

A POLICY FOR THE POSITIVE MANAGEMENT OF BEHAVIOUR



**WHARTON C.E. (CONTROLLED)
PRIMARY SCHOOL**

Reviewed Autumn 2016

A POLICY FOR THE POSITIVE MANAGEMENT OF PUPIL BEHAVIOUR



WHARTON C.E. (CONTROLLED) PRIMARY SCHOOL

This policy is the statement of principles, aims and strategies for the positive management of behaviour at Wharton C.E. (Controlled) Primary School.

OUR VISION

Wharton CE Controlled Primary School is:

- a place where everyone is happy and safe
- a place where every person is valued and respected
- a place where all efforts and achievements are celebrated
- a place where we encourage everyone to make healthy life choices
- a place where everyone is encouraged to make a positive contribution
- a place where we all reach our full potential

OUR MISSION STATEMENT

Wharton CE Controlled Primary School creates an atmosphere which reflects the caring and supporting nature of the relationships between children, staff, governors, the Church of England and the wider community.

As a Christian school we create an environment, in which everyone is challenged, supported, nurtured and valued and where teaching and learning is an exciting and satisfying process. It is a place where fairness, social values and high moral standards are taught and upheld and where there is respect for other people and the environment.

Within this atmosphere and environment children can develop skills and positive attitudes towards learning as a life-long process: their role in the community and the wider world of the future

PURPOSE

Good behaviour is an essential condition for effective teaching and learning to take place. At Wharton C.E. Primary School, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful, honest and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from *emphasising potential, rewarding success and giving praise for effort and achievement*, rather than focusing on shortcomings and failure.

Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents/carers to share with the school in helping their children to behave well.

We believe good behaviour means that every one in school is;

- careful, considerate and kind
- polite, well mannered and friendly
- helpful to each other
- quiet and hardworking
- respectful, thoughtful and tolerant

AIMS FOR GOOD BEHAVIOUR

Our aims are:

- to work consistently and fairly in the positive management of behaviour
- to help our children develop into caring and thoughtful beings who respect and value the feelings, opinions, beliefs, property and differences of others
- to encourage staff, children and parents to value good behaviour
- to develop our children's self discipline
- to help our children to feel good about themselves and others
- to encourage our children to co-operate with one another and with adults in the school
- to create a positive and stimulating learning environment, having high expectations of children's' work
- to work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

OBJECTIVES

We support positive behaviour and a positive environment through:

- a consistent approach by the *whole school* community
- constructive whole school planning for P.S.H.C.E
- embedding Christian Values through Collective Worship and class values work
- a range of circle time activities
- appreciating and following agreed codes of behaviour
- encouraging our children to see themselves as a member of the school team and recognise their responsibility within this
- developing the skills of co-operation and discussion
- encouraging everyone to take care of and have respect for their own and each other's belongings
- encouraging everyone to take pride in our environment
- having a positive and consistent approach to playtimes and lunchtimes
- creating a stimulating classroom environment
- providing clear and positive learning experiences fairly and consistently
- offering a broad and balanced curriculum that is well prepared, planned, differentiated and stimulating to each child
- ensuring that curriculum issues concerning organisation, methods of teaching and learning, content, differentiation are addressed
- that behaviour expectations are agreed with all and clearly displayed throughout school
- a consistent traffic light system is embedded throughout school
- a consistent approach towards earning GEMs which is our behaviour reward system
- child' achievements are celebrated regularly and consistently

As adults we have a vital part to play as role models.

We do this through:

- demonstrating good manners
- practising good behaviour to each other as well as to the children
- teaching appropriate behaviour and giving feed back when pupils are behaving well
- showing respect for every child as an individual
- making every child feel valued
- not accepting bullying, anti-social behaviour in school, on any level, at any time
- being aware of vulnerable children
- being seen to be fair and consistent
- responding quietly, calmly, consistently and positively
- criticising the behaviour not the child
- avoid labelling

- listening with empathy and tact
- handling confidential information with sensitivity
- an awareness of our appearance and the messages it gives
- adhering to the school's reward system of award charts, pupil of the week and selection process for the specific certificates weekly.

We expect all children to conform to the Golden Rules:

DO

- be gentle
- share
- be kind and helpful
- be honest
- work hard
- look after property
- listen to people
- as you are asked

DON'T

- hurt anyone
- be selfish
- hurt peoples' feelings
- tell lies
- waste time
- waste or damage things
- interrupt or shout out
- ignore what you have been asked to do

PROCEDURES

We encourage good patterns of behaviour by using:

- non verbal signals
- positive verbal comments and praise
- positive comments written in books
- giving children responsibility
- sharing positive aspects with others and celebrating success no matter how small
- taking an interest in children's achievements and lives outside of school
- awarding pupil of the week certificates
- awarding certificates for effort in specific subjects
- informing parents
- awarding *Gems* for good behaviour and communal responsibility - 'Treat days' for full tubes
- Clear school rules and code of conduct on the playground, in class and at lunchtimes
- awarding children in 'Good to be Green' celebration VIP days - extension to the behaviour tracker
- using the tracker to prevent escalation of inappropriate behaviour - The thinking cloud
- awarding the Dudley Award at the end of each half term for those children who always behave well, try hard and are thoughtful to others
- prayer as a means of talking to and thanking God for our achievements

When a child forgets a classroom or whole school rule, or breaks it on purpose, sanctions will be used fairly and consistently. It is important to continue to reward and encourage the child for their good behaviour with:

- planned ignoring

- non verbal signals, effective eye contact
- verbal warning, reminding the child of our aims/rules - traffic light system
- private discussion about why the behaviour is unacceptable and giving the consequences of further poor behaviour
- reference to Individual Behaviour Plans
- change of position within the learning environment
- separating the child from a group or the class
- loss of privilege
- time-out procedures - reflection time - Green or red choices
- Support or advice from the behaviour mentor
- Whole staff 'crisis management procedures' in place (Red card/team support)
- referring the child to another member of staff - in the first instance Key Stage Coordinator and in the second to AHT for each phase
- contacting parents to discuss ways of helping the child to improve his/her behaviour
- introducing a 'home/school' communication book to encourage appropriate behaviour and not draw attention to a child by parents being continually called in
- referring the child to the Headteacher

It is possible for the sanctions to start at any level depending on the nature of the unacceptable behaviour.

Where a child hurts another child and causes bleeding e.g. biting, nail scratching, nose bleed etc then parents are called immediately to help the child realise the seriousness of their actions. It is hoped the parents will work with the school and reinforce this at home. It is hoped that this will prevent a formal exclusion.

WHEN THE PROCEDURE DOESN'T WORK

If the procedures appear to be failing to help a child control his or her behaviour, a meeting is called. This involves the class teacher, Headteacher, child and parents. It may also involve others such as the Special Needs Coordinator or Family Support Worker.

The aim of this meeting is to devise a plan of action to help the child improve his/her behaviour. Behaviour targets will be set and a review date agreed.

FIXED TERM AND PERMANENT EXCLUSION

In rare cases it may be necessary to exclude a child; for example if there has been a physical assault on another person. This is only ever considered after all other avenues have been explored. **At all times, the LA's guidance and procedures are followed.**

Any child returning to school following exclusion is helped to behave appropriately and a re-integration meeting is held between parent/s and Head teacher, child and relevant staff when appropriate.

Permanent exclusion is a very last resort when all possible avenues/actions have been taken as set out in the LA guidance.

PHYSICAL RESTRAINT

Several members of staff have received training in Team Teach and appropriate records are completed if restraint is used as a last resort. Witness statements/Incident Logs are always gathered and logged where restraint is used.

MONITORING AND EVALUATING

This policy will be monitored by Mrs Spinks, head teacher and the Senior Leadership Team. It will be discussed with staff and governors at the appropriate review times (e.g. new staff, new school year, specific high-alert times in school and review dates at full governors).

Signed Date:
Duncan Fitz-Gibbons
Chair of Governors