



# **BEHAVIOUR POLICY**

## **2015**

Version	Date	Author	Change Description
2.0	27/03/2015	Mr L Robichaud	Update and introduction of Code of Honour

## **INTRODUCTION**

This document is an attempt to inform pupils and parents about how staff at Wilstead Lower School promotes Positive Behaviour and discourages bullying.

We hope that the strategies we use will prevent bullying and establish good behaviour within our school. Incidents of bullying can, however, occur in school and they are treated seriously and as a matter of urgency. If a pupil reports a bullying incident in school we contact the parents of all pupils involved to discuss and hopefully resolve conflict. Similarly, if your child reports a bullying incident to you at home, it is important that you discuss the matter urgently with a senior staff member so that we can bring about a resolution to your child's problem.

We are committed to establishing a bully free zone in our school and wish to involve parents in our efforts. We hope that this document is a step towards establishing a happy, safe environment for all our pupils.

Yours sincerely

Mr Leon Robichaud

Headteacher

## **WHY HAVE A POSITIVE BEHAVIOUR PROGRAMME AT WILSTEAD LOWER SCHOOL?**

When a large group of children and adults work together in one building it is realistic to think that there may be difficulties with relationships from time to time. Children work well when there is a recognised framework where they know that there are limits to what is acceptable within that framework. The staff in our school would like children to come to school ready to enjoy learning. The majority of children do, but for those who intentionally disrupt lessons or play, the staff have developed a behaviour programme which reinforces positive behaviour and rejects unacceptable behaviour. The system, when in operation, requires assistance from pupils, teaching and support staff and parental involvement is actively encouraged.

**The Positive Behaviour Programme is outlined at the end of this document.**

Action is usually taken first by the class teacher, and then the matter would, if necessary, be referred to the Senior Leadership Team. Certain types of behaviour, however, will automatically be dealt with by the Headteacher and parents will be informed immediately. In extreme cases the involvement of our local Community Police Officers is sought.

## **THE AIMS OF OUR POSITIVE BEHAVIOUR PROGRAMME**

- A happy atmosphere.
- All who are involved with our school show respect and consideration for others. The school property and the property of those within school is looked after.
- Everyone in Wilstead Lower School takes responsibility for making our school a happy place in which to work.
- If pupils, staff and parents feel proud of Wilstead Lower School then we are well on the way to raising the self-esteem of all involved.

## **The roles of the stakeholders**

Pupils, parents, teachers and support staff all take collective responsibility for the promoting of positive behaviour in our school.

### **Pupils**

- Pupils identify strongly with the school and are proud to be a part of it.
- Pupils are encouraged to be polite, well behaved and courteous at all times.
- Pupils will follow the Code of Honour and take part in making decisions based on these rules.
- Pupils are encouraged to work co-operatively with each other and with staff, and have high expectations of themselves and others.

### **Parents**

- Parents and visitors to the school feel valued, safe and secure.
- Parents support, and participate in, the life of the school and are actively encouraged to be partners in their children's learning through homework, classroom activities, out-of-school activities and other extra-curricular activities.
- Parents can contribute to the wider aspect of school life through the Governing Body and the PTA
- Parents readily engage with the school concerning its work and are willing to take part in effective two-way communication.

### **Class Teachers**

- Teachers identify strongly with the school, and are proud to be part of it.
- Teachers actively establish positive relationships with pupils and parents and handle attendance and discipline problems in a sensitive and caring manner.
- Teachers will actively establish positive relationships with pupils, other staff and parents.
- Teachers have high expectations of pupils' achievement, attendance and behaviour.
- Teachers use praise to motivate pupils and praise permeates all aspects of school life.
- Teachers treat pupils, other staff and parents equally, with respect and in a fair and just manner.

## **Support Staff**

### **This group includes:**

The School Administrator, Receptionist, Caretaker, Teaching Assistants, Catering and Cleaning Supervisors, Lunchtime Supervisors. Support Staff participating in Playground Supervision are given additional training in supporting children.

- Support Staff maintain positive relationships with pupils and staff
- Support Staff share in dealing with problems in a caring and sensitive manner.
- Support Staff identify strongly with the school and are proud to be associated with it.

## **Equality and Fairness**

At Wilstead Lower School all pupils, parent and staff are treated equally, with respect and in a just and fair manner. The school promotes equality of opportunity and a sense of fairness is evident in the work of the school. Pupils and parents as well as staff are invited to take part in decision-making, from policy decision to the pupil School Council. Wilstead Lower has an ethnic, religious, cultural and linguistic diversity which is recognised, valued and promoted as a positive feature of the school and its community.

## **Playground Rules**

Whole school rules are in operation during lunchtimes and breaks. These periods are influential and important times in a child's school day. Here children are free to form friendships, to structure their own play and to exert self-discipline and responsibility towards others.

In reality, however, many lunchtimes and breaks can be a great source of stress for both children and staff. These stresses and concerns must be aired and addressed to avoid adverse effects on relationships, behaviour and learning in our school. Children are able to air concerns during Circle Time, via School Council Reps or directly to Class Teachers or the SLT

If a child fails to follow the Playground Rules they may be referred to the Class Teachers or a member of the SLT.

Lunchtime supervisors are encouraged to play games with the children,

## Sanctions

If children have difficulty in keeping the Code of Honour then staff will follow these procedures.

Talk to the child and point out what the misdemeanour is. Intervene to teach strategies which will enable the child to cope more appropriately when the situation recurs.

Model to the child what is positive and appropriate behaviour. This can include role play with an adult, the use of role model children and puppets.

Time out will offer children the opportunity to think about the mistakes they have made and how then can improve the situation. This is used when there are repeat or serious offences.

Discussion with parents is important in response to an incident, as with very young children, they are often not able to explain to a parent themselves. Discussions would inform the parent of the incident that has occurred and the support that has been given.

The children at Wilstead Lower School benefit from the Sunflower reward system. In the Foundation Stage, all children begin the week with their name on the flowerpot, the children then earn golden time for good behaviours. This is a positive motivation and will not be used by staff to punish via removal of golden time. We also operate a merit system which is used to reward good learning and social behaviour, personal achievements and other instances where teachers and staff feel it is appropriate. Merits are a positive reward and are not to be taken away as a punishment.

When a child's behaviour is deemed totally unacceptable they may be given a yellow form. These forms are used in cases such as fighting or physically harming others, swearing, deliberately disobeying or ignoring adults and putting themselves or others in danger and persistent nuisance behaviours. This is not an exhaustive list and judgements will be left to a member of the SLT to determine if an act of bad behaviour warrants a yellow form. If a child receives three yellow forms in a term they will not take part in Reward Day.

The ultimate sanction for extreme behaviour, available to all schools is Formal Exclusion. This is a legal document whereby a parent is asked to remove their child from the school. An agreement is drawn up on the child's return which both the parent and child sign agreeing terms for re-admission. This is of course an extreme measure and is very rarely used at our school.

**Yellow form SLT referral for breaking school rules**

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**Date:**

**Class:**

**Child's Name**.....

has broken the following rules today.

- All children will keep their hands and feet to themselves.
- All children will show consideration and respect for others property, bodies and feelings.
- All children will pay heed to their own safety and the safety of others in the class.
- All children will listen well and answer courteously in class.
- All children will be honest.
- All children will work to their full potential without disturbing others by doing the following:

1.

2.

3.

4.

I am now referring the matter to you

Signature

**PUPIL / PARENT / STAFF CONTACT**

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CHILD

CLASS

TEACHER \_\_\_\_\_

DATE

H.T.

A.H.T. L.R

PARENT

CLASS TEACHER

DATE OF MEETING

FILE

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BRIEF CONTENT OF DISCUSSION

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ANY ACTION TAKEN

# Wilstead Lower School Code of Honour

<b>Do be gentle</b>	<b>Do not hurt anybody</b>
<b>Do be kind and helpful</b>	<b>Do not hurt people's feelings</b>
<b>Do work hard</b>	<b>Do not waste your or other people's time</b>
<b>Do look after property</b>	<b>Do not waste or damage things</b>
<b>Do listen to people</b>	<b>Do not interrupt</b>
<b>Do be honest</b>	<b>Do not cover up the truth</b>
<b>Do respect everyone</b>	<b>Do not disrespect others</b>

