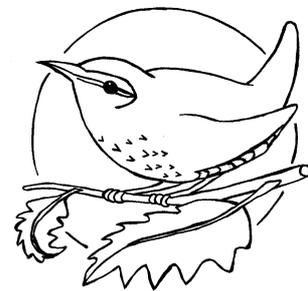
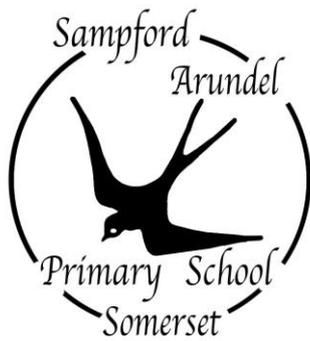


Wellington Area Rural Federation



Stawley Primary School

BEHAVIOUR POLICY

November 2017

Behaviour Policy

A Rationale

In our schools we feel it is important to promote a caring and supportive environment to enable all members of the school community to feel secure and respected and therefore promote good behaviour in others. The development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the school curriculum and therefore demand careful planning.

B Aims

We aim:

- to ensure that our procedures for disciplining pupils and managing behaviour are fair and equitable to pupils from all racial groups;
- to ensure consistency and care;
- to be fair and be seen to be fair;
- to treat all with respect;
- to have clear expectations and strategies to ensure they are met;
- to provide planned activities which motivate all to learn academically and socially.

C Golden Rules

These objectives for behaviour are derived from the aims listed above.

Rules for each school have been decided upon by the process of sharing, discussing and negotiation. Circle-Time sessions provide the ideal opportunity to encourage the personal development of children. Therefore, as and when the need arises, Circle-Time is used in class to clarify issues such as our 'Golden Rules' that children need to be aware of.

These rules reflect the aims of each of our schools. Rules are displayed in each classroom and are discussed and reviewed annually with the children. They are a teaching tool, which needs to be constantly reinforced and highlighted.

Stawley Primary School's Golden Rules

We will be consistent with the following:

- Always be friendly and caring with each other
- Respect others and their belongings
- Be polite and remember your manners: Please, Thank you, Sorry, Excuse me
- Move quietly around the school
- Be safe and play safe
- Always try your best at everything

Sampford Arundel School's Golden Rules

In Class 2:

- Be Considerate
- Be Sensible
- Be Polite
- Act Responsibly

In Class 1:

- Be Kind
- Do Our Best
- Remember everyone has the right to get on with their work without being disturbed

D Incentives to Positive Behaviour

If a child successfully applies the Golden Rules, this should be acknowledged. We believe the ideal incentives are the intrinsic rewards offered by:

- (i) warm relationships
- (ii) a stimulating curriculum
- (iii) positive role models

However, it is also important to have a reward system in place, which recognises all forms of social and academic achievement and effort. To ensure every child has the opportunity to experience success, we use the following as rewards.

In each level there is a variety of options, which can depend on age, need or pupil choice.

Level One

Non-Verbal Praise: Pats on the back, a touch on the shoulder, smiles, thumbs up and winks.

Verbal Praise: We believe that verbal praise is the most important factor in creating positive atmospheres, which will promote good behaviour. In our schools we strive to maintain a minimum of three positives to one negative ratio. Verbal praise can range from a word in the ear to a 'public' recognition in class and should be related to the Golden Rules. It can also be given to and by everyone.

Display: Children's work is presented in such a way that it will be obvious to any visitor that we are proud of success whether it is in quantity or quality of effort.

Marking Policy: Within each class, the marking of children's work is used to build on success and encourage further progress by its comments.

Privileges or Jobs: Within each class there are 'perks' as perceived by the children, e.g. cleaning the whiteboard, being 'Star of the Day'

House/Merit Points, stickers and other incentives: Each class has a system used to reward the children for good behaviour and good work. The design varies from class to class and from time to time, for example, 'Star of the Day' etc and is aimed at individual contribution to class

behaviour rather than competition with other children.

In both schools children are placed in Houses and House or Merit Points are awarded by all staff. At Stawley School House Points are collected in weekly by 'House Captains' and a House Cup is presented in Assembly. At Sampford Arundel Merit Point totals are read out in a weekly celebration assembly and a running total for the year is displayed on the notice board.

'Golden Time': This is awarded to each child each week provided they have stuck to the 'Golden Rules' and have not lost any. Each class then chooses from a selection of appropriate educational activities during golden time.

If there is an outstanding contribution or a consistent period of effort a child may move to Level Two.

Level Two

Sharing: In recognition of a particular task or behaviour the pupil may share their success with others, for example:

- (i) the class
- (ii) the neighbouring class or teacher
- (iii) an available adult, governor etc.

The next level of sharing may be to the Head teacher or to the whole school at the Celebration Assembly on Friday.

At Stawley School the child's name will be put in the 'Book of Excellence' and a reason given for them appearing in there, by any member of staff. They will be invited to stand at the front, whilst their name will be read out, be given a Head teacher's Award Sticker and public recognition by the rest of the school. The child will have their name displayed on the weekly newsletter. The 'Book of Excellence' is on public display in the school's Entrance Hall.

At Stawley School children may also have the opportunity to be appointed a monitor to assist staff. The expectations for the children's behaviour will be extremely high. Exceptional work may be included in the school's newsletter and it is planned to celebrate children's work on the school website.

At Sampford Arundel School children from each class are presented with Friday Star Certificates in front of the whole school during the weekly celebration assembly.

Level Three

At Stawley School the ultimate reward is receiving a 'Golden Leaf' Award. This means a child will have a leaf with their name displayed on the School's Golden Leaf Tree, be awarded a Golden Leaf Badge to wear and having a congratulatory letter sent by the Head teacher. These are awarded annually to one child in each class, and the Head teacher will not only describe the child's success but also offer to meet the parents to talk through the school's reasons for rewarding the pupil in this way.

At Levels Two and Three in particular there will be discussion with the pupil to ensure that the reward given will have the desired effect of promoting positive behaviour.

E Disincentives to Negative Behaviour

If a child breaks any of the *Golden Rules* there will be a sanction. It is our belief that sanctions, consistently and firmly applied, will result in boundaries being clearly drawn and therefore good behaviour promoted. It is important to remember at all times to criticise and target the behaviour and not the child.

As with the incentives, there are different levels.

Level One

Praise: Praise those children sitting nearby showing appropriate behaviour in class.

Non-Verbal: A glare, shake of head, wag of the finger, a slow walk to the child, a hand placed on the shoulder.

Verbal: A reminder of the *Golden Rules*. At this stage it is hoped that this will be in a 1:1 situation, quietly without the rest of the class becoming distracted.

Verbal Warning: A clear concise message. 'X', if you carry on with 'Y' behaviour then 'Z' will happen to you.

Time Out: A child is asked to move from their seat to another (if space available, a designated area), where they will have a clear explanation of the behaviour required for them to return to their original seat. The behaviour may be the completion of task or a time period of appropriate action. The time limit is decided by the teacher using their professional judgement.

Loss of Golden Time: The loss of a proportion, or all, of the child's *Golden Time* may be withdrawn, the reason explained clearly for this action to the child. It might be possible to earn all, or part, of this time back depending on future behaviour.

Level Two

Referral to Head: Once a child is referred, the Head will decide an appropriate sanction from the possible list below:

- (i) child to work in another class for up to 30 minutes
- (ii) loss of free time
- (iii) loss of privilege
- (iv) written apology

The Head must ensure that the referrer has followed the sequence described in *Level One* and that the child appearing at their door is on the sanction route not the reward one!

Fast Track

For certain behaviours, a child will by-pass Level 1 and enter the sequence at Level 2. The referrer will do so when one or more of the following have been displayed:

- (i) serious fighting
- (ii) bullying behaviour including racism
- (iii) bad language (directed at an adult)
- (iv) defiance
- (v) damaging school or others' property

It is felt that due to the seriousness of these behaviours the parents will be contacted immediately at this stage.

Level Three

The Head may feel that the behaviour is so serious or so persistent that this may necessitate an internal exclusion where a child will be working away from the class for a day or a placement on the Somerset Special Needs process.

Exclusion

Exclusion is an extreme step and will only be taken in cases where;

- a) long-term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- b) an incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

Only the headteacher or acting headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods or the headteacher may exclude a pupil permanently.

The Local Authority has published clear guidelines which will be followed in the event of a pupil being excluded, either for a fixed term or permanently. These guidelines cover the process, the parents' right of appeal and the role of the governing body's appeal panel.

F Children 'Beyond'

Very occasionally some children may be 'beyond' normal incentives and sanction. They can often be confused with emotional or physical needs that have not been, or are not being met.

Often, home fails to provide any limits. Consequently, these children are unable to recognise any of the normal boundaries of behaviour proposed by the school, and they are too unhappy, angry or suffering from low self-esteem. It is important to identify small achievable targets so that they can experience success. In the case of such a child, a special plan needs to be agreed which concentrates on one target of achievable behaviour, which should be regularly monitored, with specific rewards that will motivate the child. In cases like this, the child will be placed on School Action of the SEN procedures and the SEN Coordinator will be informed. Parents will be involved in agreeing the individual education plan, which will be consistent with the principles and practices within this policy. All staff will be informed of the needs of the child and will work together.

G Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when special rules need to be applied, i.e. the dining room, swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy, will always apply.

H Monitoring, Review and Evaluation

The policy will need to be monitored to check effectiveness.

The areas targeted for review will be:

- (i) The aims - are they still valid?
- (ii) Rules - are they still pertinent and being applied consistently?
- (iii) Rewards/sanctions - are they appropriate and do they act as incentives/disincentives?