



Behaviour Policy

Outstanding Behaviour *(OFSTED School Inspection Handbook 2015)*

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.

This policy is designed so that teachers can teach and children can learn. It ensures that all children are treated fairly, consistently and appropriately. It also ensures we make reasonable adjustments to be aware of any child's additional needs and manage their behaviour appropriately. All members of the school community have a commitment to implement the policy.

At West Road Primary School we aim to provide a safe supportive and caring learning environment, which will enable the children to reach their full potential. All children need, like and respond to praise, positive reinforcement and rewards for their work and behaviour.

Policy Implementation: The Strategies by which the School Seeks to Secure its Aims

1. The Expectations of the School as reflected in the Standards of the Staff

- ☑ All staff who work within the school should set high personal standards in keeping with the aims of the school

☒ Staff will show respect for pupils and deal with them kindly, fairly and firmly

☒ Staff will encourage children to maintain good standards of behaviour and self-discipline at all times

2. Securing the School's Ethos through the Life and Work of the School

The content of the school's curriculum will provide many examples for, and study relating to, good behaviour and the themes of caring, self-respect, respect for others and honesty

Wherever pupils take part in practical work or work in groups, pupils are encouraged to practise high levels of self-discipline, consideration and co-operation.

Assertive Mentoring, The School Council, and Circle Time are vehicles for promoting patterns of behaviour of a high standard.

3. The Tailoring of Pupils' Work Programmes

It is essential that teachers plan to meet individual needs through differentiated work with adequate support and a range of teaching styles. The work will be progressive and provide adequate challenge for all the children so that they reach their potential.

4. Strategies to promote considerate and positive behaviour.

We follow a Behaviour programme from the **Assertive Mentoring** initiative that we have now adopted throughout the school.

Our mantra is to „shine the light on the good“ and rewarding the children who behave well, have a positive attitude to their learning and are ready and prepared for each lesson and each day. The children all have an Assertive Mentoring file and in this is recorded their progress and a red/yellow/green grading for their attitude. The children will be given 'smiley faces' for good behaviour, manners etc and these will be recorded and counted. The children are aiming to get 100 smiley faces by the end of each term.

- 100= bronze award (special activity for a session/afternoon)
- 200= silver award (a very special activity for half a day that will be arranged each half term eg circus session)
- 300 = gold award (a full day special activity – may be off school site)
- 350+ = platinum award

The children are also divided into colour teams and can earn 'Smiley Faces' for their teams. These results are announced weekly in assembly.

Children may also receive a letter home or recognition in our 'Special Mentions' assemblies to reward them for good behaviour.

We also hold a special assembly weekly (Friday afternoon) when each teacher will choose a 'star' for each week based on their attitude and performance. A certificate will be presented in

the Star Assembly and parents will be invited to this assembly. These certificates will link to West Best Skills for Lifelong learning: -

- Taking care of ourselves and others
- Respect, understanding and tolerance
- Community and teamwork
- Enquiry and exploration
- Imagination
- Problem solving
- Reflection and evaluation
- Confident Communication
- Risk taking
- Independence
- Perseverance
- Making the right choices

Parents will also be invited in to school at the end of each 'topic' to share the work that the children have been doing.

There are times when sanctions will need to be in place in class and around school at lunchtime and breaktimes.

- 1. All children can be start the day on Green (good behaviour) but can move to Purple (Wow behaviour) if appropriate.
- 2. All Children will receive one verbal warning.
- 3. Staff will use a traffic light system to monitor behaviour by moving a child to amber (Wobbly behaviour) then to red (Unacceptable behaviour) as necessary. It is very important that children have the opportunity to move back to green (good behaviour).
- 4. Time out A If children continue to make the wrong choices they will be given 'Thinking Time' in a designated area of the classroom. The duration of this will depend on the incident and be decided by the classteacher. Children may be given an egg timer or other 'Thinking' prompts to help them consider their behaviour.
- 5. Time out B (a lesson working with phase leader) Parents may be informed of this sanction depending on the behaviours.
- 6 Time out C (a half day outside of the class with the Head or Deputy head). Parents will always be informed of this sanction by telephone, email or writing.
- 7. If behaviour continues to be disruptive and a cause for concern a home/school report will be set up. They will also be referred to the Inclusion Team and may be supported by a 'Behaviour Support Plan' or other professional agencies which can support the child or staff in school.
- 8. Ultimately if all attempts have failed (or in cases of individual serious incidents) a fixed term exclusion will be applied.
- 9. For very extreme incidents or following repeated fixed term exclusion with no improvement of behaviour the serious step of permanent exclusion will be considered by the headteacher.

It is vital that any member of the school community informs the classteacher of unacceptable behaviour to maintain consistency throughout school.

5 minutes of Golden Time will be deducted each week for each time out offence.

Each term a formal **1 to 1 mentoring meeting** will take place between the child and their teacher to discuss their progress, attitude etc and identify what the next steps are for the child. Parents will be sent a copy of the completed form from the mentoring meeting. It is only by working together that we can provide the best education for our child. Our expectations are high because we want every child to do the best that they can in all areas of their school life.

We have put some power points on the web site explaining more about the Assertive Mentoring; www.westroadprimary.co.uk, click on 'About Us' tab and the Key Information.

Our school rules:

We have purposefully kept our rules few and simple for everyone to follow.

☒☒ Golden rules – there are 6 basic golden rules that are displayed around the school and in each classroom. Children's behaviour will be measured against these simple rules.

- We respect ourselves, other people and property
- We are gentle, caring, kind and helpful
- We make the right choices
- We listen to others and use good manners
- We are honest
- We always try our best

☒☒ Circle time – this is an integral part of our classroom practice. This will be quality time when the class have an opportunity to share ideas and concerns and support other children who may need some advice and help. There are specific rules that are followed during circle time so that all children are comfortable and enjoy the circle time sessions.

5. Development and Reinforcement of Pupil Self-Concept

The school considers it very important for pupils to develop a positive self-image. This is promoted through thoughtful handling of, and support for, individuals and groups, giving them the opportunity to practise successful activities and receive praise. Learning to 'get on with others' is very important and from the time children enter the Foundation Stage, they are given the opportunity to gain experience in interacting with others

The development of children's self-esteem and their overall confidence is consciously promoted. The school believes in '**restorative approach to behaviour**'. This enables individuals and groups to talk through their difficulties and emotions in a supportive environment, promoting empathy for the feelings and actions of others.

We endeavour to:

- Treat everyone as an individual
- Consider and promote the capacity for co-operation and growth in each individual
- Listen to and respond to the opinions of individuals

- Give opportunities to pupils to present opinions through collective worship, assemblies generally, presentations, the School Council, Class Councils, Circle Time and individual discussions
- Show that pupils can be trusted
- Value what pupils do and allow them to share their work with others

- Give work and responsibilities to pupils which is within their capabilities
- Give pupils plenty of praise and reinforce the positive whenever possible
- Greeting pupils and being pleased to see them
- Talking politely to children

6. Pastoral Leadership and Support

Pastoral advice is a key component of the behaviour framework of our school. A child-centred approach to teaching and relationships will help to maintain good behaviour. Much of this advice will be of an informal nature and all teachers will be involved in this. However sometimes pupils will need to be taught extra skills. This will be undertaken by the Inclusion Team who will work with selected pupils to develop specific skills. (For example social skills and co-operation through circle time or anger management strategies through role-play)

It is a vital part of the ethos of this school that every attempt is made to build an understanding of, and develop relationships with, all our pupils. This will make discussion of positive and negative attitudes, achievement or behaviour much more effective. It should also provide an awareness of any underlying problems the pupil may have. Such relationships are characterised by mutual respect, by the valuing of pupils, by a willingness to listen and understand and by good models of adult behaviour and constant encouragement to develop self-esteem and self-discipline.

In keeping with all that is set out above, the school's priority shall always be to concentrate on the positive and to seek to reward both effort and achievement. When all else fails and it is necessary to employ sanctions these will be carefully considered and systematically monitored with a view to securing a route back to more positive strategies at the earliest opportunity.

Related Policies:

Anti-bullying Policy

SEN Policy

Inclusion Policy

Date of Policy Approval: September 2015

Date of Review: September 2016

Appendix 1

Additional Exclusion guidance and information

☐☐ The Government supports Headteachers in using exclusion as a sanction where it is warranted. Permanent exclusion will only be used as a last resort, in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

☐☐ The decision to exclude a pupil must be lawful, reasonable and fair. We have a duty not to discriminate against any pupil on the basis of characteristics such as disability or race.

☐☐ Whenever possible school will endeavour to consider the risk exclusion will present to our vulnerable pupils. However, the welfare of ALL our pupils also needs to be considered.

☐☐ If a pupil is causing some concern the school will intervene and give consideration to a multi-agency assessment.

☐☐ Following a fixed term exclusion we need to reintegrate the pupil in to the school. This will include a meeting with the pupil to draw up strategies that may support this process.

☐☐ School will take reasonable steps to set work for pupils during the first five days of an exclusion.

In the case of a Permanent Exclusion:

☐ Where parents dispute the decision to permanently exclude pupil they can ask for this decision to be reviewed by an „independent review panel“.

☐ An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. It can however, request a governing body to reconsider.

☐ Whether or not the excluded pupil has SEN or not, the parents have a right to request that a SEN expert is present at the independent review panel to provide impartial advice about how SEN could be relevant to the exclusion.