



BEHAVIOUR POLICY

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, secure, safe and valued.

The school has expected behaviours, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The school has four school rules which are an umbrella to all expected school behaviours, those rules are:

- **Always be ready to learn**
- **Always try your best**
- **Always move calmly in school**
- **Always treat everyone and everything with respect**

The promotion of self-discipline and good behaviour are essential qualities if children are to be given the best opportunity to develop to their full potential and learn how to interact happily and successfully with those around them.

The staff at Wylam First School will:

- Treat children and adults with respect, fairness and kindness.
- Have high expectations of behaviour and manners.
- Develop a caring and respectful relationship with children, through discussion, reflection and positive reinforcement of good behaviour.
- Ensure that all children are safe within school at all times.
- Use a proactive and positive approach to discipline.
- Promote self-esteem and confidence.
- Foster an environment of tolerance, open-mindedness and sensitivity.

- Encourage everyone to appreciate, understand and follow our 'Going for Gold' behaviour strategy.
- Provide a robust and caring system for those children who may have emotional and behavioural difficulties. We will always carefully consider the reasons behind persistent behavioural problems and work closely with parents/carers and external agencies.
- Offer a consistent approach to rewarding positive and expected behaviour and dealing with unwanted behaviours.
- Operate a strict 'no-shouting' policy within school.

Parents of children at Wylam First School should:

- Support the school in implementing the behaviour policy
- Encourage a positive attitude toward their child's education and school.
- Be responsible for the behaviour of siblings brought into school during school events.
- Be tolerant of others whatever their race, colour, religion, gender, class, sexual orientation or lifestyle and encourage their child to do the same.
- Support the school in teaching their child that derogatory name calling is not acceptable at any time.
- Support the school in teaching their child that it is not acceptable to hurt other children at any time.
- Teach their child to show respect towards **all** adults in school and do as they are asked first time.
- Support the school in teaching their child to be courteous and polite.
- Encourage their child to be responsible for their own behaviour.
- Be prepared to discuss any issues or problems that have occurred within school, politely and calmly with staff.
- Understand that behaviour outside school cannot be regulated by the school.
- Support the school in making contact with external agencies to support the child and the family where necessary.

Children should:

- Follow the school rules demonstrating positive behaviours, behaviours for learning and good manners at all times.
- Be tolerant of others whatever their race, colour, religion, gender, class, sexual orientation or lifestyle and encourage.
- Understand the impact that derogatory name calling can have and refrain from name calling of any kind.
- Keep themselves safe
- Tell a member of staff if they are unhappy or worried

The Role of School Governors

The governing body has the responsibility of setting down the standards for behaviour and discipline and reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

Positive behaviour strategy

At Wylam First School our positive behaviour strategy is '**Going for Gold**'. All children begin each day with their name on our 'Good to be Green Star'. When children follow the 4 school rules and behave in the expected manner they will remain on the green star throughout the day and receive praise for it.

If a child demonstrates behaviour over and above what is expected, then a staff member will move their name onto the 'Silver Star'. When this happens the child will receive a silver sticker and parents will be informed at the end of the day. Each week the class teacher will choose 1 or 2 children to receive the 'Gold Star' certificate which will be awarded in our 'Gold Star Assembly'. The 'Gold Star' certificate will be awarded for exceptional behaviour, behaviour for learning, effort or significantly improving over a period of time. The parent will be informed at the end of the day.

Individual Rewards (School 360 points)

Throughout the day children who are trying hard and following the school rules or who produce good work can be awarded with 360 points. These points are added to school 360 and can be used to change and alter the child's avatar on the programme.

House Rewards

All children have been given a house which they will represent during their time at Wylam First School. The house names are:

Armstrong

Hedley

Parsons

Stephenson

When a child receives a 360 point this will count towards the points total for their house. Each week the totals are read out in assembly and at the end of the term the house with the most points receives a reward.

Negative behaviour management

If a child does not follow the school rules then their name will be removed from the green star and they will receive a warning. It will be explained to the child that they are now on the amber star but will be put back onto green if they can improve their behaviour. If their behaviour does not improve then they will be moved to the red star. If a child is moved to the red star then they will be sent to the Headteacher and may miss a playtime. The class teacher will inform the parent at the end of the day.

Instant red star

Some incidents in school will receive an instant Red Star. If a child is given an instant Red Star then they will be sent to the Headteacher and will receive a missed playtime to reflect upon their

behaviour. The headteacher will inform the parent. If incidents of a serious nature continue the child may be put onto report for 5 days.

Instant red star behaviour includes:

- Refusing to follow an adults instruction, arguing back
- Disrespectful behaviour
- Using foul and abusive language towards another child
- Deliberately hurting another child
- Stealing
- Breaking or damaging someone else's property
- Derogatory name calling
- Using racist or homophobic words or discriminating against the protected characteristics

At both the amber and red star stage it will be explained to the child that they have the opportunity to work themselves back onto the green star through positive behaviour.

Physical play

At Wylam First School we encourage free unstructured play at break times. We know that children learn through this kind of play and that it contributes positively to their health, sociability and wellbeing. We encourage children through discussion and regular reinforcement, to be gentle, use kind hands and words. We will intervene if play appears to be rough or unsafe. We also encourage children to let a grown up know if they are upset or concerned in any way. At Wylam First School we recognise that it is important for all children to feel safe in school. Part of this feeling safe is fostered through careful and appropriate supervision, fitting to the age of the child. This means that any unwanted behaviour can be dealt with in a timely way. We also seek where possible to support children in their play through running playtime and lunchtime games and clubs and through providing play equipment to use.

Break and Lunchtime

The behaviour and welfare of the children is supported during break and lunchtime by school buddies (Y3 volunteers) and by school mediators (Y4 volunteers). The buddies work each break time to support any child who is finding it difficult to find someone to play with. The mediators support children who are having disagreements, organise the playground games and inform staff of any concerns that arise.

At lunch time staff may give out 360 points to children who are following the school rules or suggest that a child should be put onto the silver star to the class teacher.

If negative behaviour occurs then a 1st warning will be given. If this continues the child will be given a yellow card and will be given 'time out' to think about their actions. If the undesirable behaviour continues then that child will be given a red card and will be sent to the headteacher. This may result in the child missing the rest of their playtime and or the following playtime.

These sanctions will be applied by all staff to ensure consistency. Each day will be a new day.

Additional support structures for children who are vulnerable or whose behaviour is causing concern

The following structures exist within the school to support pupils who are vulnerable or whose behaviour is causing concern, where appropriate. We know that there are many reasons why this can happen and we always aim to support children in helping them to behave as expected. In all cases we will work in partnership with parents.

Meeting with parents and carers

Our first step is always to contact parents or carers where there is a concern about a child's behaviour. This will usually be via the class teacher, but the school Special Needs Co-ordinator (SENCO) and Lead Teacher for Behaviour (Friederike Channon), or the Head teacher (Mrs Stephanie Gibbon) may also be involved. This can be a very valuable opportunity to talk through concerns and reasons behind any unwanted behaviour, and so that a course of action can be considered. Future meetings and / or ways in which parents can be informed about their child's behaviour may also be agreed upon. It may be appropriate at times to work with groups of children and parents.

Placement on the SEN Register

Pupils on the register are monitored by the SENCO and appropriate interventions are put in place. Intervention and EHCP plans will be agreed and will be reviewed with the parent termly.

Emotional and behavioural support

When children are identified as needing emotional and behavioural support then specific intervention can be put in place, including nurture groups and 1:1 sessions.

Referral to outside agencies

With parental consent, the school SENCO may refer your child to outside agencies, such as LIST (Locality Inclusion Support Team) that may be able to provide your child or child's class teacher with specialist support for a time.

Early help assessments

An early help assessment may be used to identify what help a child and family require. The **early help assessment** should be undertaken by a lead professional, which may be the school's SENCO, but could also be a child's doctor, or another professional working with them. It allows professionals involved with children, and their carers to meet and make an action plan to support their needs. It can be used for children who have social, emotional and behaviour needs.

Pupil Support Plans

These plans are only for pupils who are in danger of permanent exclusion. Pupils are set targets and the school's interventions are stated.

Exclusion

Exclusion will only be used when all other strategies have been exhausted and have not been effective. A decision to exclude a pupil for a **fixed period** will be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive

behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate. Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for a pupil to reintegrate into the school afterwards.

A decision to exclude a child **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used only as a last resort.

The Education and Inspection Act 2006 has introduced a requirement that schools arrange full-time education from the sixth day of any fixed term exclusion of more than five days.

For any fixed term exclusion the school will:

- Inform the parent/carer of their responsibility to ensure that their child is not present in a public place in school hours during the first days of any exclusion.
- Provide full-time education (either off the school site or in a shared provision with other schools) from the sixth day of any fixed period exclusion
- Inform the local authority of the pupil immediately of any permanent exclusion.

Fixed term exclusion incidents

- Swearing or abusive language towards a member of staff
- Threatening behaviour towards children or staff
- Fighting with or attacking another child
- Inciting violence or encouraging others to fight
- Bullying behaviour (including cyber bullying)
- Racist, sexist or homophobic bullying
- Damaging school property
- Failure to follow the e-safety policy and deliberate abuse of school technology

Confidentiality

Confidentiality will be respected and all matters relating to this policy will be treated with sensitivity.

Implementation

This positive discipline policy will be promoted and the values implicit in it will be taught through the PSHE programmes of study (see Policy for PSHE) and through other relevant curriculum areas.

A copy of this policy will be provided to each member of staff, each member of the Governing Body and parents. Copies will also be available for consultation in the school entrance and on the school website.

Equal Opportunities

This policy applies to all pupils regardless of gender, race, sexual orientation, creed or ability.

Evaluation and monitoring

The school records incidents of negative behaviour and staff meet every half term to focus on behaviour to discuss any issues or concerns.

The school keeps a record of any serious incident of misbehaviour. Racist incidents must be reported by law to the Local Authority. Homophobic incidents are also recorded.

This policy will be reviewed annually to ensure its effectiveness and relevance. Monitoring of the effectiveness of the positive discipline scheme will also take place during lesson observations.

School record of issued versions:

Date ratified by the Governing Body	
Review Date	