



# Whitkirk Primary School

## Positive Behaviour Policy



*'Be the best that we can be'*

### **AIM**

Whitkirk Primary School aims to create a welcoming, caring environment where relationships are based on respect and help to develop positive self-esteem in each child. The children, staff and governors have high expectations of outstanding behaviour to enable children to be happy, safe and to achieve.

### **RIGHTS AND RESPONSIBILITIES**

- We believe that it is the **right** of all pupils and staff to work in an environment which is conducive to learning.
- We believe that all pupils and staff have the **right** to feel safe in school.
- We believe that outstanding behaviour needs to be modeled.
- The emphasis of our behaviour policy is on the positive and consistent reward of positive behaviours.
- We believe that rewards and sanctions should be age appropriate, with consideration given to additional needs.
- For their rights to be maintained, we believe that children have to take **responsibility** for following rules. If children break the rules they must accept the consequences of their actions.
- We believe that a successful positive behaviour system involves all members of staff and parents working together to support the children.

### **WHITKIRK SCHOOL VALUES/RULES (created by School Council)**

- Achievement – we always try our best
- Safety – we take care of our resources and move around school safely
- Respect – we respect each other and value others' opinions
- Trust – we actively listen to our friends, family and teachers
- Friendship – we are always honest with ourselves and others
- Forgiveness – we forgive ourselves and others for mistakes that are made

### **REWARDS AND PRIVILEGES**

Whitkirk Primary School recognises the importance of praise when promoting positive behaviour. The school adopts a range of reward systems in order to encourage positive behaviours to learning, but also recognises that intrinsic rewards are key to promoting a culture of positive behaviours for learning.

- Praise for doing 'the right thing';
- Positive comments to parents;
- Class DoJo points and rewards. At point intervals of 50, 75 and 100 DoJo points, children will be rewarded with prizes. Points are reset as the child 'cashes' in their points for a prize.
- Star of the Week - achieving the School Core Values will be awarded in Great Learning Assembly. These children will be invited to the VIP lounge with the Headteacher.
- Great Learning Assembly – parents are invited to attend our weekly celebration assembly where successes are shared and celebrated. Awards are given for phenomenal Progress, outstanding reading, and Dojo points.

**Respect – Achievement – Safety – Trust – Forgiveness – Friendship**

## **BEHAVIOUR AND SANCTIONS**

All staff have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. If a child breaks a We use the language of 'choices' and if a child does not make the correct choice and breaks one of our school values, sanctions are consistently and fairly implemented and will be discussed with the child at an age-appropriate level.

### **Green Is the Goal**

Green is the Goal provides all members of the school community with a clear and fair system to manage behaviour.

The stages are:

Children demonstrate our school values to ensure they remain in the green zone.

1. If a school value is broken, children are asked 'Is there a problem?' to ascertain whether help is needed. If there is no problem, children are given a verbal warning and are told which school value they are not adhering to. They are moved to Zone 1.

2. If a child continues to make the wrong choices, they will move to Zone 2, where they will be moved away from the group for reflection time (1-10 minutes). Time will be taken from their breaks accordingly.

3. If the behaviour continues, they will move away to another class (1-10 minutes). Further time will be taken from their breaks and SLT/Team leader will be informed. The class teacher or member of the SLT will contact parents for an informal discussion.

### **Red cards**

Red cards are given to pupils whose specific behaviours have been deemed to be inappropriate. These include stealing, fighting, foul and abusive language. If a child has received a red card, they will spend the following lunchtime discussing their actions with a member SLT. Incidents will be recorded on CPoms.

### **Persistent inappropriate behaviour.**

A formal meeting will be held with the class teacher, phase leader, parent/carer and child. The Home-School Agreement will be referred to and discussed. At this meeting, targets will be agreed upon for child, home and school to work upon with a date for these targets to be reviewed. All members of staff dealing with the child are made aware of these strategies. Copies of the behaviour chart will be recorded on CPOMs and a copy sent home for the parent to sign and comment on accordingly.

Severe behaviour will result in more serious consequences. This could include being taken off the playground for a substantial period of time, being sent home at lunchtime or an internal exclusion. Internal Exclusion will take place in the Leadership Office or an alternative class. This is supervised by a member of the Senior Leadership Team. Children will spend time in reflecting on their behaviour and they will be given work by their class teacher to complete independently.

### **Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003).

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, she informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Local Governing Board and Trust. The school informs the parents or carers

how to make any such appeal. The Headteacher informs the Trust, LA and the Governing Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Very serious incidents, such as the following, are likely to result in a fixed term exclusion:

- Violence towards adults and other pupils;
- Direct swearing at a member of staff;
- Persistent defiance;
- Persistent disruption;
- Bullying of any kind including via social media (See Anti-Bullying Policy);
- Behaviour threatening the health and safety of others;
- Damage to property;
- Involvement in a serious fight;

### **Positive Handling**

In some instances, e.g. where children are a danger to others, themselves or are at risk of causing damage to school property, staff may physically intervene in order to manage the situation. Key staff are trained in Team Teach (a positive behaviour management system) which incorporates positive handling techniques. Staff will only use physical intervention as a last resort, if other strategies to de-escalate the situation have failed. If a member needs to use physical intervention, this will be recorded and given to a member of the Senior Leadership Team.

### **PARENTAL INVOLVEMENT**

It is vital that parents are kept informed of strategies used to help support the behaviour of pupils. Parents are expected to support staff in decisions made in order support the improvement of behaviour and keep in regular contact with the teacher involved. Parents are encouraged to discuss any issue related to behaviour, either in school or at home. Parents will be informed if a child is regularly not behaving in line with the school rules. If the problem is severe parents will be contacted on the first occasion (for example violent or racist behaviour). The Whitkirk Home-School Agreement forms the basis of the expected behaviour of pupils in school and the roles of both parents and staff to uphold this agreement. The Home-School Agreement will be reviewed and sent out to parents annually. In severe circumstances, parents may be asked to remove their child from the premises at lunchtimes and alternative arrangements will need to be made.

### **MONITORING AND EVALUATION**

A copy of this policy is available to parents on request.

The effectiveness of this policy is monitored by the Governing Body and the Senior Leadership Team. Statistics relating to the number of exclusions, bullying, racism and CPOMS entries provide data which is monitored half termly. The SLT reports to the Governing Body termly.

*Whitkirk Primary School, April 2020*