

West Melton Primary School



Positive & Proud Behaviour Policy

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Ethos

At West Melton Primary School we aim to provide all children with an environment in which they are happy, proud and Successful:

Pride

We aim to celebrate any achievements and progress, encouraging independence, lifelong learning and resilience along the way.

Happiness

We aim to make the school an emotionally supportive environment for all.

Success

We aim to enable all members of the school community to achieve their individual academic potential.

We believe:

- Children need to know when they have been successful
- Improved self-esteem underpins good behaviour
- Praise and positive reinforcement is more effective than punishment
- Individual differences are valued
- Good behaviour should be held in high esteem by all members of staff who will overtly and consistently reward and promote it at all times
- Each new day is a fresh start
- Children will have equal access and opportunity to the curriculum
- Effective links between home and school are essential to success and good behaviour
- Consistency is the key to success. All staff (both teaching and non-teaching) will endeavour to follow the positive behaviour policy of the school and implement its procedures
- Developing self-esteem and emotional intelligence should be explicitly taught through weekly timetabled PHSCE lessons led by the class teacher.

Our Aims:

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Our purpose is:-

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

Rights Respecting School

West Melton Primary School is proud to be a UNICEF Rights Respecting School. This behaviour policy encompasses the following articles from the UNICEF Convention on the Rights of the Child.

- **Article 12 (Respect for the views of the child):** When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.
- **Article 15 (Freedom of association):** Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.
- **Article 16 (Right to privacy):** Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes
- **Article 19 (Protection from all forms of violence):** Children have the right to be protected from being hurt and mistreated, physically or mentally.
- **Article 28: (Right to education):** All children have the right to a primary education, which should be free. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way. Any form of school discipline should take into account the child's human dignity.
- **Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.
- **Article 31 (Leisure, play and culture):** Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.
- **Article 37 (Detention and punishment):** No one is allowed to punish children in a cruel or harmful way.

Rules & Rights

School rules are kept to an essential minimum and are linked to the children's rights, displayed on a charter in all classrooms. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. Both the pupils and adults decide and agree on how they will respect the rights/rules chosen.

Anti-social behaviour is not condoned and school, parents and pupils are encouraged to sign a home/school agreement in their learning logs at the start of the year. It is essential that parents and teachers work together through discussion and action on any problems which develop.

Attitude/Effort

'Attitude' is rewarded on a daily basis with 'Proud points' and effort is graded and recognised in our marking and feedback policy. Pupils attend termly meetings with their teacher to discuss their attitude to learning and the impact this is having. Attendance, punctuality, behaviour, effort, homework and uniform are also areas that are discussed, tracked and reported on in the end of year reports. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/satisfactory, Red-unacceptable. Targets and support are agreed where necessary.

Our Whole School Code of Conduct is:

Take Care of Yourself

Never

- Do anything silly or dangerous where you might be hurt.
Stay in school at break times without adult supervision or leave school without permission.
Talk to strangers in school unless they have a school badge.

Always

- Tell someone if you are unhappy, being picked on or bullied.

Take Care of Others

Never

- Do anything to hurt others (such as hitting/name calling).
Distract others from working.
Be cheeky or rude to adults.

Always

- Be friendly to visitors, newcomers and other children.

Take Care of your School

Never

- Steal or deliberately damage school equipment.
Drop litter or deface the school building.
Give the school a bad name.

Always

- Be proud of your school.

NB: This should be displayed and referred to in all classrooms.

How is good behaviour recognised?

All children who use appropriate behaviours will be encouraged and rewarded. Rewarding good behaviour is the norm and is the responsibility of all adults in the school. Staff are expected to be pro-active in celebrating ordinary good behaviour overtly and on a regular basis during the school day. Rewards need to be consistent across the whole school. Good behaviour of children will be shared with parents on a regular basis.

Rewards can be general, linked to the whole school system, or awarded with certificates in a weekly and monthly celebration assembly.

General rewards

- Positive praise through verbal and/or written comments given on work.
- Recognition can be given to success of differing kinds in assemblies, e.g. special mentions, presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Headteacher and/or other staff members for commendations.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Monitors, School's Council, Rights Respecting Citizens etc.
- Stickers and personalized charts can also be used where effective.

Whole School Reward System: 'Dojos = Proud points'

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, attitude and effort and manners based on the collection of 'dojos/Proud points'. These can be cashed in weekly for prizes or saved to spend on bigger treats.

Once awarded a Dojo, it can never be deducted (see 'improving behavior section')

What is Class Dojo?

Each pupil is assigned an avatar/monster to represent them. When they demonstrate positive behaviours and/or achievements from the list below, any staff member can simply click on the avatar, choose the appropriate behaviour from a list, and award the child one dojo/proud point per achievement. Children can be awarded class Dojo points individually or as a whole class.

Parents can receive information and photographs about their child's successes by logging into their child's account using smartphone, tablet or PC (school will provide log in details).

Once children have achieved 50 Dojo points they can 'trade' them in at the Dojo/Proud points Reward Shop for additional rewards or bank them. Children can do this when they have achieved 100, 150, 200 and so on through the year.

These rewards will be decided by the School Council in conjunction with all children in school. They may include extra playtimes; ICT time or other rewards as determined by the children.

Each week in Monday Assembly the class with the most Dojos will be announced. They will receive a class certificate and an extra afternoon playtime.

A class Dojo/Proud points league table will be kept for the half term with the winning class receiving a class treat at the end of term.

Reading Rewards

To encourage parental support at home with reading if pupils reading logs are signed at least 3 times a week, alongside achieving a dojo/proud point, pupils will also receive a variety of prizes every five weeks.

Certificates

A weekly special mentions assembly(see appendix 1) is dedicated for the praise and recognition of children who have made particularly noteworthy progress for one of the 5R's. Resilience, Responsibility, Reasoning skills, Resourcefulness and Reflectiveness.' These learning skills will be a focus throughout the year. A **weekly Dojo/Proud Points Champion** will be awarded for each class and a certificate (see appendix 4) sent home each week. The weekly newsletter to parents highlights the Star Learner and Dojo Champion for each class for that week, as well as the winning class with the most class Dojos. Parents are personally invited to attend monthly special assemblies and witness the presentation of certificates Student of the month and citizen of the month certificates (see appendix 2 & 3), are presented during these assemblies.

PROUD POINTS/DOJOS

can be achieved by ...

P

Presentation-wearing the correct uniform looking smart and working as neatly as I can. This includes any work that is displayed too.

R

Respect- treating yourself and others around you in a positive way- fantastic behaviour & attitude. This can be linked to the class behaviour chart too.

O

Organisation-being ready and prepared to make the most of learning time. This includes arriving on time for school too. Reading logs signed and homework completed can also earn points too.

U

Understanding-knowing what I need to do to and completing a task or improve my learning.

D

Determination-knowing that even when things are difficult I keep trying.

PROUD POINTS @ LUNCHTIMES

P

Presentation

-looking after our environment in the hall and outside on the playground

R

Respect

- treating yourself and others around you in a positive way

O

Organisation

-making sure I am in the right place at the right time

U

Understanding

-knowing what I need to do to have a good lunchtime

D

Determination

-knowing that even when things are difficult I can keep calm and ask for help

Behaviour Procedures

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the Head teacher' as a sanction, as there is no guarantee that the child will arrive or that the Head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the Head teacher should be sent for. If unavailable, the Deputy/Assistant Head or most senior staff member available should be called.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Head teacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the Head or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed.

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play.

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised.

Playtime Supervision

Teachers, teaching assistants and lunchtime supervisors are required to perform supervisory duties including playtime supervision. A minimum of four staff members are required to supervise playtimes. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff should welcome children into their classrooms at 8:30am, and see children safely off the premises at 3.05pm. Hot drinks should be taken onto the playground in safety cups with a lid.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. Two members of staff per yard area maximises levels of visual supervision. When the weather is good enough for the field to be accessed, only the top yard and field should be used by the children. Two staff on the yard and two on the field.

An internal bell ring should be rang one minute before the end of play to inform other staff of the imminent blowing of the whistle. Upon hearing the bell, staff should go to the yard to collect their classes. If, for whatever reason, the internal bell does not sound, staff should assume that playtime will end at the normal time and respond accordingly. If, for whatever reason, staff do not respond to the bell, the duty teacher should not blow the whistle or send children into the building unsupervised, but send for the Head, Assistant Head or most senior teacher available.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. Staff send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a dojo/Proud point.

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their teachers that they must wear their coats at the beginning of playtime as they will not be allowed back into school during playtimes.

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency.

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

Managing Class Behaviour

In order to monitor, manage and improve pupil's behavior during lesson times, a visual system should be used by all staff. This will have the following headings : Extraordinary, Fabulous, Ready to learn, Make better Choices, Talk about a consequence' displayed and each child will have a laminated picture of their avatar/monster chosen from the dojo/points system that can be moved up and down the chart with either blue tack or a peg. (see appendix 5)



At the start of each day, all children will be placed at 'Ready to learn'. If behavior needs a reminder or warning, the ultimate aim is for this to improve throughout the day. Parents should be contacted if a consequence has been given or if fabulous/extraordinary learning behaviours have been achieved (via the dojo system).

Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

If unacceptable behavior occurs:

Step 1 Class teacher gives a verbal behavior rule reminder:

e.g. Polite but firm requests, consider repositioning, separating etc.

If inappropriate behaviour continues . . .

Step 2 Class teacher gives a warning:

Use the agreed phrase, 'This is a behaviour warning. Do you understand?'

The Child's name will be moved on the chart to amber .

If behaviour continues to be poor . . .

Step 3 Class teacher asks the child to move to 'time out'.

- The Child's name will be moved on the chart to 'consequence'
- Child sent to designated chair/desk of classroom separate from the other desks if possible. To sit for 3-6minutes (age appropriate) sitting alone in order to reflect, calm down etc without causing disturbance. This time is **not** used to do their work- this needs to be returned to afterwards.

- The staff member who has given the sanction will record this into the child's learning log, make a call parents and record the conversation onto cpoms.

If behaviour improves return to lesson. If not or if child refuses, move to

Step 4 Child is sent to the Teacher colleague in next year group up for the remainder of the lesson time.

- Child escorted to next year group.
- Up to 1 hour/session working alone without causing disturbance.
- Removal of playtime.
- * The staff member who has given the sanction will record this into the child's learning log, make a call parents and record the conversation onto cpoms.

If behavior improves return to class with the focus on redeeming themselves. If not or if child refuses, move to

Step 5 Child is sent to a member of SLT for the remainder of the morning and/or afternoon.

- * Child escorted to SLT member/Headteacher.
- * Up to half a day working alone without causing disturbance.
- * Parents are informed of isolation by phone call and letter.

If behaviour improves return to class. If this behaviour continues at this stage .

Step 6 Child is issued with a Behaviour Contract

A last step before an exclusion may be issued.

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents, Governors and Behaviour support informed.

Step 6 (Headteacher)

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents, Behaviour Support informed.

Step 7 (Headteacher)

Internal Exclusion (up to 5 days)

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents, Behaviour Support informed by letter.
- LA informed of likelihood of external exclusion.

Step 8 (Headteacher)

Fixed Short Term Exclusion

- Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract for a minimum of 2 weeks.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence.

These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

Any Inappropriate Behaviour during assemblies and breaks should be dealt with by teachers on duty or in the Hall at the time and communicated with the class teacher.

If children are missing break times due to the impact of behavioural issues - the teacher who has issued this sanction should remain with the children at this time.

A behaviour log must be kept by class teachers for warnings and timeouts in order to ensure reoccurring behaviours are also communicated with parents too.

Recording behavioural issues, incidents & Sanctions

A class record of any child put on 'Time Out' with date and reason must be kept and time parents were informed recorded too.

If you are

- Monitoring individuals
- Patterns in behaviour emerge.
- An individual is frequently being isolated.

Records of incidents also need to be recorded onto cpoms too.

Any individual behavioural incidents /playtime/lunchtime concerns must be recorded on CPOMs by all staff who were involved along with the conservation held with parents. Any statements/comments should be brief but succinct, clear, unambiguous. What/who/when and consequence need recording.

Vulnerable Children

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for statements of SEN and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential.

Anti-Bullying and Anti-Discrimination

Bullying: WE ARE A 'TELLING' SCHOOL

We annually support 'Anti-Bullying' week in school.

Bullying is defined as persistent, systematic and deliberate desire to hurt others and can be verbal, mental or physical. At West Melton Primary School we are keen to identify early signs of bullying and children are encouraged to tell a teacher, parent or friend. All incidents are treated seriously and the appropriate action taken to deal with the bully and help the victim. Incidents will be initially dealt with by the class teacher who will investigate the incident and then follow the appropriate sanctions in our Anti-bullying policy.

Playground Leaders

Playground Leaders encourage positive relationships between pupils during playtimes: guiding pupils when playing games, looking out for children who appear upset or lonely and making sure that all children feel happy at playtimes.

Written: September 2017

Next review: September 2018

Signed Head Teacher.....Z.Norris.....Date

Signed Chair of Governors.....Date.....

