



Guiding us
step by step
into the future

Policy to promote Positive Behaviour

Member of staff responsible	Paul Hiatt
Governor responsible	Lisa Littlewood
Sub-Committee responsible	Curriculum
Date agreed with staff	03/09/12
Date discussed with pupils	This needs to be taken to School Council in Sept Shared with classes Sept 2012
Date agreed at Sub-Committee	06/11/12
Date approved at Governing Body	NA
Frequency of policy review	Tri- annual
Date next review due	January 2015

Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	Feb 1995	Original Issue
1.1	May 1997	Updated
1.2	June 2005	Updated
1.3	Jan 2009	Updated
1.4	July 2012	Updated with new 'Whole School Incident Form', code of conduct and whole school list of sanctions to be applied

Vision

"All at Warden Hill are working to create and maintain a safe and secure environment for children, with an atmosphere that fosters happiness and growing self-confidence." (School Vision Statement)

Good behaviour and discipline are essential to good education. Without an orderly atmosphere, effective teaching and learning cannot take place. We endeavour to help children grow up with a clear and acceptable view of what is right and wrong, appreciating the needs of others and of the society around them. Our ultimate aim is to help children become independent, self disciplined and responsible adults.

Aims

Our aim is to create a happy and stimulating environment for the children. In order to create this we will:

- Encourage children to have an awareness of other people and to treat peers, teachers and all adults with courtesy and respect
- Be respectful of the school environment and expect all children to be responsible for litter and general tidiness
- Be respectful of property belonging to the school and their peers
- Promote good, positive behaviour

This school believes that happy, well behaved children foster a stress free environment for all to work in. A consensus about behaviour management will generate a high morale and sense of purpose amongst staff and pupils. A well established policy will also be supportive to new members of staff and students. The staff are required to follow the policy which encourages a positive approach to behaviour management wherever possible - with a strong emphasis on the positive. The opinions of parents and the community about the effectiveness of Warden Hill are strongly influenced by how the children behave inside and outside school.

Children should be aware of a uniform approach towards behavioural issues by the adults caring for them. They need to know from the outset what is acceptable in the various areas of school and to understand that all adults will react in the same way in given circumstances.

Children should also be able to expect consistency in their staff's manners and behaviour towards them. Although it is right that staff should make allowances for the child's personal problems, staff are not justified in letting these considerations influence the running of the class as a whole.

Role of the staff

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Reprimanding the behaviour of the child should be a private matter between the teacher and the child to avoid resentment.

A statement of expectations and pupils behaviour

As the children grow older, we encourage them to become increasingly self disciplined and, at all times, to be considerate to other people.

Children and staff are expected to promote a caring, sharing and welcoming ethos. This should ensure a safe and happy school in which to learn and develop.

We expect behaviour to be consistent at all times of the day, including playtime and lunchtime.

We do not condone bullying (whether verbal or physical), rudeness or a disregard for rules. (See Anti-Bullying Policy for further guidance)

Everyone at Warden Hill is encouraged to be well mannered at all times. Children will learn by example as well as rule. Together with parents we have a substantial responsibility in setting a good example. All at Warden Hill follow the 'Code of Conduct' (see appendix 3) to ensure that we maintain a safe, secure and happy environment in which to learn and work.

Children's rules

The school adopts the "Golden Rules" as follows for the classroom and the playground:



In addition to these at the start of each academic year each class should draw up their own specific rules which should be positively phrased, displayed clearly in the classroom and regularly brought to the children's attention. These are based on the 'Code of Conduct' (see appendix 3). and link to the 'Golden Rules'. Children should only be allowed in the classroom during lunch and morning breaks in the presence of a teacher or other responsible adult. During wet playtimes a member of staff or MDSs (Midday Supervisors) patrol the school and wet playtime monitors from year 6 help to supervise the Junior children. If there are any incidents during a playtime or lunchtime the teachers and or MDSs on duty deal with it initially and then refer it either to the class teacher responsible or the Head of Key stage depending on the level of severity.

Rewards

There are a variety of ways in which we reward children who display good behaviour in school. Each class teacher also uses their own tried and trusted techniques for developing a positive atmosphere where children have the opportunity to learn, including verbal praise, house points and, when appropriate, merit marks.

Sanctions

It is inevitable that some behaviour has to be curtailed and this is done firmly and consistently.

We have a series of consequences if someone breaks a rule:

1. A reminder about behaviour and choices
2. Five minutes off break
3. Time out of class and missed break
4. Time out of class and 30 minutes of lunch play missed
5. Pupil sees Head of Key stage and parents are informed

Persistent low level behaviour issues will also be treated in a consistent way. Although these can be very varied the general rule is that three reminders is enough. If a child has been asked about a particular issue three times in a row they should be aware that the sanction system will take effect and stage 2 will be the next consequence of continued inappropriate or inconsiderate behaviour.

Serious misbehaviour (eg disrespect to staff, property or cultures, swearing, fighting) is very rare at Warden Hill. Such behaviour would mean warnings are automatically by-passed to number 4 or usually number 5 on the consequence list. It is at this point that a behaviour incident form (see Appendix 2) is used to record the nature of the incident and parents are contacted although it is likely that they will have already been spoken to. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school.

Behaviour incident forms are used to record unacceptable behaviour and once completed by the member of staff dealing with such an incident, are kept centrally with the Head of Key stage. These forms detail the incident and the action taken and are reviewed fortnightly at SLT meetings to monitor any emerging patterns. If a form is completed, the child/children involved parents' are informed.

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature ie we aim to remove the personal judgement so children understand and accept the school rules. We allow for differentiation of sanctions where appropriate. This is to

reflect different levels of culpability (or fault) while maintaining consistency and fairness of the treatment of pupils. We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task. We expect children to make good choices and older children to set a good example to younger ones. We expect children to not support the misbehaviour of their peers. We expect and encourage children to tell an adult of misbehaviour.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The Head of key stage is informed and parents will be contacted.

Exclusions

If misbehaviour is serious and continues, the Head Teacher will follow the LA exclusion guidelines. See Appendix 1

Equal opportunities

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Signed Head Teacher
Date

Signed..... Chair of Governors
Date

Effective: Immediately

Distribution: All Staff and Governors, pupils, parents

To be read in conjunction with the following policies:

Anti-Bullying Policy

ICT Acceptable Use Policy

Child Protection and Safeguarding

Appendix 1: Fixed-term and permanent exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The head teacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. A committee, made up of between three and five governors, considers any exclusion appeals on behalf of the governing body. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The link below gives more information for parents and carers:

<http://www.gloucestershire.gov.uk/article/107601/What-to-do-if-your-child-is-excluded-from-school>

A less extreme form of exclusion may also be considered: this may, for example, involve lunchtime exclusion or learning exclusion, where a pupil learns away from the class. School staff would consult with parents but do not need to report this.

Appendix 2: Behaviour Incident Form



BEHAVIOUR INCIDENT FORM



Child/Children involved: _____ **Class:** _____

Details with regard to the incident

Person completing form (signature notes that this is a true and accurate record, date) _____

Action Taken, By Whom and Outcome

Seen by Head Teacher? (initial, date)

Appendix 3: Code of Conduct

Code of Conduct for everyone at Warden Hill Primary School

IN GENERAL

Politeness

- * Use an appropriate volume of voice
- * Use language which is neither abusive or offensive
- * Offer to help others
- * Eat sensibly and quietly at lunch times
- * Be welcoming to visitors

Listen to others and expect to be listened to

- * Try to understand other people's point of view
- * Do not interrupt
- * Be silent when required
- * Do not answer back.

Take care of our school

- * Take care of our displays
- * Keep the walls and furniture clean and unmarked
- * Put all litter in bins (even if this means carrying it until you find a bin)
- * Wear the correct uniform
- * Report any damage you see to a teacher
- * Use toilets in an acceptable way.

Respect for property

- * Leave things alone that are not yours
- * Return things to whom they belong
- * Use things in a sensible way
- * Leave things in the best condition possible
- * Tidy up even if it's not your mess

OUT OF CLASS

- * Keep to the left when walking along corridors or stairs
- * Walk rather than running, pushing or barging past others
- * Be ready to help by opening doors
- * Be ready to help by offering to carry things

IN THE PLAYGROUND

- * Be considerate
- * Allow everyone to choose what they want to do
- * Leave others alone if that is what they want
- * Choose what you say carefully
- * Think about how others will feel about your actions

- * Don't be rough
- * Line up properly