

Behaviour Policy

***'The school is a calm, orderly and welcoming community. Routines and high expectations are instilled in pupils from the Reception class onwards, and pupils rise to the challenge of what is expected of them.'* Ofsted 2014**

At Willow Brook Primary School, we want our children to grow socially, personally and academically. In order for this to happen, an appropriate climate of good behaviour needs to be created. We believe that children learn best when they are clear about what to do and are consistently encouraged to do it. We believe that teachers have the right to teach and children have the right to learn.

This positive climate is at the heart of the school's ethos. We aim to create a safe and supportive environment in which all children can play an active role in their education and which promotes their confidence and self image. We hope that children develop a sense of identity and self motivation.

The rest of this policy explains:

- Our school aims and good behaviour
- How we encourage good behaviour in school

Willow Brook Primary School Aims and Good Behaviour

We believe that our aims for our children are very well summed up by our Five Cs code. These words are displayed around school and referred to regularly.

Our Five Cs ethos statement:

'I am at the heart of a happy community where a love of learning and a wealth of challenges and opportunities inspire my confidence, creativity and talents.

I am at the heart of a caring community where I learn to respect and value my environment and the people who share it with me.

I am committed to becoming the best I can be – a lifelong learner where those around me celebrate and encourage the start of my unique learning journey.

I am at the heart of my school and am proud to be so.'

High expectations of behaviour are an essential part of our Five Cs. Every member of the school community works together to encourage positive behaviour throughout the day in every part of the school environment: in the playground, the corridor, the cloakrooms and the classroom as well as during out of school activities. These expectations are also reinforced in class discussions and in whole school assemblies.

At the beginning of every year, in addition to our Five Cs, classes may create their own positively phrased guidelines for behaviour.

Every child in the school knows the standard of behaviour that we expect.

How we Encourage Good Behaviour

The systems used in school are based overwhelmingly on positive reinforcement. Some are used throughout the school and others are created by individual teachers to suit the needs of their classes/groups.

At a whole school level, there is a weekly Achievement Assembly at which specific achievements are recognised and celebrated.

Again, at a whole school level, wherever children are 'found' doing the right thing by a teacher or other adult, they can earn merits to earn certificates and awards.

At lunchtimes, instead of merits, the children collect raffle tickets from midday supervisors. Just like merits, these are awarded for many different reasons including excellent manners, positive play and helpful behaviour. The raffle tickets are posted in our 'Star Box'. Each week, four names are pulled from the box and the selected children each choose a friend and eat their lunch on our very special 'Star Table'.

Within classrooms, several other systems are used to recognise either individuals or the class as a whole. Some examples of these are as follows:

- ❖ Stickers and stamps on work.
- ❖ A whole class target, such as filling a jar of marbles which, when completed earns a class reward.
- ❖ Earning a privilege, such as leading the class line or helping the teacher.
- ❖ Certificates recognising specific achievements in class – eg: 'Writer of the Week'.

Children love to share their successes with parents and we make every effort to inform parents and carers of special achievements by their child. Children may also be sent to Mrs Ballard for praise and rewards.

Every child in the school has a Record of Achievement book, in which we place favourite pieces of work, items from display, photographs and certificates. This folder is then presented to the children on their last day at the school as a celebration and souvenir of their achievements.

Children also have an essential role to play in the successful running of their school and the School Council and School Ambassador role gives children a real voice and allows them to share ideas or concerns and to resolve issues in a supportive environment.

Sanctions

From time to time, children need to be reminded about behaviour. We believe that everyone in school needs to be completely clear that there will be consequences for inappropriate behaviour and we employ a variety of sanctions to enforce the rules and expectations of the school – each appropriate to the individual situation.

Detailed below is a 'ladder' of sanctions that demonstrates how these sanctions escalate if misbehaviour is repeated.

- 1. A reminder is given on the behaviour that is expected and the child is given the opportunity to make the right choice.**
- 2. A second reminder is given and an appropriate sanction applied – at this stage, this could involve the child being asked to redo a piece of work, to move to a different place in the classroom – possibly to work on their own or to be closer to an adult. They may also be asked to miss part of their break time – to receive a short period of 'time out' – the sanction will vary depending on the nature of the behaviour.**
- 3. If inappropriate behaviour continues, the pupil misses a larger part or all of their break and/or lunchtime – class teacher to arrange supervision and to inform parents if appropriate.**
- 4. Persistent misbehaviour may result in removal to a partner class (agreed between teachers) for a set amount of time with work to complete – class teacher to inform parents.**
- 5. Sent to Headteacher / Deputy Headteacher – parents informed by HT/DHT**

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and may prevent the child from taking further part.

For more serious incidents, this ladder may not be appropriate and children will be sent straight to Mrs Ballard. Also, there may be times when a pupil requires their own, individual behaviour plan appropriate to their needs.

In extreme cases, persistent or serious problems with behaviour can result in fixed-term or permanent exclusion (in line with Local Authority policy).

All significant behaviour incidents are recorded using our ABC (Antecedent, Behaviour, Consequence) tracking system. This enables us more accurately to be able to look for patterns in behaviour, including triggers and develop strategies for overcoming difficulties.

Although persistent or serious misbehaviour needs recording, every child must feel that each day is a fresh start.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children and a number of our staff are certified MAPA trained (Managing Actual and Potential Aggression).

We must stress that sanctions will only be used rarely because we recognise that a positive approach to behaviour management will always be the key to successful learning.

Bullying

Willow Brook Primary School does not tolerate bullying of any kind. If we discover that an act of bullying (including cyber-bullying), intimidation or prejudice-based behaviour has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy and Equality Policy for further information).

Role of Parents

Good communication and a close partnership between school and home are paramount. Where behaviour is causing concern, parents will be informed at an early stage so that strategies can be discussed together and therefore reinforced and encouraged at home. We need and value support from parents to ensure that our children receive consistent messages about positive behaviour.

Agreed by all staff September 2017

To be reviewed: September 2018