



Wibsey Primary School

Behaviour policy

Vision

At Wibsey Primary School we aim for all pupils to feel safe, secure and cared for within a structured and consistent system. Our school will be a positive, ordered and happy school with a climate in which children feel valued, understood and cared for. This will be fostered within a calm and purposeful environment in which the development of respectful relationships is seen as a priority. This is based on a commitment to spend time ensuring that children are given clear boundaries, encouraged to reflect on and learn about how their behaviour affects others and to support them in developing empathy with those around them. We will communicate clearly with parents about important issues or events regarding the behaviour of their children.

Aims of the policy:

- ✓ To ensure consistency in living a positive behaviour culture from the staff and children of Wibsey Primary.
- ✓ To develop children's self-esteem, self-respect, respect for others and the school environment
- ✓ To create a calm, caring and co-operative environment where children feel safe and secure
- ✓ To ensure consistency of expectation in managing behaviour and adherence to our school rules.
- ✓ To have a consistent and fair system of rewards and consequences.
- ✓ To ensure all members of the school community including parents are aware of and support our behaviour policy

Principles underpinning this policy

- All children should be valued, listened to and cared for and kept safe
- Teachers should be fair, consistent and positive
- Good behaviour and positive relationships should be modelled by all members of the school community
- Staff should interact with, and speak about children in a positive way.
- Staff should always try to develop children's self-esteem.
- When children are engaged in their learning their learning behaviours will be positive and productive.
- Mutual support at all levels is important; children are entitled to support to help them with their behaviour and staff are entitled to support when dealing with behaviour that is not in keeping with our school rules.

Equal Opportunities

At Wibsey Primary School we are committed to providing the best possible education so that all our children thrive and achieve. We believe our children, families, staff and governors are of equal value and we respect and appreciate the diversity they bring to our school community.

Through our policies and practice, we strive to foster positive relationships and a shared sense of belonging and we challenge any inequalities or barriers that exist. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations.

The Role of Parents

- We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial to build trust and to develop a common approach to behaviour expectations and strategies for dealing with problems.
- We ask parents to keep us informed of behaviour difficulties or trauma experienced at home, which may affect their child's behaviour at school.
- We will also communicate concerns about behaviour to parents through a meeting or a phone call.

The Role of all Adults

Promoting positive behaviour and managing difficult behaviour is the responsibility of all adults in the school. Children should be thanked and praised, when they adhere to the school's expectations and challenged when they fall short. Adults should always treat children with respect and care. When dealing with challenging behaviours, adults should focus on the behaviours that need to be modified rather than the child's personality. When the school rules are not adhered to, staff should follow the procedures outlined in the flow chart.

Our School Rules

1. Be kind and thoughtful towards others.
2. Be honest and trustworthy.
3. Keep our school attractive and safe.
4. Be prepared to listen to others.
5. Walk quietly and sensibly around the school.

Our school rules form the basis of our policy. The rules should be shared regularly with all staff and children through assemblies, class discussions and through displays in class which act as reminders for the children. Time should be spent with children during the year on exploring exactly what the rules mean, and why we have them.

Rewards and Praise.

At Wibsey Primary School we believe that a positive ethos and environment leads to a positive atmosphere and improved learning behaviours. Strategies for encouraging and promoting good behaviour include:

- Verbal and non-verbal praise
- Promoting independence – giving children responsibilities in class to boost self-esteem and give children a sense of purpose and sense of worth.
- Stickers and postcards through the school's 'Good To Be Green' scheme.
- Weekly Golden time.
- Reward shop stamps
- Book tokens for the book shop

Good to be Green

The 'Good to be Green' scheme is an effective and consistent way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code.

The scheme is very visual, with child friendly resources which allow pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a difficult day, they can start afresh the following lesson or day.

Each full week that a child stays in 'Green' will be rewarded in having golden time in class, a sticker and a reward shop stamp.

Golden time

This takes place in the classroom each week. It consists of a set amount of time (15 minutes for KS1 and 30 minutes for KS2) where the children can play constructive games and be creative, applying skills in an activity of their choosing.

Reward shop

Children are rewarded stamps for being 'Green' each week, 100% attendance and working hard in lessons. At the end of a full term, the children may cash in their stamps and buy merchandise from the reward shop or save them for the next term to buy a bigger reward, promoting an understanding of real life financial decision making.

Procedures to follow when a child does not adhere to the school rules.

At Wibsey Primary School we follow a staged system to deal with behavioural issues. The first response to a child is a brief non-verbal warning, followed by a yellow warning card if the low level behaviour does not immediately cease, on the 'good to be green' board. Should the unwanted behaviour continue they will receive a consequence red card and move to stage 1.

Stage 1 – The child loses 1 minute of golden time.

Stage 2 – The child loses 2 minutes of golden time

Stage 3 – The child loses 5 minutes of golden time

Stage 4 – The child is sent to the phase leader/behavioural manager

Stage 5 – The child is sent to the head teacher/deputy head teacher/ inclusion manager

The stages should be used by teachers within the classroom and recorded appropriately. Repetitive/serious/red incidents that require referral are recorded on the school's behavioural concern forms and kept within the blue behaviour file in class.

The use of the stage system does not mean that all behaviour issues begin at stage 1. If a child does something which is of a particular severity then teachers should use their judgement in deciding which stage is the most appropriate starting point. Please see the flow chart for examples. Discretion

and amendments will be made and noted in a behaviour plan for the small minority of children who have specific SEND that would make it difficult for them to succeed within the system.

Foundation Stage Behavioural System

Foundation stage have their own reward scheme that links in with the KS1 and KS2 scheme of Good to be Green and Golden Time. They follow the rainbow to reach the Pot of Gold. The children are able to move up and down according to their behaviour throughout the day and are encouraged to make the correct choice in order to progress to the Pot of Gold. The stages of the system are: Rainy-Cloudy-Sunshine-Over the Rainbow-Pot of Gold.

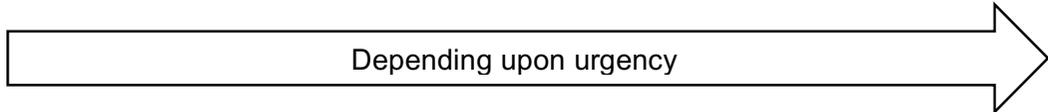
All the children start each day on Sunshine. The children are rewarded for positive behaviour by progressing to Over the Rainbow and then finally to the Pot of Gold. If a child makes the wrong choice then their peg moves down towards Rainy (please see the flow chart below). Every child throughout the day has the opportunity to move back up the chart and still reach the Pot of Gold. If a child is on the Pot of Gold at the end of the day they are rewarded with a prize from the Pot of Gold.

Children with Behavioural and Emotional Difficulties/Vulnerable Groups

If a child's behaviour regularly becomes an issue, then staff will consult with Phase Leaders and/or the school's Behaviour Leaders. Parents will be involved and invited to attend a meeting with the class teacher/phase leader or behaviour manager to discuss strategies that might be put into place at home and at school to try and support the child. This may involve a behaviour plan identifying triggers for the child's behaviour along with potential resolutions.

Agreed by Governors	Full Governors	
	Finance and General Purposes	
	Teaching and Learning	X
Date:		
Chair of Committee	Lisa Knowles	
Approved	May 2017	
Review	May 2019	

Wibsey Primary School's Example Sanction Flow Chart.

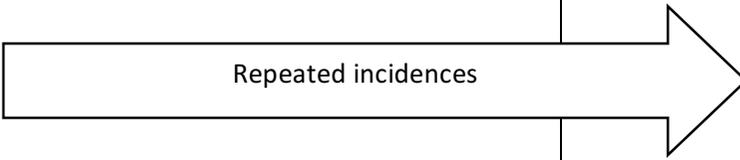


KS1 and KS2

School Rules	Brief warning Followed by Yellow Warning Card	Stage 1 Red Consequence card 1m loss of Golden time	Stage 2 Straight to Red consequence card 2 minute loss of golden time	Stage 3 Straight to Red consequence card 5 minute loss of Golden Time	Stage 4 Straight to Red consequence card Sent to Phase leader/behaviour manager for formal recording (with concern form from teacher)	Stage 5 Sent to Head /Deputy or inclusion manager
<p>Be kind and thoughtful towards others</p> <p>Be honest and trustworthy</p> <p>Keep our school attractive and safe.</p> <p>Be prepared to listen to others</p> <p>Walk quietly and sensibly around school.</p>	<ul style="list-style-type: none"> ○ General very low level disruption e.g. ○ Not keeping hands to themselves ○ Rocking on chairs ○ Talking while the teacher is talking ○ Calling out ○ Creating disturbances when moving around school with class 		<ul style="list-style-type: none"> ○ Calling names ○ Unkind comments that upset others ○ Refusal to participate ○ Taking other children's property ○ Winding up other children ○ Minor damage e.g. silly behaviour leading to 	<ul style="list-style-type: none"> ○ Being disrespectful ○ Breaking school equipment ○ Telling lies 	<ul style="list-style-type: none"> ○ Discriminatory comments e.g. racism, LGBT and other protected characteristics ○ Swearing ○ Hurting other children ○ Bullying ○ Damaging others' property ○ Throwing objects at people ○ Kicking over a chair ○ Spitting at someone 	<ul style="list-style-type: none"> ○ Physical bodily harm ○ Stealing from children, adults and school. ○ Vandalising school property ○ Creating an substantial disturbance in class which affects learning ○ Creating an substantial disturbance around school
			<p>Repeated incidences</p>			
<p>Outside of the classroom/general movement</p> <p>All school staff are expected to positively praise expected behaviour with all children around school and verbally warn where needed before referring to class teacher.</p>						

Wibsey Primary School's Example Sanction Flow Chart.

Foundation Stage/ Reception

School Rules	Move one step down the rainbow to Cloudy	Straight to Rain Concern form from Class Teacher Inform JB	Sent to Phase Leader inclusion manager
<ul style="list-style-type: none"> • Be kind and thoughtful towards others • Be honest and trustworthy • Keep our school attractive and safe. • Be prepared to listen to others • Walk quietly and sensibly around school. 	<p>General very low level disruption e.g.</p> <ul style="list-style-type: none"> - Not keeping hands to themselves - Talking while the teacher is talking -Not following class routines - Calling names - Unkind actions that upset others - Being disrespectful - Breaking school equipment - Telling lies - Throwing objects at people - Swearing - Damaging others' property - Spitting at someone - - <div style="border: 1px solid black; padding: 10px; margin-top: 20px; text-align: center;"> <p>Outside of the classroom/general movement</p> <p>All school staff are expected to positively praise expected behaviour with all children around school and verbally warn where needed before referring to class teacher.</p> </div> <div style="text-align: center; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">Repeated incidences</div>  </div>	<ul style="list-style-type: none"> - Discriminatory comments e.g. racism, LGBT and other protected characteristics 	<ul style="list-style-type: none"> - Physical bodily harm - Creating an substantial disturbance in Unit which affects learning