

Whitwell Primary School



Behaviour Policy

The Governing Board of Whitwell Primary School adopted
this policy on 18.01.2024

Signed _____

Chair

At Whitwell Primary School, we believe that positive behaviour is essential for effective learning and teaching. We also believe that children and staff have the right to learn and teach in an environment that is safe, friendly, supportive and fair.

We ensure that all members of our school community are fully involved in supporting a consistent approach to behaviour and in promoting inclusion. This means responding to the different needs of our pupils by identifying and minimising barriers to learning and maximising resources to support successful participation in school life.

Aims

- To recognise and promote good behaviour, as we believe that this will develop an ethos of kindness and cooperation.
- To have a consistent whole school approach through a clear rewards and sanctions system so that boundaries of acceptable behaviour are clear.
- To help children make positive choices about their behaviour and understand the consequences of poor behaviour choices.
- To encourage our children to develop a sense of self-discipline and to accept responsibility for their actions.
- To promote qualities, which are valued by the school and society, through, a clear set of rules whereby both adults and children work together to create a positive attitude to learning.
- To ensure that respect is shown for all other people, property and the school environment.
- To teach values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property. This will be done through PSHE & SMSC, assemblies and the implicit curriculum.
- To ensure children, parents and staff are aware of the school's procedures for managing behaviour, the rewards used and the possible sanctions.

Our School Charter

We have six statements, which encourage the children to be positive in all they do and help to create a happy and safe environment for children to work and learn in:

- We are kind, polite, helpful, and aware of others' feelings.
- We listen carefully to each other without interrupting them.
- We look after our own and other people's belongings.
- We try our best, work hard and learn from our mistakes.
- We treat other people the way we would like to be treated.
- We always tell the truth.

These rules are referred to regularly and are displayed around the school.

WOW Assemblies

Every other week we hold a 'WOW (Whitwell's Outstanding Worker) Assembly' where children are recognised and praised for a variety of reasons for example: an amazing piece of work, their growth mind-set or outstanding behaviour and showing kindness. Children are nominated by the class teacher or other members of staff. Parents/carers are invited to the assembly, where the children are celebrated and receive a certificate and a pencil, and their photographs are shared on a display in the school hall.

Children are encouraged to share any news of achievements they make out of school. We praise children for learning to swim or getting awards in football or dance for example. They are paid five Wellians for each out of school achievement.

Children are encouraged to use good manners and be polite at all times, for example, they hold doors open for adults and each other.

Each class makes a class charter at the beginning of the year setting out expectations of behaviour within their own classroom.

Rewards, Incentives and Sanctions

The school operates a behaviour system that rewards good and considerate behaviour.

The aim of the school policy is to encourage all children to practise good and considerate behaviour by operating a system of praise and reward. We will encourage good behaviour using positive reinforcement as much as possible through:

- A smile
- Verbal or written praise
- Recognition of individual efforts
- Headteacher praise and stickers
- Attendance certificates
- Fine diners at lunchtimes
- Wellians
- WOW assemblies

Wellians

We operate a mini economy within school using a currency called the 'Wellian'. Children are given the opportunity to spend their Wellians on small treats such as termly linked crafts or to save for a larger treat such as a drink of hot chocolate and a cake, a film afternoon or a trip to McDonalds.

Children can earn Wellians according to the following table:

1 Wellian	2 Wellians
<ul style="list-style-type: none"> ✓ Good manners ✓ Acts of kindness ✓ Friendly ✓ Arriving on time ✓ Handing in homework (late) ✓ Additional reading (per extra session) ✓ Per correct answer in a test ✓ Trying hard ✓ Teamwork ✓ Teacher discretion e.g. tidying up 	<ul style="list-style-type: none"> ✓ Independence e.g. putting own coat on, coming into school without a parent/carer, tying laces at KS1 ✓ Finishing set work within the time to the standard expected of the child ✓ Good lunchtime behaviour
5 Wellians	10 Wellians
<ul style="list-style-type: none"> ✓ Exceptional work or effort ✓ Attending the whole week and on time (extra) ✓ Bringing in achievements from outside school (e.g. swimming certificate) 	<ul style="list-style-type: none"> ✓ Handing in homework on time ✓ For completing weekly reading homework ✓ Representing the school (plus a certificate) ✓ Moving up a reading level ✓ Achieving a 'WOW' (to be given in assembly)
20 Wellians	
<ul style="list-style-type: none"> ✓ Moving up in times tables Olympics 	

Children can lose Wellians for poor choices of behaviour, according to the following table:

1 Wellian	2 Wellians
<ul style="list-style-type: none"> • Poor behaviour, e.g. shouting out, talking when someone else is, after an initial warning 	<ul style="list-style-type: none"> • Misuse of equipment, e.g. wasting paper • Interrupting a lesson to fetch forgotten personal equipment
5 Wellians	10 Wellians
<ul style="list-style-type: none"> • No homework (Reading, Spelling, Learning Log, Maths) • Lack of respect • Repeatedly shouting out/low level disruption 	<ul style="list-style-type: none"> • Replacement of lost small equipment, e.g. whiteboard pens, pencils • Swearing • Threatening behaviour
20 Wellians	
<ul style="list-style-type: none"> • Violent behaviour (plus appropriate consequence) • Leaving the classroom or school without permission • Stealing • Lying and getting someone else into trouble • Replacement of larger equipment or reading books/diaries/glue sticks/scissors 	

Dealing with Inappropriate Behaviour

Inappropriate behaviour is not tolerated in this school and if seen all members of staff will deal with it as follows:

- First incident: a child seen acting inappropriately will be asked to stop
- Second incident: if the child continues acting inappropriately, they will be given a second warning and told of the consequences
- Third incident: loss of Wellians
- Fourth incident: the child will be asked to move to another part of the classroom
- Fifth incident: the child will be removed to another classroom or sent in from the yard or to a member of the SLT if appropriate

Certain children may follow their own individual behaviour plans, which are based on the school behaviour plan, but may need to include further steps or strategies to teach and support successful behaviours for an individual situation.

These plans are developed in conjunction with the SEND Leader and Pastoral Team, and on occasions with Behaviour Support, the Educational Psychology team or other external agencies.

Responses to Inappropriate Behaviour

Disapproving look or glance
Recognition of positive behaviour displayed by other children



Reminder of appropriate behaviour/verbal warning
Clear choices and consequences – 'If you do this, this will happen and if you do this, this will happen', including loss of Wellians



Loss of Wellians



Separation from group



Removal to another class or sent to the wall



Headteacher informed



If the behaviour continues then a meeting with child and parents
Outside agencies informed and Individual Education/Behaviour Plan set up (if appropriate)

These steps can be jumped when extreme or violent behaviour is witnessed.

This is up to the teacher's discretion.

SEND

In certain cases, the behaviour policy may not be appropriate and/or may be adapted for a minority of individuals.

The DfE state, 'Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil.'

If the problems are recurring, then the SEND Leader will work with staff to formulate an IEP with specific behaviour targets, which will be shared with the child and parents/carers. Risk assessments will also be put in place if a child's behaviour is difficult to manage so that all staff are aware of the issues raised by a particular behaviour and there is a consistent approach to managing it. A referral to the Behaviour Support Service may also be made. Children may be withdrawn from the classroom for the rest of the day if their behaviour puts other children at risk.

Individual Risk Assessments for behaviour will be considered before arranging trips and visits in order that these can still be inclusive, wherever possible.

Should the behaviour be severe and extreme the Headteacher, in liaison with the Governing Board, may begin exclusion procedures. This can be a temporary exclusion or a permanent exclusion depending on the severity of the behaviour shown. Parents have the right of appeal against any decision to exclude.

Behaviour at playtimes

The same behaviour principles that work in the classroom also apply at playtimes.

Morning and afternoon breaks are supervised by teachers and support staff on a daily rota.

At lunchtime, supervision is carried out by the Senior Supervisor and a team of midday supervisors. The Senior Supervisor can refer to the Headteacher or the Deputy Headteacher if necessary.

The Senior and midday supervisors are expected to ensure that all children are behaving appropriately. Midday supervisors will adopt a calm, yet clear approach and address the situation in a relatively low-key manner. As such, a quiet word, a brief reprimand or discussion will often be sufficient to solve an issue. Offering children choices and allowing them to choose a more appropriate behaviour will defuse the situation well and allow children to modify their behaviour.

Midday supervisors are encouraged to reward children if they feel they have been particularly good, kind, and helpful or have demonstrated a positive quality. They use the Wellian system of rewards and sanctions, remembering to warn children before Wellians are taken off them.

The Midday Supervisors will feedback to the class teacher at the end of every lunchtime, including all incidents of poor or unacceptable behaviour.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher or the Deputy Headteacher. This may also result in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child may be excluded from the premises at lunchtime for a fixed time. The Senior Midday Supervisor has a radio to contact the Senior Leadership Team from outside the building, for support.

Bullying

It is a basic entitlement for all children at Whitwell Primary School to feel safe and secure in an environment free from humiliation, fear, oppression and abuse. Every member of the school community has a responsibility to take action to care for others.

We have a separate Anti-Bullying policy, where the main aims are:

- To prevent bullying.
- Deal with bullying when it occurs.

- Link with the behaviour policy.
- Teach victims how to deal with bullying situations.
- Teach bullies how to empathise with their victims and moderate their behaviour
- Record incidents of bullying on CPOMS.

Bullying in any form will not be tolerated. Bullying behaviour can include:

- Actual violence
- Threats of violence - verbal and non-verbal
- Teasing and/or name-calling
- Ignoring
- Interfering with property
- Racially and/or sexually offensive remarks and/or behaviour.
- Cyber bullying
- Body Shaming

We will:

- Raise awareness through the curriculum.
- Take part in Anti-Bullying week and Internet Safety Day, annually
- Make all pupils, staff and parents aware of the acronyms S.T.O.P (several times on purpose).
- Give pupils opportunities to talk about bullying in general.
- Investigate all incidents.
- Take action as appropriate using consequences detailed above.
- Involve parents when appropriate.

The Role of the Child

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts may arise. This is different to bullying.

Children are expected to:

- Demonstrate a positive attitude to learning where they think about what they are doing and apply their skills to the best of their ability.
- Follow the school and classroom rules.
- Accept responsibility and the consequences of their actions.
- Listen to and respond appropriately to what adults say.

The Role of Parents and Carers

Parents and carers have an important responsibility in terms of teaching children about acceptable behaviour by being a positive role model and setting a good example, both at home and around school. The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to co-operate with the school.

Parents can help by:

- Positively supporting the school in encouraging appropriate behaviour.
- Ensuring that their child fully understands the school rules and the consequences of not adhering to them.
- Informing the class teacher of any changes in circumstances which may affect their child's behaviour.
- Discussing any concerns with the class teacher promptly.

The Role of Staff

All staff in the school have an important responsibility to model high standards of behaviour at all times. Staff are expected to:

- Create a calm, purposeful and positive atmosphere with realistic expectations.
- Provide a caring and effective learning environment.
- Teach and implement the behaviour policy consistently.
- Develop a set of class rules together with the children and display them in the classroom.
- Have high expectations of all children in terms of behaviour.
- Treat each child fairly with respect and understanding.
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the SEND Leader and outside agencies as appropriate.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The school keeps records on CPOMS of all reported serious incidents of misbehaviour including bullying and racism.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. (These actions are only taken after the Chair of Governors has been notified.)

The Role of the Governing Board

The Governing Board has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the Behaviour Policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Equal Opportunities

The policy of equal opportunities is a fundamental guiding principle of this school, and is thus intrinsic to the Behaviour Policy in two senses:

- i. To provide equality of access to the curriculum and all aspects of school life for all children by promoting acceptable standards of behaviour on the part of all pupils so as to enable each one to progress and experience achievement.
- ii. To ensure the principles and practice of the Behaviour Policy are applied equally with regard to all pupils irrespective of age, sex, race, colour, religion, disability, ethnic or national origin or any other perceived differences.

Monitoring, Evaluation and Review

This policy has been developed through consultation and discussion. Its purpose is to provide a common approach to the management of behaviour in school. It will be reviewed and amended as appropriate to take account of relevant legislation, regulations and guidance from various agencies.