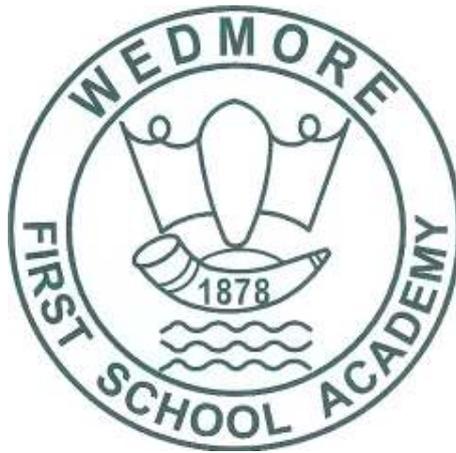


Wedmore First School Academy



## **Behaviour Policy**

Date: January 2014

Review Date: January 2017

# 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 caring and responsible members of society.

### 2. Rules

The following rules have been drawn up from consultations. They make up our Pupil Promise and are written in child friendly language:

- 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 to our Pupil Promise we have Safety Rules. 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:

- Always walk in the classrooms and on the paths outside.
- No fighting or play-fighting.
- Stand still when you hear the whistle.
- Always listen carefully to instructions.
- Be patient and wait for your turn.
- Use all school equipment carefully and for its correct purpose.
- Keep four legs of your chair on the floor.
- Remember the 'Please Stop' rule.
- Walk to line, line up, sensibly and be silent when teacher approaches.
- Move around our school quietly and calmly.

### 3. Encouraging Good Behaviour

We firmly believe that our behaviour should set the right example and we use positive role models as frequently as possible. Praise and encouragement are extremely effective particularly if linked to the rules. Alongside this we see good relationships as a vital ingredient.

At times we will want to be more explicit in our rewards. We make sure that children are clear about what is being rewarded in order to send the right messages to other children.

Rewards we give include:

- ✓ Smiles, nods, winks, thumbs up, claps and high-5s.
- ✓ Verbal praise which can be private or public.
- ✓ Stickers and certificates in class and/or from the Headteacher.

- ✓ 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.
- ✓ Sharing with another class or adult.
- ✓ Sharing with parents.
- ✓ Worker of the Week – 1 child per class.
- ✓ Citizenship Awards – up to 4 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.
- ✓ Termly 100% attendance certificates.

All of these rewards will be used according to the age, individual need and preference of the pupil. 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)
- Understanding others' feelings
- Feeling sorry
- Problem solving to put it right
- Acting effectively
- Learning for the future

It is our belief that sanctions consistently and firmly applied will result in clear boundaries and therefore good behaviour promoted.

NB. It is important at all times to criticise and target the behaviour and not the child.

#### 5. Sanctions

For general unacceptable behaviour, one or more of the following will be used, as appropriate to the behaviour and age/stage of the child. These statements are in no particular order.

- Praise those children nearby showing appropriate behaviour
- A non-verbal signal such as a shake of the head or a 'look' (the aim is to cause as little disruption as possible)
- A verbal or signed warning – which will be a clear, concise statement eg. "John, if you choose to continue with X behaviour, then Z will happen to you"
- 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
- A 'strike' (following a verbal warning). This will have the consequence of losing 5 minutes from the next playtime or immediate withdrawal (known as 'Thinking Time') to reflect on their unacceptable behaviour
- Time spent (no more than 10 minutes) in another classroom to continue their work/discuss their behaviour with a colleague

- Loss of Golden Time in 5 minute units for persistent breaking of Pupil Promise statements (3 strikes within the week)
- For whole class unacceptable behaviour, minutes are removed from the class Golden Time thermometer

#### For serious and/or persistent misbehaviour

A serious breach of the Pupil Promise statements may result in the child being sent to the Headteacher. Following discussion with the pupil a loss of Golden Time may be incurred. The time allocated may vary according to the child's age and severity of the behaviour. That time will be spent reflecting upon their severe unacceptable behaviour incident(s) during the week. The Headteacher will record these instances in a behaviour log. In the absence of the Headteacher the child will be sent to the Deputy Head or designated person in charge.

If a particular pattern of behaviour causes concern to the class teacher or Headteacher then this pupil will be raised as a 'cause of concern' and referred to the AEN (Additional Educational Needs) team who may:

- organise classroom observations of the pupil
- organise a meeting including the pupil's parents, class teacher and Headteacher if necessary.
- If the initial strategies fail to improve the behaviour of the pupil a meeting will be arranged between the pupil's parents, the SENCO and the Headteacher. In conjunction with the above parties an action plan will be devised to support the pupil's needs.

Very occasionally some children may not respond to normal incentives and sanctions. There may be a variety of reasons, physical, or emotional. Sometimes, for various reasons, a child is unable to recognise any of the normal boundaries. 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.

#### Exclusions

Exclusion from school is an extreme measure and will only be taken in full consultation with the governors or the school. 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. It could also be that an incident of such seriousness has occurred that all parties need time to consider the best course of action.

#### 6. Bullying

In our school bullying is always unacceptable. Please refer to our Anti-Bullying Policy for details of strategies used to manage any cases of bullying.

#### 7. Conclusion

This policy has been written in order that we can 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. This policy will be reviewed every three years or sooner if necessary.