



## Behaviour Policy

### RATIONALE

We need to establish and maintain a consistent approach to behaviour in our school in order to provide a pleasant, secure atmosphere that promotes good order and self-discipline and enables the children to work to their full potential. **Account will be taken** of the different age ranges and special needs of particular children.

### AIMS

- By applying positive policies to create a caring sense of community in which teaching and learning can take place in a safe, happy environment
- To promote the values of mutual respect, self-discipline and social responsibility as these elements are the heart of good behaviour.
- To promote a consensus about standards of behaviour that is easily understood by the whole school community.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills.
- To encourage children to become caring, responsible, independent individuals.
- To encourage good behaviour - rather than simply punish poor behaviour, by providing a range of rewards for children of all ages and abilities.
- To make clear to children that their behaviour has consequences and that serious misbehaviour will result in a range of sanctions
- To recognise that in dealing with behaviour the individual child will always be valued.
- To allow for flexibility to take account of different circumstances.

### ADVICE FOR STAFF

- On entering the classroom at 8:50 a.m. registers will be completed for attendance and for dinners.
- Staff will take their class quietly into assembly at the appropriate time.
- Staff will take their class from the hall after assembly.
- At the end of playtime and lunchtime staff will supervise children so that they line up sensibly and quietly in the yard in class groups, then quietly and sensibly walk

in their lines into the classroom and sit in their places.

- At the end of the school day staff will supervise children so that they leave the school premises in an orderly fashion.
- Staff will encourage children to *walk* at all times around the school building.
- It is the responsibility of all staff to ensure that all pupils follow the code of conduct at all times, e.g. wearing appropriate clothing, not eating in lessons etc.

### **LUNCH TIME MONITORS**

To encourage children to become caring, responsible individuals, opportunities will be given for pupils to become school monitors. These monitors will have duties to help with the smooth running of the school and be responsible for encouraging other children to adhere to the school rules and code of conduct. Junior children will work with KS1 children during and after lunch.

### **RULES**

- 1 School is a place where our feelings are safe, so we talk to each other properly.
- 2 School is a place where our bodies are safe, so we protect and take care of each other.
- 3 School is a place where everyone's work and belongings are valuable, so we look after them.
- 4 School is a place where we learn, so we follow instructions from staff promptly and respectfully.

### **CODE OF CONDUCT**

- Parents/guardians, pupils and class teachers will be asked to sign a home-school agreement detailing the rights and responsibilities of each party.
- Children are asked to be well behaved, well-mannered and attentive.
- Children should walk (not run) when moving around school.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation. Other strategies for sorting out problems will be encouraged. Such incidents will lead to sanctions and repeated or serious incidents may lead to exclusion. Exclusions will follow legal and LA guidelines.
- Abusive language must not be used.
- Children are expected to complete set homework including reading at home to an adult.
- Chewing/ bubble gum should not be brought on to the premises.

- Children are expected to be punctual.
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem including toys.
- Children should wear the correct school uniform and appropriate footwear. Jewellery including earrings should not be worn. Key Stage 2 children should have shorts, t-shirts and appropriate footwear for PE.
- Unless special arrangements have been made children are expected to stay on the school premises all day and should not leave without permission.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

### REWARDS

All children possess a Class Dojo student account where they can collect points for good work or behaviour. The 3 children from each class who end each term with the most amounts of points will attend a Dojo trip with members of our staff for their efforts. However, any child selected for the Dojo trip must have at least 97% attendance in order to be eligible for the Dojo trip. Of course special consideration will be made in the event of serious illness. The trips will depend on the seasons such as ice skating at Christmas, cinema trips, fun swim and rock climbing.

### Nursery

- Sticker system (good work, behaviour, trying hard, caring, helping etc.)
- Positive praise in front of other class members
- Sending to Head teacher/other adult for praise
- Positive comments (smiley faces in books)
- Positive entries in the citizenship file (child informed of these comments)
- Feedback to parents by personal contact.

### Key Stage 1

- Praise
- Sending to Headteacher/other adult for praise
- **Merits for good work:**

Praise  
Smiley faces on work  
Written comments  
Golden Book

Dojo reward points

- **Merits for good behaviour:** Praise / Golden Book  
Dojo reward points
- Positive entries in PSHCE file (child informed of entry)
- Activity time (Earned for good work, behaviour)
- Daily talking/feedback to parents.

### **Key Stage 2**

- Praise in class
- Send to head for praise
- Golden Book - for work or behaviour
- Dojo reward points
- Individual teachers may also have own system e.g. raffle tickets, merit stamps, letters home.

Responsibilities for older children (pupil monitors) e.g.:

Lunchtime jobs e.g.  
Library monitors  
Playtime jobs e.g.  
OPAL  
Reading support  
Buddies

### **SANCTIONS**

#### **Nursery**

Removal from situation

- In extreme circumstances send to Head teacher
- Withdrawal of privileges
- Informing parents
- PSHE file.

#### **Key Stage 1**

- Removal from situation to another area of the classroom (occasionally)
- Discussion with child
- Withdrawal of privilege
- In extreme circumstances send to Head teacher

- Missed playtimes - supervised with work in hall
- PSHE file
- In severe cases or with persistent disruptive behaviour - letters/phone calls to parents - parents asked to come to school to discuss situation in line with the flow chart for extreme behaviour (Appendix 1)
- Fixed term / permanent exclusion.

## **Key Stage 2**

- Withdrawal from situation
- Reported to Head teacher
- Time Out exclusions to Benfield School (external isolation)
- Time Out exclusions within West Walker Primary School (internal isolation)
- Fixed term/permanent exclusion (official)
- Loss of playtimes
- Told to complete unfinished work at playtime/lunchtime break
- Unacceptable behaviour may result in loss of privileges or the right to go on outings
- Communication with parents
- Class Dojo negative points with tariffs for a range of poor behaviour choices.
- Restorative practice where appropriate
- In severe cases or with persistent disruptive behaviour - letters/phone calls to parents - parents asked to come to school to discuss situation in line with the flow chart for extreme behaviour (Appendix 1).

## **RECORDING**

### **Nursery**

- PSHE File
- Parental reports/interviews

- Achievements books
- Children's work (comments)
- Displaying of children's work.
- Individual child records.

### **Key Stage 1**

- PSHE File
- Parental reports/interviews
- Children's work (comments)
- Golden Book
- Lunchtime supervisor slips
- Certificates
- Class Dojo behaviour management system
- Code of practice record sheet for special needs pupils if appropriate
- Completion of Behaviour Flowchart.

### **Key Stage 2**

- Targets / charts
- PSHE File
- Parental reports/interviews
- Children's work (comments)
- Golden Book
- Certificates
- Code of Practice record sheet for special needs pupils if appropriate
- Class Dojo behaviour management system
- Completion of Behaviour Flowchart.

**Reviewed July 2018**

**To be reviewed July 2019**

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Appendix 1: West Walker Behaviour Flowchart for Extreme Behaviour

**(to be completed by member of staff dealing with the incident: copies to be provided to HT, incident to be recorded on CPOMs and form to be scanned and added as an attachment).**

