

Wales Primary School Policy for Promoting Positive Behaviour

Draft

Date of Policy Approval:

Date of Policy Review:



Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and that each person is treated fairly and respectfully. We are a caring community whose values are built on mutual trust and respect for all. Our school policy for promoting positive behaviour is therefore designed to support all members of Wales Primary school in becoming kind, thoughtful, caring and independent citizens. Promoting positive relationships is at the forefront of our policy in order to maintain a calm, happy and secure environment where children feel safe and supported. Our aim is for all our children to flourish as learners in becoming the best versions of themselves and to leave Wales Primary School as well rounded, confident individuals.

At Wales Primary School, we expect all staff to behave in a considerate and respectful way towards all children - always putting the needs of our children first. This must be applied consistently to support children in behaving in a positive way. Positive behaviours need to be modelled: this includes having a calm voice when speaking to others, displaying positive body language and only reprimanding when necessary in private.

Confrontation must be avoided and there should be no shouting at an individual child or groups of children. Positive interactions with children should by far outweigh negative ones. Praise to children should be specific and meaningful. All staff in school are to look to 'catch' children being good and to be clear and consistent in expectations and rewards and sanctions at all times.

Another of our aims is developing the children's ability to be self-disciplined and to make the right choices in their actions. To support children in this, if a child is engaging in a negative behaviour, they are to be given two choices to keep it simple and clear. The right choice for you to make is... If you don't make the right choice and you continue to...then... Clear consequences for both options need to be given. Every day must be a new start for a child to give them the chance to start afresh.

Our final aim is to involve parents as much as possible in feeding back on their child's behaviour. This includes celebrating positive behaviour with parents and sharing achievements as well as discussing any negative behaviour. With negative behaviours, it is about working together with parents to help improve behaviour and to support each other in the best interests of the child.

The role of all staff including teachers and teaching assistants

It is the responsibility of all staff to ensure that the policy is implemented consistently and fairly across school. All staff must have high expectations of children in terms of behaviour and need to promote a positive climate in school: this includes rewarding positive behaviours and dealing with negative behaviours they may come across straightaway both inside or outside the classroom. If staff are unsure of what reward or sanction is appropriate, they must seek advice from SLT to make sure it has been dealt with consistently and appropriately.

The role of the Headteacher

It is the responsibility of the Headteacher to implement and monitor the school behaviour policy consistently throughout the school and to report to the governors - when requested - on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by modelling the standards of behaviour and by supporting staff in any issues or uncertainties which may arise.

The Headteacher keeps records of all reported serious incidents of misbehaviour, subsequent actions and how these incidents have been resolved.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school. Parents should support the actions of the school in implementing the behaviour policy. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should then contact the Headteacher. If the outcome is still unsatisfactory, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (see complaints policy)

The role of governors

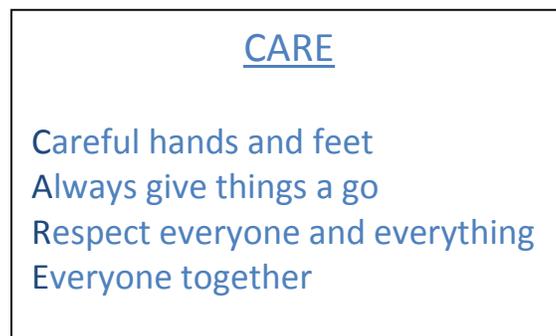
The governing body has the responsibility of setting down these general guidelines on behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour policy but the governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Rewards and Sanctions System

Our rewards and sanctions are all linked to both our school rules and our Wales Code. They differ in that the Wales Code is linked to our Wales Learning Behaviours whereas the rules are about maintaining a respectful, caring and positive environment. It is vital for the children to understand the rewards and sanctions and the purpose of them. This is to be discussed with the children at every opportunity so they understand why the rules and the code are in place.

School Rules

There are 4 school rules at Wales Primary School which run right through school from FS2 to Y6. They are linked to the acronym CARE. They are broken down with the children so they all understand what each one means and what good examples of following them and breaking them are. These are displayed in each classroom and in shared areas through school.



The rules and sanctions apply to all children in school. However, reasonable adjustments may be made for children who have significant emotional or behavioural difficulties to support them. The Headteacher retains overall discretion for any reasonable adjustments and this will be discussed with parents. See below for examples of what each rule means and examples of showing them:

Careful hands and feet

keeping hands and feet to yourself and thus not hurting anyone else either deliberately or accidentally through rough play.

Always give things a go

being brave and confident enough to always try new things

Respect everyone and everything

showing respect to others in how we speak to people and respecting school property taking good care of our own and other people's belongings.

Everyone together

sticking together and supporting and looking after each other.

Rewards – Learning Time

As well as tangible rewards detailed below, we believe that the most important reward is first and foremost verbal praise. Verbal praise delivered in the correct way which is specific and meaningful has a huge impact on a child. It boosts a child's self-esteem and confidence as well as reinforcing the behaviours we want to see. It is a big part of our philosophy at Wales Primary School.

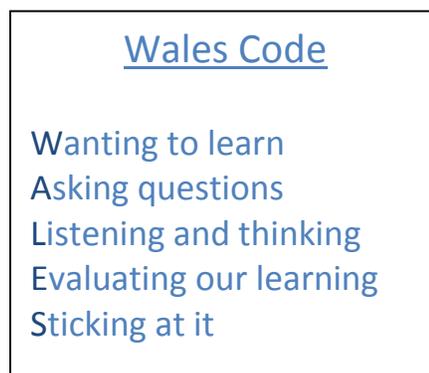
Purple Cards and stickers

Purple Cards are to be given out to children in KS1 and KS2 for positive behaviours which show the children are following the school rules **in learning time**. For example, showing kindness and good manners. The cards are to be put in a box in the classroom and rewards given at the end of each half term to one or two children whose names are pulled out.

A child can also earn a sticker (not WALES sticker) as a reward for following the school rules. These are used more with younger children as an instant reward but can also be used with older children if appropriate.

Wales Code – rewarding positive learning behaviours

The Wales Code is an integral part of Wales Primary School and is unique to us. It was devised in 2010 and it runs through everything that we do. The code promotes positive learning behaviours that we want to instill in all our children so they become inquisitive, enthusiastic, resilient, reflective and independent learners. They are integral to our belief system at Wales Primary School. The Wales Code is prominently displayed in all classrooms and key areas around school. Successes are celebrated in weekly golden brick assemblies, on the website and through texts sent home to parents. These don't just apply in class based learning but in assemblies, on educational visits and outdoor learning.



Children receive a Wales sticker for following one of the Wales learning behaviours above. Any Wales stickers earned that week are displayed in the classroom.

Children start collecting stickers on their individual charts in FS2 once they have settled in and have gained some understanding of the Wales Code. Once they have achieved 20 stickers, they receive the first Wales Code badge and certificate. They then aim to achieve Bronze Star, Silver Star, Gold Star, Outstanding Learner,

Learning Champion, Learning Mentor, Learning Legend, Learning Maestro and Amazing Achiever. Children's weekly stickers are recorded by the class teacher and sent to the headteacher.

Headteacher Stickers – children can receive a headteacher sticker if a child does a particularly good piece of work/learning. A text message will be sent home to parents.

Golden Bricks - two to be written per class for assembly each week linked to following the Wales Code. These are displayed outside the classroom after assembly and the children take home a certificate that day showing which part of the wales code they received their award for.

Child of the Week - one person per week to be chosen by the class teacher who has been an 'always' child that week. An always child is defined as someone who has shown an excellent attitude to all their learning that week. They are someone who has followed the WALES code in every lesson and whose behaviour has been excellent. They have done everything which has been asked of them and thus have been a model pupil. They will receive rewards that week such as having a hot chocolate with the headteacher and deputy headteacher. Their teacher will make a phone call home to let parents know or speak to them face to face.

Child of the Term/Year – two children chosen per term and then for the year who follow the Wales Code consistently to a high standard. These achievements are celebrated in whole school assemblies and rewarded with certificates. For the child of the year, parents are also invited along with the Chair of Governors and children receive a prize. Other awards for the greatest improvements in learning made are also given out in this assembly.

Sanctions

At Wales Primary School, we have high expectations for not just children's behaviour but their attitudes to learning. If a child doesn't meet those expectations and doesn't follow one of the school rules, then all staff will follow a series of steps to ensure that a safe and positive environment is maintained and that any low level disruption is dealt with straightaway. In learning time, the following steps are followed:

1.	Children are reminded of the behaviour which is expected with the question, 'What should you be doing?' or 'I'd like you to focus back this way thank you'
2.	If a child still isn't doing what is expected, then it is made clear that they have been given a verbal warning.
3.	The next step after a verbal warning is a time away to another part of the learning space which is seen as appropriate for the class and the child to carry on with their learning/work for a short period of time. If the child refocuses and corrects their behaviour, then they can move back and start afresh.
4.	If a child continues to display the negative behaviours on time away then the next step is to go to time out. This involves being sent to another class. Once a child has reached this step, then this is formally recorded. This should be no more than 5 minutes for FS2, 10 minutes for KS1 and time deemed as appropriate by the class teacher in KS2. The child is to be spoken to by an adult in the class they go to privately to express disappointment. The child is expected to complete the work they were expected to do in their own class.

5.	If a child completes their work on a time out and turns their behaviour and attitude around, then the sanction is finished with and the child starts afresh. However, this is formally recorded for the class teacher and the headteacher. If the child still hasn't done the work and the behaviour and their attitude is still poor, then this leads to a missed playtime either finishing the work in class, sitting at the wall outside or walking round with an adult depending on what is appropriate for that child and the situation. Parents to be informed if a child gets to a time out.
6.	If a child is involved in serious incidents either inside or outside learning time, then it will lead straight to a lunchtime detention. These behaviours include: swearing, fighting, vandalism, purposefully hurting others or refusal to do what has been asked. The child will be expected to talk this through with either the headteacher or deputy headteacher and parents will be spoken to. These will be formally logged. If incidents are deemed as very serious, then it may be that the child has to miss a series of playtimes/lunchtimes. This is up to the discretion of the HT or DHT.

No sanctions are to be displayed in the classroom where others can see. It is important that reprimands and sanctions are private and that the child can start afresh once the sanction has been carried out.

Out of Learning Time

If the negative behaviours occur at break and lunchtimes, then the steps of giving the child a warning and then time away sitting on the wall or staying with an adult still apply. The language used by staff is to be consistent across school to reinforce positive behaviours. For example, 'What should you be doing?' 'What could you do next time if you are in the same situation again?'

After a child has completed a time out or a detention, they are to be spoken to about what they did that wasn't acceptable and what could they do next time if they were in that same situation so the child can learn from it.

Persistent Inappropriate Behaviours

When incidents are repeatedly occurring leading to regular Time Outs:

- Parents meet with class teacher and a member of SLT to discuss next steps.
- The child's behaviour will be logged every day for a short period of time (2 weeks)
- Parents will be communicated with daily
- The child will be closely monitored and will meet with a member of SLT on a daily basis
- Behaviour will be reviewed at the end of 2 weeks where the class teacher and a member of the SLT will meet with parents to decide on next steps

Behaviour Plan

If the child's behaviour hasn't improved in spite of the daily logging of behaviour and communication with parents and SLT:

- An individual behaviour plan consisting of clear realistic behaviour targets will be set and implemented (maximum of 3)
- Discussions as to whether the child needs a timetable variation involving a bespoke curriculum that better meets a child's individual needs

- Possible external agency involvement e.g Early Help, Educational Psychologist
- Clear rewards/consequences identified (including possible exclusion)
- Continued daily verbal feedback to pupil and parents.
- The individual behaviour plan (IBP) to last a minimum of six weeks/maximum of a term and is to be reviewed fortnightly with parents by the class teacher.

Not achieving IBP targets through continued inappropriate behaviour or for a serious one off act of violence could result in an exclusion.

- Minor fixed-term exclusion following Rotherham guidelines with parent informed in writing
- Upon return to school, child stays on an individual behaviour plan for a minimum of two weeks.
- Be recommended for exclusion (if they then still carry on offending) for a major fixed period (up to five days) or an indefinite period following guidelines.

Examples of inappropriate behaviour are for guidelines only they are not a prescriptive list. Whilst we endeavour to consider all situations and circumstances within this policy, some pupils or isolated incidents will need to be handled differently and demand individual responses which require some variation of the policy.

Fixed-term and permanent exclusions

The following breaches will, in exceptional circumstances, lead to exclusion:

- Serious violence towards another member of the school community (children, staff members or visitors to school)
- The use of excessive foul and abusive language
- Repeated breaches of the school rules (after other sanctions have proved unsuccessful);
- Incidents involving racism or sexual misconduct.
- Persistent bullying behaviours
- Repetitious or escalating poor behaviour

The Head teacher and the Governing Board have the responsibility for authorising fixed term exclusions. In cases where all the school's consequences have failed to significantly change a pupil's behaviour or where an isolated incident is so serious, a pupil may be permanently excluded. This ultimate sanction is rarely exercised and only concerns pupils who are deemed to be a serious risk to the safety and/or education of others.

The period of exclusion can last from half a day up to 15 days per term. Parents/carers will be informed, in writing, of the reasons for exclusion. A date for the pupil's return to school must be specified at the time of exclusion. The letter must inform the parents/carers that they have the right to appeal to the governing body and LA within 7 school days. This course of action will be taken by the Head. The Chair of the governing body will be informed at the time of the exclusion. Any appeal will be considered by the governing body's appeal committee. The school will make arrangements for work to be sent home during the period of exclusion.

It is important to remember that exclusion only occurs when all other avenues have been explored and the pupil continues to demonstrate extreme behaviour or fails to meet targets on 3 blocks of IBP targets.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher 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. The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents of time out and lunchtime detentions due to poor behaviour. This information is passed on to the Headteacher on a weekly basis for monitoring and analysis purposes.

Review

As there have been a few changes to this policy - in particular eradicating our red and yellows system - this policy will be reviewed in a year's time to evaluate the impact of the changes across school. It will be reviewed informally on a regular basis at school level by all stakeholders.