

Whiteshill Primary School

Behaviour Policy

We believe that the school community shares the responsibility for the behaviour of the children at Whiteshill Primary School. All staff, teaching and non-teaching staff, governors, parents and children have input into the school's behaviour policy. All who interact with children and adults at our school consistently follow the policy and practices set out which are based upon a philosophy of mutual respect and Positive Behaviour management. This policy should be read within the context of the schools Child Protection Policy.

The aims of our behaviour policy are

- To encourage children to express their own feelings and to be sensitive to the feelings of others
- To expect everyone within the school community to show respect for each other
- To promote self-esteem, self-discipline and positive relationships
- To create a positive environment for the school community
- To encourage consistency of response to both positive and negative behaviour
- To encourage the involvement of both home and school in promoting high standards of behaviour.

Rights and Responsibilities

Behaviour at Whiteshill Primary School is based on the principles of Rights and Responsibilities. We have three key rules that cover all behaviour management in the school.

Our agreed Rights and Responsibilities are:

THE RIGHT TO LEARN

- To let others concentrate by working quietly, staying in our place, putting our hand up to ask and answer questions and not fidgeting.
- Listen to our teachers and children in our class
- Talk about our learning to each other and the class teachers
- To be determined and not give up, practice leads to success
- Celebrate all success in the classroom.

THE RIGHT TO BE SAFE

- To report unsafe actions, to use equipment sensibly in class and in the playground.
- To not run in class or around the school.
- To sit properly on our chairs.
- To treat others in a way that they do not get hurt.

THE RIGHT TO BE RESPECTED

- To understand that we all have different views and opinions and to accept all people.
- To think about the way we speak to people ensuring they are not upset by our comments.
- To show good manners around the school at all times.

Staff will be expected to:

- Treat, and listen to, children and adults with respect at all times.
- Use positive behaviour management, acknowledging when children are behaving appropriately in class and in the playground, and letting them know what is good about their behaviour
- Apply rules, rewards and sanctions consistently and fairly
- Ensure children know it is the current behaviour that is unacceptable and not the child themselves.
- Empower the children to monitor their own behaviour
- Be a role model for the rights and responsibilities within the school

All adults visiting the school will be expected to:

- Treat, and listen, to children and adults with respect at all times

Classroom Rules

We believe that it is important for the children to have a voice in how they want everyone in their class to behave, classroom rules will be based on our Rights and Responsibilities and will be agreed between the children and the class teacher at the beginning of each school year.

Rewards

The school uses a merit mark system which is linked to team points. Each child is put into one of four teams when they enter school. Within the classroom, at lunchtime and around the school children are awarded merit marks for good work, good learning behaviour, helpfulness and kindness. Once given a merit mark it cannot be taken away again.

When a child has obtained 5 merit marks in one week they are congratulated in assembly at the end of the week. Each merit mark counts as a team point and during the assembly children announce which house has the most merit marks and they are presented a cup to keep for the week.

At the end of the week each member of staff picks one child that has stood out for achievement, trying their best, good behaviour, and this child is awarded 5 special merit marks and given a certificate from the class teacher. These children's achievements are celebrated in assembly and in the school newsletter.

Children who have achieved exceptional work or behaved extremely well, making good choices are sent to the Headteacher and given a Headteacher's Award. They receive a certificate in celebration assembly and are recognised in the school newsletter.

Golden Time

During the week children can earn up to 30 minutes Golden time to be taken on Friday afternoons. Each day they can earn 5 minutes Golden time through good behaviour inside and outside the classroom. Once given the child cannot then have those 5 minutes taken away again. Every day is a fresh start. If children achieve 5 minutes every day from Monday to Friday, they are awarded a bonus 5 minutes on Friday afternoons.

Sanctions

At Whiteshill Primary School we believe in Positive Behaviour management but recognise that at times sanctions may need to be given. We have three stages of sanctions that become more serious dependent upon the action of the child.

Stage	Examples of Behaviour	Sanctions	Comments
1	Swinging on chair Interrupting/calling out Losing concentration Running inside and outside the school building Being in the wrong place at the wrong time (eg. In classrooms during lunch break) Talking at inappropriate times Ignoring instructions Silly noises. Pushing in line	Quiet reminder Non-verbal signals, eg. eye contact, pointing Verbal warning Change of seating Send to another class Once sent to another class do not earn 5 minutes golden time.	Use positive behaviour management. Often praising good behaviour (eg Thank you to all of you who are lining up quietly) has a positive effect on those not behaving.
2	Persistent Stage 1 behaviour Rudeness Affecting other children's learning Inappropriate remarks to other children or adult Minor challenge to authority and answering back. Walking out of a class without telling a teacher where they are going.	Directed time out of playtime or lunchtime Do not earn 5 minutes golden time. Letter home to parents Home/School behaviour book Personal target sheet Intervention group to help with behaviour and social skills	Incidents to be recorded in class sanction book, date, sanction and subject being taught. This will enable you to track any patterns in behaviour linked to times of the day or subjects taught.
3	Persistent swearing Fighting Deliberate severe damage to school/other child's property.	Zero Tolerance - Send to Headteacher 1 st time - letter home to parent and in school exclusion. 2 nd time - fixed term exclusion	Fixed term exclusions to be in line with LA guidance. Multi agency meeting to be held to put in place Personal Support Plan.

Playtime and Lunchtime Behaviour - REWARDS

We believe that it is important for both children and adults to have a happy playtime, where mutual respect is shown at all times. Staff will use positive language to encourage appropriate behaviour and will always give positive rewards such as kind words, certificates and stickers making it clear to the children what they have done well and inform teachers.

There is always a range of activities for the children at lunchtime and a timetable is in place to ensure that all pupils get a chance to take part in the activities. Pupils are aware of appropriate behaviour in the Playground through the Rights and Responsibilities of the school:

- **The right to learn**
- **The right to be safe**
- **The right to be respected.**

PLAYTIME AND LUNCHTIME BEHAVIOUR - SANCTIONS

Stage	Examples of Behaviour	Sanctions	Comments
1	Shouting at other children Playing contact fighting games Standing on benches Climbing fences or walls Going behind the shed Throwing equipment over the fence on purpose Minor disagreements and upsets Not keeping to agreed rules when playing football or with the equipment.	A verbal warning is given explaining the inappropriate behaviour and giving child chance to stop. Talk to pupils involved in disagreement to find out full story and ask them how they will improve the situation.	If there is any minor disagreement that continues let the class teacher know.
2	Continuing to play with equipment inappropriately Rude and aggressive behaviour, continually ignoring rules in football, Breaking equipment Hurting another child intentionally Calling other children names Minor challenge to authority and answering back	Verbal warning to be given making clear what behaviour is not acceptable If continues children to be given 5/10 minute time out of the playground, standing at top. If after verbal warning on inappropriate use of equipment, or football, behaviour carries on, pupils to be banned from playing with equipment/removed from football game for rest of	Record all time out incidents, putting time and incident on form. Child to apologise to adults and pupils affected when they return to the playground. Inform class teacher

		that day/week.	
3	Persistent swearing Fighting Deliberate severe damage to school/other child's property.	Zero Tolerance – Send to Headteacher 1 st time – letter home to parent and in school exclusion. 2 nd time – fixed term exclusion	Fixed term exclusions to be in line with LA guidance. Multi agency meeting to be held to put in place Personal Support Plan.

Lining up procedure

The bell will ring once and children will be expected to walk straight away into their class lines in single file. The class which lines up best all week will receive a merit mark for each pupil in the class.

Moving around the school

All adults and children will be expected to walk around the school premises when moving between classrooms, to the hall, the office or playground silently. Anyone who is seen running by any member of staff will be sent back to walk correctly. Be aware that others are working and you should be quiet moving around school at all times. Running should only happen in the playground.

Walking to out of school activities and on visits

All pupils will walk in pairs when walking on school visits and activities. They will walk quietly and safely remembering that they represent the school at these times. Shouting and inappropriate behaviour on school trips and visits will lead to not earning golden time, if loud and inappropriate behaviour continues it could lead to parents being informed and child unable to attend out of school activities.

Bullying

Whiteshill Primary School understands the definition of bullying as intimidation by a pupil or group of pupils over time. This could be through name calling or physical harm to an individual or group of pupils. Whiteshill Primary School will not tolerate bullying of any kind. Children are taught about bullying, its consequences and how to deal with the situation through our PSHE curriculum. When instances of bullying arise the school will immediately deal with the situation talking to all parties involved. Circle time can be used to help the children understand what effect they are having on the victims. If incidents continue,

parents will be informed and asked to come into school to work with us. Following these interventions, if incidents continue it will lead to a temporary or permanent exclusion.

Parental Involvement

We value the support of parents in helping children manage their own behaviour. There may be times when a child's behaviour continues in a way which disrupts other children's learning or well-being. At this time parents will be asked to come into school and work with us to create positive change. Similarly, if a child is being affected by any behaviour issue at school, parents should come in to talk to the class teacher or Headteacher and we will always work with parents and children involved to solve the situation.

Whilst welcoming any parent to the school to constructively consider any issues concerning their child, any parent visiting the school who does not treat children and staff with respect will be asked to leave the school premises immediately.

Exclusions

There are times when continuing bad behaviour, or a severe incident occurs which, despite intervention following the above policy, leads to temporary or permanent exclusion of a child. In these cases the school will follow Gloucestershire LA guidance for exclusions, a copy of which is kept in the office.

Diane Bainbridge

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