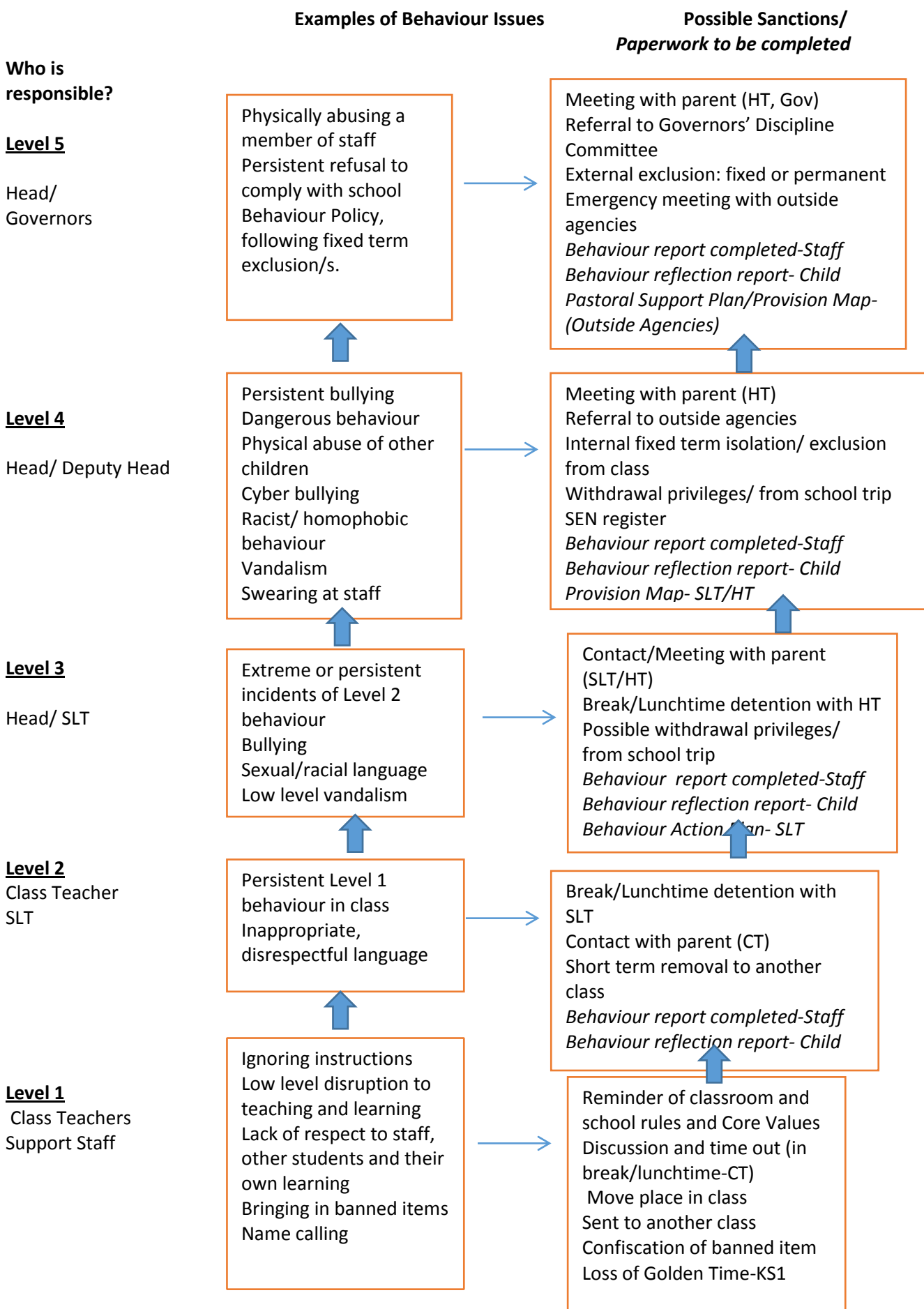
Students identified as exhibiting unsatisfactory behaviour need support to improve their behaviour until it can be described as falling within the acceptable norms of the school. It may be that intervention by the class teacher, Key Stage Leader or Deputy HT is sufficient to improve behaviour. Sometimes additional measures are required. Where appropriate, these are decided on in consultation with the SENCO.

Individualised behavioural action plans, Provision Maps and reward systems will be in line with the Special Educational Needs & Inclusion policy in which Inclusive Provision is defined as "educational provision to remove the child's barriers to learning, which is additional to, or otherwise different from, the differentiated educational provision made generally for children of the same age in maintained schools".

DEALING WITH UNACCEPTABLE BEHAVIOURS

Unacceptable behaviours are those which are likely to disrupt learning for individuals or classes or which may cause distress or injury to pupils or staff. Procedures for dealing with unacceptable behaviour will closely follow, at the discretion of the head teacher, those set out in our 'Behaviour and Sanctions Flowchart':

BEHAVIOUR AND SANCTIONS FLOWCHART



REPORTING AND RECORDING

Reports of incidents are initially dealt with and recorded by the adult to whom they are reported.

Incidents are recorded on Behaviour Report Forms. These are kept in a file in the HT office.

Any concerns raised by parents are recorded on Parental Concern Forms. These are kept in a file in the HT office.

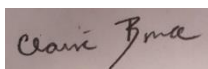
Children involved in unacceptable behaviour will complete a Behaviour Reflections Form.

MONITORING AND EVALUATING THE POLICY

Half-termly monitoring of the behaviour report forms will take account of information about incidents of unacceptable behaviour, action taken and impact.

Evaluation will ensure that the policy remains responsive to changing needs while continuing to prevent unacceptable behaviour.

Written by: C Bruce



Completed: May 2017

A copy of this policy was agreed by the Governing Body

Signed: _____ Date: