

**WILLERSEY CHURCH OF ENGLAND
PRIMARY SCHOOL**



Positive Behaviour Policy

SEPTEMBER 2019

WILLERSEY CHURCH OF ENGLAND PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

1. General Introduction

At Willersey Church of England Primary School, our behaviour policy is firmly guided by values that ensure that positive attitudes take priority. Our Core Christian Values underpin all that we do:

Courage: *'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.'* Joshua 1:9

Compassion: *'Clothe yourselves with compassion, kindness, humility, gentleness and patience,'* Colossians 3:12

Friendship: *'Encourage one another and build each other up.'* 1 Thessalonians 5:11

Truthfulness: *'Tell the truth to each other.'* Zechariah 8:16

Respect: *'Do to others as you would have them do to you.'* Mathew 7:12

Creativity:

²³ *'Work hard and cheerfully at all you do'* Colossians 3:23-24

¹⁰ *'Whatever you do, do well,'* Ecclesiastes 9:10-11

1.2 Our Ethos Statement

Willersey Church of England Primary School offers an education according to the principles and practice of the Church of England. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through experiences it offers to all its pupils.

1.3 Our Vision Statement

'We learn together in Faith, Fun and Friendship'

Willersey Church of England Primary School has a long standing reputation for providing a caring and secure start for children in their vital years in education. We have a committed and enthusiastic staff who are working together to create a society of fulfilled, self-motivated people who have a real understanding of the value of God's love. The National Curriculum will be delivered as a tool to enable each child, irrespective of culture, gender, class or ability to have every opportunity to experience quality education. We enable each individual to reach their full potential, achieve significance, confidence and self-worth, and nurture an understanding and respect for others. It is important that each child should recognise the interdependence of individuals, groups and nations and gain a greater understanding and appreciation of the world in which we live.

Additionally, the Teaching and Learning Policy forms the basis of what we believe is important in education, and what practices you will see at Willersey Church of England

Primary School.

2. Aims

- 2.1 We aim to create and maintain a caring community in which all members will feel safe and happy; a community in which each individual feels included and able to reach their potential without hindrance.
- 2.2 We aim to develop honesty, respect, courtesy and consideration for all; to have regard and tolerance for all members of our school community.
- 2.3 We aim to oversee a calm and orderly school life
- 2.4 We aim to help children develop their own personality, taking responsibility for their own actions. We emphasise self-esteem and self-discipline, and encourage shared responsibility for good behaviour.
- 2.5 We aim to promote and celebrate achievements in all areas of children's lives.
- 2.6 We recognise that sometimes children need help to achieve these aims and to understand the consequences of their actions. We aim to have clear sanctions and procedures for staff to follow, and we make certain that children are aware of them. Where criticism is necessary, we criticise the behaviour, not the person.
- 2.7 We want children to be able to be forgiven, to forgive each other and to move on with a renewed, positive relationship following any incidents of poor behaviour

3. School Rules

- 3.1 Throughout the school, the Golden Rules are displayed and used as the basis for our day to day life in and around our classes. These rules have, in part, been formulated by the children. They are referred to in assemblies, and may be further developed in PSHE/citizenship lessons or RE lessons. Their tone is positive, not negative:
 - We treat each other with respect
 - We are kind to each other
 - We listen carefully to teachers, adults and each other
 - We walk calmly around the school
 - We work quietly and with concentration. We don't get distracted
 - We look after our own and other's property
 - We are honest
- 3.2 On the playground, our rules are basic common sense, aimed at ensuring the safety of every child:

- We are gentle when we play
- We are kind and helpful towards others
- We respect everyone's games
- We look after the playground
- We listen to and keep the playground safety rules
- We are honest with everyone

3.3 At lunchtime we show good manners when eating and we show consideration towards others:

- We clear up after ourselves
- We sit properly when eating
- We use our knife and fork appropriately
- We concentrate on our eating
- We try and eat our healthy options first

4. Good Behaviour

4.1 Good behaviour is very much the norm at Willersey Church of England Primary School. Our focus is on praising the good, rather than criticising the bad. Good work and good behaviour are praised and rewarded in the following ways:

- Smiles and words of praise and encouragement
- Praising the child to other children, parents/carers and members of staff
- Positive comments (or pictures) on written work
- Awarding stickers, smiley faces
- Displaying children's work
- Name placed in "The Gold Book"
- House Points, Stars, reward time
- Class points
- Values reward card

5. Teaching and Learning

5.1 Our curriculum is delivered in such a way that children are supported in every way possible. As outlined in our Teaching and Learning policy, work is differentiated to allow each child to achieve at their own level, minimising failure. A wide variety of teaching methods are employed, again encouraging the engagement of all children.

Marking and assessment is used in such a way that success takes precedence over failure. This supportive approach to all our teaching and learning ensures that good behaviour is the norm in classrooms and around the school.

In Key Stage 2, we have a set of guidelines for 'Learning Attitudes.' These are aligned, where appropriate, to our Core Christian Values. These give the expectations in terms of attitudes to learning expected in the classroom. These expectations are under the titles of: *Being Prepared, Working Together, Effort and Responding to Advice.*

Criteria:	1 Outstanding	2 Good	3 Needs to improve
Being prepared: (creativity)	You settle quickly, have all your equipment ready and remain focussed on your work.	You settle, usually have all your equipment ready and you usually focus on your work.	You do not settle quickly and you are not consistently focussed on your work. You sometimes have your equipment ready.
Working together: (Respect, friendship)	Your behaviour is outstanding and you always contribute positively to your learning and to other children's learning in lessons. You always show respect for children and adults in the classroom.	Your behaviour is good and you contribute positively to your learning and to other children's learning in lessons. You show respect for children and adults in the classroom.	Your behaviour is not good in lessons and your behaviour stops you from making as much progress as you could. It also prevents other children from making as much progress as they could. You sometimes show respect for others in the classroom.
Effort: (Creativity)	You always try your best on all your work tasks and you can always work independently when you are asked.	You try your best most of the time and you can work independently most of the time when asked.	You need quite a few reminders from your teacher to make an effort with your work and you don't really try to work independently.
Responding to advice:	You always take notice of your teacher's comments or marking.	You usually take notice of your teacher's comments or marking.	You sometimes take notice of your teacher's comments or marking, but not enough to improve your work.

6. Unacceptable Behaviour

6.1 Despite the school's positive attitudes, some children behave in unacceptable ways on occasions. When this occurs, the school's response is firm, but fair and consistent. Children are always given the opportunity to give their side of the story, either in a group or one-to-one with an adult. Adults always listen to both sides of the story before apportioning blame, but when blame is clearly identified, the following sanctions may be used:

- Warn with a gentle reminder of good behaviour expectations, remind pupil of choices and consequences.
- Assertive request (I would like you to...I am telling you to...)
- Separation from peers – cooling off time
- Loss of privileges e.g loss of 5 minutes of 'Reward Time.'
- Loss of break/lunch time, either to complete unsatisfactory work or to occupy their time positively
- Time out with Headteacher (or another teacher in the absence of the Headteacher)
- Inform parent/carer by telephone or letter
- Invite parent/carer into school to discuss issues
- Yellow or red card for lunchtime matters
 - Report card system for each lesson
 - Time out
 - Behaviour contract
 - Teacher/child/parent/outside agency meeting

On some occasions, these guidelines may be tailored into an individual behaviour plan for a specific child to give extra support and guidance. This will be in line with the behaviour policy.

6.2 A written record of serious poor behaviour is kept in school by either the teacher or the Headteacher. This may be used as evidence to support further action. Outside agencies may be contacted for help and advice, including:

- School Nurse
- Educational Psychologist
- Special Educational Needs Support Service (SENSS)
- Counsellors/Therapists
- Sensory, Communications and Interaction, and Physical Impairment Service (SCIPS)

Parents/carers are always informed of Outside Intervention and their permission is sought before a referral is made.

6.3 Serious instances of unacceptable behaviour will result in a child's immediate removal from lessons, and is often followed by a more serious course of action. These behaviours might include:

- verbal abuse towards a member of staff
- Persistent refusal to carry out an instruction/request
- use of unacceptable language, racist or sexual remarks to peers or staff
- physical aggression
- stealing
- vandalism

In these instances, the school's response may include:

- instant removal to Headteacher. The incident will be discussed with the child by the Headteacher, and notes may be made. Depending on the age and maturity of the child, these notes may also be signed by the child as a true record of what the child said.
- Discussion of incident with staff/ witnesses. Again notes may be made, and these may be signed as a true record.
- Contact parent/carer to discuss incident and appropriate courses of action
- Contact outside agencies for help/advice, e.g. Local Authority, Police, Doctor
- Where a pupil's behaviour is such that they are a danger to themselves or others within the school, a temporary exclusion order may be used. In these rare instances, the school follows the Local Authority procedure for exclusion and subsequent reintegration. If required, permanent exclusion procedures are strictly adhered to following guidance from the Local Authority

6.4 Whilst every precaution is taken to ensure security at school, in the event of a child running away from the school premises, staff will not chase but may monitor from a distance. This avoids accidents and confusion.

The local police may be informed, along with parents and carers. Known family members or friends may also be contacted to help the search. Staff may, if available, go out of school to see if the child can be found and taken to safety. The safety of the child is paramount at all stages.

When the child is returned to school, he she will be given time to discuss the incident. Notes may be taken as outlined in 6.3. The school will monitor the child carefully when they return to class, and discuss progress with the parent/carer. Sanctions as outlined elsewhere in section 6 may be employed as appropriate.

7. Links with other School Policies

- 7.1 We have an anti-bullying policy. All staff take seriously allegations of bullying, which are dealt with according to our policy.
- 7.2 We have a child protection policy. All staff take seriously allegations of child abuse, which are dealt with according to our policy.

8. Review

This policy was re-written in May 2016 and will continue to be reviewed annually by the Headteacher, teaching staff and governors.

This policy is operated in line with statement of vision and ethos of Willersey C of E Primary School and its Equal Opportunities Policy.

Agreed by the Curriculum Committee

Signed:

Date:

Approved by the Governing Body:

Signed:

Date:

Date of Review: