

WHITLEY CHAPEL CHURCH OF ENGLAND FIRST SCHOOL

POSITIVE BEHAVIOUR POLICY AND PRACTICE

Our Vision

Our vision is to provide an education of the highest quality within the context of Christian belief and practice in a happy, considerate, safe environment, and to give our pupils space to learn and grow.

“Start children off in the way they should go, and even when they are old they will not turn from it.” Proverbs 22:6

“Seek first the kingdom of God and his righteousness, and all these things will be given to you as well.” Matt 6:33

Our Aims

At Whitley Chapel C of E First School, we aim to:

- Value and appreciate one another irrespective of age, gender, creed or race and to acknowledge that everyone has a part to play within our school community
- Have firm and consistent rules and values, allowing us all to have a clear view of what is acceptable and appropriate
- Give children a clear understanding of the Christian values of forgiveness and restitution
- Ensure children are praised and encouraged and given opportunities to succeed
- Develop positive self-esteem and create an environment conducive to positive and supportive relationships
- Encourage children to become independent learners, confident individuals and responsible citizens

We flourish and grow in an atmosphere of praise and encouragement and develop pride in ourselves and our school. In order to achieve this, certain standards must be fully understood and maintained. We actively seek to involve our pupils in setting the standards by inviting them at the beginning of each school year to agree the rules for their own class, which will incorporate standards of behaviour for good learning, and, through the School Council, agree rules for behaviour in lunchtimes and at playtimes. These will vary in wording from year to year but in principle will incorporate most or all of the following:

Be thoughtful

Be Helpful

Be Caring

Be a Good Listener

Be Hard Working

Be Polite

Be a Good Friend

Be Honest

All of us have the responsibility to uphold and support these standards at all times. In this way the powerful influence of home and school working together will actively help and support our children.

Procedures

Encouraging good behaviour

At Whitley Chapel C of E First School, we place a strong emphasis on rewards and privileges. We are aware of the importance of encouraging appropriate behaviour in school and the different ways this can be achieved. We recognise the need to establish and maintain high standards of behaviour. Two ways to encourage good behaviour are through the use of praise and a system of reward. We recognise and highlight good behaviour as it occurs. We explain and demonstrate the behaviour we want to see.

School Council

Because of the size of the school, all children are able to take part from Reception up to Year 4. Meetings take place once every month and issues may be raised either from comments put in the Suggestions Box, or from the Chair, Vice Chair, Secretary and Vice Secretary asking for contributions the day before the meeting. The member of staff responsible for the School Council will meet with the four representatives before the meeting and they will agree an agenda. Children will be elected from Years 1 - 4 on an annual basis to replace the four existing members. Issues to be discussed may include school improvement issues, playtimes, behaviour.

Property

Taking care of possessions is an important aspect of growing up.

At Whitley Chapel First School we encourage children to develop respect and responsibility by looking after their books and toys, clearing up after activities and by returning resources to the correct place. This eventually leads to a greater understanding and care of the environment. In school children are expected to leave shared areas (e.g. Cloakroom/ hall /toilets) tidy and put away equipment after use. Monitors in each class and throughout the school also take responsibility for specific jobs.

To help all children look after their own property, it helps greatly if all clothing, PE equipment, Lunch boxes, flasks and coats are named.

Obviously if property is damaged purposefully, we all need to be aware of the situation and then take appropriate steps.

Actions that may be used to promote good behaviour

Teachers may use the following strategies:-

- Reminding children about the school rules and by praising them when they are kept
- Verbal reminders
- Positive comments in books that reflect effort and/or achievement
- Ensuring that any behaviour that is unacceptable is addressed privately with the child
- Ensuring that a stated course of action is followed up
- Ensuring that the child understands that it is the behaviour that you do not like, not him or her
- Having high expectations of all areas of children's work in school- behaviour, attitudes and academic work and presentation of work, looking after books

Rewarding good behaviour and achievement

There is a clear expectation that ALL children will behave well and demonstrate courtesy and respect towards each other and members of staff at all times. This behaviour is rewarded with verbal praise. However, where a child has shown special courtesy, gone out of their way to perform an act of kindness or shown exceptional endeavour in a task, this will be noted in the School Golden Book and read out in the Friday assembly at the end of the school day. It is made clear at the beginning of each school year that the Golden Book is special and only really unusual actions are noted in it, otherwise it would be devalued and the children would not feel any pride in having their names written there.

Sanctions

Children need to fully understand the consequences of their actions, and know that bad behaviour will not be tolerated. This can be done in informal ways, such as by eye-contact, a frown, a gesture or words. It can be done privately and should be enough to warn the child that this is not the sensible way to behave. If this does not work, then a more public sanction is needed in as listed below:

Sanctions will be applied consistently, firmly, fairly and without confrontation.

Minor infringements may be dealt with by withholding praise, if it is not deserved; eye contact, frown, a gesture; tactical ignoring; a private reminder, verbal rebuke; telling child off and discussing the situation and involving them in the resolution of it; repetition of task, if not done satisfactorily.

If the unacceptable behaviour persists, children may be moved to sit on their own to complete tasks, or will have to miss part of their break or playtime in order to finish work.

If children have deliberately hurt another pupil by careless or thoughtless behaviour or hurt their feelings by calling them names they will be expected to stay in at playtime and write a letter of apology.

Continual bad behaviour will result in a telephone call/ chat with parents by class teacher and/or headteacher to inform them and discuss the matter.

Behaviour support cards/books may be made to support the child, if felt necessary, in liaison with the Special Educational Needs Coordinator.

Permanent or Fixed Term Exclusions

In exceptional circumstances where a child has seriously breached the school's behaviour policy and is involved in a first or one off extremely serious incident the Headteacher will exclude the child. In all cases, exclusion will only result if allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A pupil can be excluded from the school premises during term time or just lunchtime periods. It is extremely rare that the school resorts to exclusion as in most cases it can be avoided by using a wide range of strategies for improving behaviour.

All exclusions will be reported to Northumberland LA and Exclusion data will be sent to DfES.

Parent Contract Home School Agreement

This incorporates responsibilities to the school and should be read in conjunction with our Positive Behaviour Policy. In it teachers, parents and pupils are invited to work together to help pupils develop and maintain positive behaviour.