

Wedmore First School Academy



**Behaviour Policy**  
**(draft awaiting governor approval**  
**October 2017)**

Date: September 2017

Review Date: September 2019

# Wedmore First School Academy

## Behaviour Policy

### 1. Aims and Values

Our school aims to provide a happy and secure learning environment for the whole school community. We set expectations for sensible and reasonable behaviour to be evident at all times by all members of the school community. Children will be encouraged to learn a pattern of behaviour that will enable them to grow up into confident, caring and responsible members of society.

### 2. Rules

The following rules have been drawn up from consultations. These are simple, easy to understand and are discussed regularly with children so that they know what the rules are and why they are important. They are known as our Pupil Promise.

- We will be in the right place at the right time.
- We will respect and care for our school environment and all the people in it.
- We will always try our best in all that we do.
- We will listen carefully to what others have to say.
- We will follow instructions quickly and sensibly.

These rules are displayed in all classrooms, main teaching spaces and the staffroom. In addition, each class will discuss and establish with their teacher a set of classroom rules that promote a happy and productive learning environment. These are displayed in the classroom.

#### Playground Rules

- Always walk on the patio areas.
- Play well with others.
- Remember the 'Please Stop' rule
- Look after the Huff and Puff toys
- Stand still when you hear the whistle.
- Line up sensibly and quietly.

#### Dining Hall Rules

We line up calmly.

- We walk carefully through the hall.
- We speak quietly to those around us.
- We keep our table clean.

- We are polite to everyone.
- We use good table manners.

To maintain a suitable noise level in the dining hall a traffic light system is used. A flag is moved up and down a chart painted green, amber and red. When the flag reaches red the noise level is too high. A lunchtime supervisor will use the 'Be Silent' signal (raised hand and finger on lip) and the children have to stand and be silent for one minute.

### 3. Encouraging Good Behaviour – Reward Systems

We firmly believe that adult behaviour should set the right example, showing consideration, courtesy and care for other people at all times. Mutual respect is fostered between adults and children alike.

Praise and encouragement are extremely effective particularly if linked to the rules.

In order to encourage pupils to behave well, adults will let them know when they have seen them behaving well and give appropriate praise. We reward good behavior in many ways including:

- ✓ Smiles, nods, winks, thumbs up, claps and high-5s.
- ✓ Verbal praise – a quiet word or more publicly.
- ✓ Stickers and certificates in class and/or from the Headteacher.
- ✓ Marbles in a jar etc
- ✓ Gotchas – The pupils in the school are divided into 4 teams (Comets/Stars/Planets/Asteroids). Gotcha cards (yellow/pink = 1 point/blue = 5 points) are handed out by any member of staff.
- ✓ Golden Time in each class per week on Friday afternoon – minutes earned during week to be added onto Golden Time thermometer for whole class good behaviour or work etc.
- ✓ Sharing with another class or adult.
- ✓ Sharing with parents.
- ✓ Worker of the Week – 1 child per class.
- ✓ Citizenship Awards – up to 2 children nominated (weekly) by their peers or their class teacher/assistant.
- ✓ Celebration Assemblies each Friday to share the Worker of the Week, Citizenship Award nominees and whole school Gotcha results with the whole school.

Rewards will be used according to the age, individual need and preference of the pupils. It is important to be sensitive to the perceptions of each child and each year group.

Remember: All praise is only effective if it is genuine and helps the children become more responsible for their own actions.

### 4. Discouraging Unacceptable Behaviour

It is important to remember that we ensure a child who has misbehaved in some way is given the opportunity to make amends.

The process should be as follows:

- Understanding of right and wrong choices (linked to the Pupil Promise & PHSE curriculum)
- Understanding others' feelings
- Feeling sorry
- Problem solving to put it right

➤ Learning for the future

It is our belief that procedures consistently and firmly applied will result in clear boundaries which promote good behaviour. The emphasis is on children being able to try again, to get it right this time. **It is the behaviour which is disapproved of, not the child.**

## 5. Dealing with Unacceptable Behaviour

**Each child needs to learn the consequences of their own actions and take responsibility for the way in which he/she behaves.**

If an adult is confident that a child has an understanding of the 'School Rules' and is able to differentiate between right and wrong, yet behaves in a way that is unacceptable, it will be necessary to use sanctions as a deterrent. The child will be told which rule they have broken and be warned that their behaviour is inappropriate. They will be given the opportunity to discuss the situation and will be encouraged to modify that behaviour. When responding to inappropriate behaviour, all adults will endeavor to use a consistent approach in line with the plan below and appropriate to the age/stage of the child.

### Behaviour Management Ladder

<b>Level 1</b>	<ul style="list-style-type: none"> <li>• A non-verbal signal such as a shake of the head or a 'look' (the aim is to cause as little disruption as possible)</li> <li>• A verbal or signed warning.</li> <li>• Name moved on visual behavior chart within class (as appropriate to age)</li> <li>• Moving of seat/place etc for a specified amount of time and a clear explanation of what will be expected for a return to their place</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• A 'strike' (following a verbal warning). This will have the consequence of losing 5 minutes (FS/KS1) or 10 minutes (KS2) from the next playtime or immediate withdrawal (known as 'Thinking Time') to reflect on their unacceptable behaviour. This could take place in another class where child continues work/discusses behavior with the teacher in that class. All strikes are recorded in class behaviour logs.</li> <li>• At times of clearly unacceptable behaviour, (eg hitting, kicking, spitting, swearing) a 'strike' may be given without a verbal warning. They may also be sent to sit outside the Headteacher's office if deemed appropriate for that child.</li> <li>• Loss of Golden Time in 5 minute units for persistent breaking of Pupil Promise statements and/or reporting to the Headteacher's office at start of playtimes to be reminded of playtime rules and expectations.</li> <li>• For any whole class unacceptable behaviour, minutes are removed from the class Golden Time thermometer. These can be earned back for positive behaviour.</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• If inappropriate behaviour continues, the class teacher informs parents and meetings/updates are offered to discuss strategies to support child and review progress.</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• If inappropriate behaviour continues, child is sent to the Head teacher to discuss their behaviour. In the absence of the Headteacher the child will be sent to the Deputy Head or designated person in charge. The Head may set the child a behaviour target or impose a sanction.</li> <li>• If the behaviour is severe or persistent, the Headteacher will contact parents and/or set individual behaviour plans with the class teacher/SENCO.</li> </ul>

<b>Level 5</b>	<ul style="list-style-type: none"> <li>• If behaviour is not improving over time, the Head teacher/SENCO will involve professional outside agencies (ie Family Liaison Officers/Educational Psychologist)</li> <li>• Sometimes, for various reasons, a child is unable to recognise any of the normal boundaries and may not respond to normal incentives and sanctions. It could be that the child is unhappy, angry or suffering from low self-esteem. In such cases it is important to recognise this and put in place a special plan with achievable targets that can be quickly rewarded so that the child will feel successful. We will seek the advice from the relevant outside agencies and support services. Staff who have received 'Team Teach' training are authorised to use force to restrain pupils in extreme circumstances as detailed in our Positive Handling policy.</li> </ul>
<b>Level 6</b>	<ul style="list-style-type: none"> <li>• <u>Temporary Exclusion</u> Exclusion from school is an extreme measure and any suspension from school is in discussion with parents and the Chair of Governors. It will be used only when a child's misbehaviour has become a danger to others, or is so severe as to be hindering the learning of the class. Somerset County Council Guidance followed by the Headteacher. Re-integration set up and reviewed.</li> </ul>
<b>Level 7</b>	<ul style="list-style-type: none"> <li>• <u>Permanent exclusion</u> Absolute last resort.</li> </ul>

## 6. Bullying

In our school bullying is always unacceptable. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such following our Anti-Bullying Policy. Whilst it is very difficult to eradicate we do everything in our power to ensure that all children attend school free from fear and anxiety.

## 7. Evaluation

This policy has been written to manage the behaviour in our school in the best possible way. If it is to be effective it must be used by our whole school community with confidence and consistency. Throughout, it is the principle of always promoting good behaviour that will apply. The policy is to be reviewed regularly (every two years) and updated as necessary in the light of experience.

Agreed by governing body:

Signed:

Date: