

Welburn Community Primary School



Behaviour Policy

Aims and expectations:

Our Welburn Way:

Wonder, Explore, Learn, Belong, Understand, Respect , Nurture

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.
- Keep everyone safe and free from harm.
- help children to learn 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.

We aim to develop our pupils’ intrinsic motivation and to teach them desired learning behaviours.

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
 - Learn to be self-reflective of their own behaviours
- 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
 - Will have access to both internal and external support as needed
- 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
- willing to 'have a go'

School staff will:

- be consistent
- treat each child fairly and with respect whilst taking account of individual needs and contexts of our pupils
- 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
- encourage pupils to be self-reflective of their own behaviours.
- listen to pupils

- use the rewards and sanctions agreed in the school
- give effective reprimands and reminders of appropriate behaviour
- develop supportive relationships with pupils
- record any incidents of concern on CPOMs
- 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:

All of the above +

- exclude a pupil from the school for a fixed term, or even permanently, if the behaviour is deemed serious – following PMAT procedures (copy in school)
- ensure records of incidents are kept and monitored
- support staff
- 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 should:

- 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

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 Time away from the group (e.g. working at a table alone, Oak Time out Chair) and/ or last out to play.

Stage 3 5 minutes away from the group and 5 minutes of playtime to give the child the opportunity to reflect on their behaviours and staff the opportunity for a restorative conversation.

Stage 4 10 minutes away from the class in another classroom **with work to do** -Oak to Beech, Beech to Sycamore, Sycamore to Oak; 10 minutes off playtime as above and class teacher to contact parents to discuss the behaviour if necessary.

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 may follow:

Verbal or physical abuse towards any member of staff.

Excessive physical or verbal abuse towards pupils.

Continuous refusal to follow instructions.

Reading List

Improving Behaviour in Schools Education Endowment Foundation

Restorative Practice Mark Finnis