



Weetwood Primary School

Behaviour Policy

Written: February 2004
Last Review: September 2019
Next review: March 2021

Aims

At Weetwood we aim to help children develop qualities so that they can live and work together in a happy, safe and collaborative way. The qualities we promote are mutual respect and self discipline. These are demonstrated by good, positive behaviour and well developed work habits.

Who is responsible?

Everyone connected with the school is involved with embedding these qualities. This includes children, every member of staff and governors and parents / carers.

How do we achieve our aim?

- **By communication.**
Everyone needs to be clear what is expected of them. This is done in two formal, written ways:
- **The School Mission statement**
Respecting each other
Expecting our best
Learning in a happy school
- **The School Rules:**
Be Kind
Treat Everyone and everything with respect
Listen and be polite to each other
Always strive to do your best
Move safely around school

These written rules (drawn up by the children) are regularly referred to and discussed. The children are encouraged at the beginning of each year, to agree their own 'code of behaviour' for their classroom. Discussion about behaviour and discipline frequently form part of assemblies and PSHCE lessons.

- **By a positive approach**
At Weetwood we aim to praise good behaviour rather than hold up examples of bad behaviour. This positive approach involves:
 - Verbal praise
 - Using Class Dojo to celebrate achievements within the class
 - Sending pupils to another teacher to share their successes
 - Sending pupils to the Headteacher
 - Celebrating achievement with the school in the "Superstars and Wizards" Assembly
 - A conversation, letter or phone call to parents
 - Genuine appreciation

This positive approach promotes feelings of self worth and respect, which again leads to co-operative behaviour.

What happens if things go wrong?

If a child is misbehaving the following procedures will be followed:

Reinforcement of behavioural expectations

In the first instance staff will reinforce behavioural expectations to the children.

At the discretion of the staff member sanctions such as missing all or part of their playtime / their football turn / withdrawal of other privileges may be given depending on their age and the nature of the incident.

If the matter is unresolved, or the behaviour is repeated, the child will follow the **card system**. The stage the child enters the process depends on the circumstances and seriousness of the incident and will be at the discretion of staff.

Yellow card 1 – following 2 warnings about behaviour the child will receive their first yellow card. This will result in the child spending 5 minutes with the teacher at break time.

Yellow card 2 – Children will be given 2 further warnings if behaviour persists resulting in a second yellow card. This will result in the child spending 10 minutes with the teacher at break time.

Red card – following 2 final warnings the child will be issued with a red card.

Sanction for Red cards – a red card notification is to be filled out by the staff member. This is then sent home for parents to acknowledge and return to school. The child will spend lunchtime (maximum of 20 minutes) with the Headteacher/Deputy Headteacher the next day (where possible).

Instant Red card – A red card will be issued by staff for serious offences such as violent, racial or other discriminatory behaviour, and sanctions for a red card will be followed.

The following questions will be asked to the pupil by the Head teacher / Deputy Head teacher:

- **Why have you come to see me?**
- **Was anyone else involved?**
- **Do you think you deserve a red card?**
- **What would you do differently if it happened again?**

The Head teacher keeps a log of children issued with red cards to identify any trends or patterns.

Improvement in behaviour will always be greeted by praise and recognition.

In some circumstances children will need extra help to learn appropriate behaviour. We have guidelines for staff in school for managing the behaviour of children experiencing such difficulties. Advice and support from outside agencies may also be sought. If none of these strategies are effective then the Head teacher will begin a process of:

- Fixed- term exclusion
- Permanent exclusion

After a period of 5 days fixed-term exclusion, a member of the Governing Body will be involved in meeting with the child's parents / carers and the Head teacher to discuss other possible courses of action.

Guidelines for Staff managing challenging behaviour

The aim with any child is to:

- Encourage good behaviour
- Discourage unacceptable behaviour

The majority of children develop into independent, responsible pupils. However, there are a small percentage of children who do not always respond to this effective policy and to good classroom management. For these children, the policy needs to be further differentiated and made more specific.

The following guidelines provide steps or stages to use with children with challenging behaviour.

1. Have a clear set of rules which the child understands.
2. Use a high rate of rule-related praise e.g. 'Thank you for waiting Darren'.
3. Ignore minor misbehaviour when:
 - it does not disrupt the lesson
 - it does not pose a threat to others
4. Use the support of all colleagues to provide a consistent response to children's behaviour.

The support and referral system would be worked out by the Headteacher, SENCO and the class teacher. It would usually include a written programme which specifies:

Targets for behaviour
 Rewards and sanctions
 Monitoring arrangements (e.g. report book to go home)

Targets for behaviour would be discussed with the child and would involve a small number of positive targets achievable over a short time-span:

- E.g. Darren is to put up his hand rather than shout out.
 Jane is to remain in her seat for a timed 10 minute period.
 James is to be kind to other children at playtime. (ie. not kick)

The targets might need to be broken down into small steps or relatively short time spans in order to make them achievable for some children and therefore to give the child some success, in the same way that academic learning tasks need to be broken down for some.

Rewards in school may need to be more tangible than simply praising

- E.g. Ticks on a record sheet – 3 ticks in a day = a sticker
 Target behaviour achieved all week = extra 15 minute games lesson
 Praise in Special Assembly

Sanctions may involve missing parts of playtimes.

- E.g. 1 minute off playtime for every rude interruption.
 A full playtime missed for hurting another child.

The child's parent / carer may work his/her own reward system at home to reinforce the reporting system.

This Behaviour policy and its guidelines have been adopted by Weetwood Out of School Club. (WOOSC)

Related policies-which give further details of our approach to specific forms of behaviour.

- Anti-bullying policy