



Wilbarston CE Primary School

Behaviour Policy 2016-17

Our vision is to be acknowledged as a school that provides quality learning in a quality-learning environment.

Our Mission statement is Enjoyment, Excellence, Care and Respect.

At Wilbarston School we aim to provide the highest standards of education in a happy, caring environment.

Ethos Statement

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experiences it offers to all its pupils.

The children will gain skills, knowledge, and understanding enabling them to experience success and to realize their potential in a safe and caring environment. The children will be taught those values and attitudes which will strengthen their respect for themselves and others, enabling them to take their place in society with confidence. The way people behave towards one another plays a vital role in achieving this aim.

Our philosophy for behaviour in our school.

We recognise that good behaviour needs to be taught and that children need to develop good self esteem in order to maximise their potential to meet the learning and social challenges in a school environment.

Children need to feel secure in the expectations of the school and of the rewards and sanctions they can expect. To this end it is important that all staff adhere to the systems described in this policy.

As a school our expectations of behaviour are high; we expect pupils to behave around school and when we take them out of school. Our policy shows how we reward consistently good standards of behaviour in order to promote the highest standards and how we will

deal with incidents when our expectations are not met. Our behaviour policy reflects our Christian ethos and values in action.

Our Golden Rules

Our Golden Rules have been drawn up with the children and form our moral code. They are reviewed every other year and are as follows:

Be kind and gentle.

Listen to and follow instructions.

Be helpful.

Be honest and truthful.

Look after property.

Work hard.

Our Golden Rules will remain unchanged but routines that support good behaviour will vary from time to time as necessary e.g. lining up procedures, classroom routines.

At the beginning of a new school year each class will agree on their own set of class rules, which will reinforce the Golden Rules.

Incentives

All adults will encourage and reward good behaviour by setting a good example:

- Making behavioural expectations clear through an assertive style of behaviour management
- Rewarding good behaviour with verbal praise, and other whole school systems eg house points, house certificates, 'Star of the Week' and Values Certificates.
- By class specific rewards schemes eg KS1 Golden Time, C3 Dojo Awards, C4 Stars. These rewards change in each class according to the needs of the class and the maturity of the pupils.
- By modelling the behaviour expected of children as appropriate e.g. listening, talking politely and respectfully, being physically gentle, trusting, truthful, fair and caring.
- Being consistent
- Warning of the consequences of making the wrong choices about behaviour
- Informing parents of good behaviour

Strategies used to promote positive self-esteem and good behaviour

1. A relevant, motivating, stimulating curriculum, differentiated to meet the needs of all pupils.

2. Positive self-esteem and talking and learning about behaviour will be taught regularly through 'Circle Time' and the PHSE programme.
3. Listening systems will be employed in each class so that children know how to indicate to the teacher that they need to talk about something that is worrying them.
4. Praising/rewarding children who are exhibiting appropriate behaviour and noting those who then copy that behaviour.
5. Children in each class will be given opportunities to take responsibility in various ways.
6. Class rewards systems as detailed above will be made available in order to reward and promote good behaviour at an age appropriate level and expectation.
7. Children who behave inappropriately will be encouraged to name the Golden Rule they have broken and discuss ways in which they could manage the situation next time to avoid trouble.

Sanctions

Children are able to see that the breaking of rules has consequences that result in the loss of privilege e.g. playtime, 'Golden Time'.

Hierarchy of behavioural sanctions

1. A verbal warning.
2. Loss of privilege may occur.
If the inappropriate behaviour occurs during lesson time and is related to learning then a class reward can be lost. This loss may be earned back through the demonstration of appropriate behaviour.
3. If the unacceptable behaviour continues it will be recorded by the headteacher. The Head Teacher will discuss the behaviour with the child, making it clear how the behaviour needs to be changed. Further loss of privilege will occur at this point and parent(s) will be informed.
4. Most behavioural incidents will be managed through following steps 1 - 2 above. Where children are not responding to this system an individual behaviour programme will be drawn up with support from the Head Teacher and with parents in the first instance and then with the support of the SENCO for special needs if problems persist. Other support may be sought through referral by a GP or other appropriate experts.
5. In cases of extreme mis-behaviour or continued breach of the expectations of good behaviour, anti-bullying policy or health and safety policy the school will consider the use of exclusion.

Emergency Procedures

Violence cannot be tolerated and must be dealt with quickly and effectively.

1. Summon assistance if needed
2. Use assertive verbal language to try to stop violence. Clearly say what needs to happen e.g. 'Alan STOP kicking and move back'. Repeat if necessary, keeping the instruction the same.
3. If this has no effect, physical restraint may need to be used to prevent a child from harming him or herself, or others. The minimum force should be applied to prevent injury and it should be gradually relaxed as soon as it is safe to do so i.e. when the child has regained self-control. N.B. Every effort should be made to ensure the presence of another adult in situations where restraint is the possible outcome.
4. Other teachers must accept responsibility for extra children to allow a member of staff to deal with the situation and follow up the incident.
5. All incidents of physical restraint must be reported to the Head Teacher and recorded. The person who carried out the restraint and the Head Teacher should sign the record. Witnesses to the incident should be listed.
6. The Head Teacher will be responsible for reporting the incident to parents.
7. The Head Teacher will keep a bound and numbered page book for recording such incidents.

Policy to be reviewed every three years.

Approved by the Governing Body

Signed (Chair of Governors)

Date _____