

Welburn Community Primary School



Behaviour Policy

Behaviour and Discipline 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 and Discipline Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to ensure that every member of our community can learn in an environment where everyone feels happy, safe, secure and able to achieve their potential.

At Welburn Community Primary School we want to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to:

- allow everyone to work together in an effective and considerate way.
- help children to grow in a safe and secure environment free from any prejudice
- become positive, responsible and increasingly independent members of the school community and ultimately the wider world

The school rewards and promotes good behaviour in order to develop an ethos of kindness and co-operation., rather than merely deterring anti-social behaviour. We aim to “catch” pupils being good.

At Welburn Community Primary School we believe that pupils, staff and parents benefit from valuing good social behaviour and by supporting this policy:

Pupils:	Learn what we mean by good behaviour Learn to care for one another Learn the value of friendship, trust and tolerance Develop self-confidence
Staff:	Teach and support learning effectively with few behaviour problems Develop positive relationships with pupils and parents Develop personally and professionally Work in an atmosphere of mutual trust and respect
Parents:	Know that their children are growing personally, socially and

academically

Know that their children will receive support when needed

Feel welcome in school to discuss their child's progress

Support the school by encouraging good social behaviour at home and school

Roles and Responsibilities.

Every member of the school community, pupils, teachers, non-teaching staff, the head teacher, governors and parents, has a part to play in this policy and must be clear about their roles and responsibilities within the community.

Pupils will be:

- careful and kind
- polite and friendly
- helpful to each other
- tolerant of differences
- hardworking

School staff will:

- treat each child fairly, equally and with respect
- demonstrate positive, social behaviour whilst working in the school, setting a good example for the pupils
- devise class rules with the children that are displayed in the classroom and reinforced
- discuss the consequences of positive and negative behaviour with the class, e.g. following up from an incident a teacher may discuss the more appropriate behaviour or why others find specific behaviour unacceptable
- listen to pupils
- use the rewards and sanctions agreed in the school
- give effective reprimands and reminders of appropriate behaviour
- record (within class or school book) any incidents of concern
- bring persistent or serious misbehaviour to the attention of the head teacher
- work closely with parents to support
- comply with the government regulations regarding the use of force to control or restrain pupils
- work with any outside agencies that may become involved to support and guide with the progress of the child

The Head teacher will:

- treat each child fairly, equally and with respect
- demonstrate positive, social behaviour whilst working in the school, setting a good example for the pupils
- listen to pupils
- use the rewards and sanctions agreed in the school
- give effective reprimands and reminders of appropriate behaviour

- work closely with parents to help improve a child's behaviour
- comply with the government regulations regarding the use of force to control or restrain pupils
- work with any outside agencies that may become involved to support and guide with the progress of the child
- exclude a pupil from the school for a fixed term, or even permanently, if the behaviour is deemed serious – following LEA procedures (copy in school)
- ensure records are kept of serious incidents of misbehaviour
- notify governors of any intended exclusions, and report to them regularly on the success of the policy and any recommendations for improvements that may need to be made

Parents will:

- demonstrate positive, social behaviour whilst at home, setting a good example for their children
- support the school's aims as set out in both the Behaviour and Discipline Policy and Home – School Agreement
- work closely with school to support and improve the behaviour of their child
- contact the school if they have any concerns about the behaviour of their own, or any other, child

Governors will:

- agree the guidelines set down in the Behaviour and Discipline Policy and regularly review their effectiveness
- support the head teacher and staff in carrying out these guidelines fairly and consistently

On rare occasions it may be necessary to exclude a pupil from the school for a fixed term, or even permanently. This will only ever be considered if the incident is sufficiently serious or all other avenues have been explored. Careful arrangements will be made to ensure that any child returning to school after an exclusion is helped to behave appropriately.

School Rules

- Follow instructions first time.
- Keep your hands, feet and comments to yourself.
- Look after things and keep the school tidy.
- Always move calmly around our school

Rewards

We always aim to “catch” pupils being good and rewards are used to reinforce our behaviour expectations.

We have a range of school wide rewards:

- Star of the week
- Mention in our celebration assembly on Friday morning
- Lunchtime star
- Stickers.

Rewards should always be of value to a child. This means each class will discuss and set rewards appropriate and valued by those pupils.

Examples of these are:-

Class 1

Praise

Stickers

Class 2

Praise

Stickers

Marbles towards a weekly class target.

Class 3 & 4

Praise

Marbles –as before

Miniature heroes’ certificates for daily ‘heroic’ efforts.

Writer of the week

Mathematician of the week
Reader of the week
Table of the week

Corrective Actions

Corrective actions aim to help the child to make better behaviour choices.

Stage 1 A warning about the rule which is being broken.

Stage 2 Last out to play to give the child the opportunity to think about the rule which they have broken.

Stage 3 5 minutes away from the group (e.g. working at a table alone) and 5 minutes off playtime.

Stage 4 10 minutes away from the class in another classroom (with work to do) , 10 minutes off playtime and class teacher to contact parents to discuss the behaviour.

Stage 5 Pupil sent to Head Teacher and parents contacted by head in order to attend a behaviour conference.

It may be necessary to exclude a pupil from the school for a fixed term, or even permanently. This will only ever be considered if the incident is sufficiently serious or all other avenues have been explored. Careful arrangements will be made to ensure that any child returning to school after an exclusion is helped to make better behaviour choices in the future.

Exclusion will follow:

Verbal or physical abuse towards any member of staff.

Excessive physical or verbal abuse towards pupils.

Continuous refusal to follow instructions.