



## **Wawne Primary School Behaviour Policy and Procedures**

**March 2019**

### **Rationale**

The calm and caring atmosphere in school is essential to the quality of teaching and learning. This is true both for the pupils whose negative behaviour might be a barrier to their own achievement, but also for others in the same class. In line with our school aims and ethos, our Behaviour Policy is based on valuing, encouraging, acknowledging and rewarding positive behaviour and attitudes in both staff and pupils. In all our interactions, and through teaching, we endeavour to enhance the self-esteem of all members of the school. The school is committed to using a consistent approach across the whole school and to ensuring the system is clear to pupils, parents and staff.

It is accepted that at times everyone makes mistakes and our ethos is to promote reflective behaviour and ensure that all mistakes are put right and learnt from to avoid them happening again in the future.

### **Aims**

The practice and procedures in our Behaviour Policy are designed to develop a sense of responsibility in all pupils and to uphold our school expectations.

### **Our School Expectations**

#### **We will:**

- Respect ourselves, others and school property
- Follow instructions the first time
- Be responsible and honest
- Use our good manners
- Do our best work all of the time
- Be resilient
- Keep ourselves and others safe
- Make the most of the opportunities before us

The school expectations will be displayed around the school as a continuous reminder to all. Children will be expected to take responsibility for adhering to the school expectations themselves and in supporting others to do the same.

### **Guidelines**

- Adults are positive and accept all children, but will not accept poor behaviour
- In accordance with our inclusive approach, staff will consider the behaviour of all children in a similar way, whilst respecting individual needs
- Positive and negative consequences will follow an agreed pattern in order to achieve fairness and consistency throughout the school.

- Procedures are followed by all adults and all staff are inducted into the policy and fully understand how it works
- Everyone working at Wawne Primary School will model positive behaviour – including the use of a calm voice when speaking to children throughout school
- The foundations of the Behaviour Policy will be the **School Expectations**, which apply throughout the school in all circumstances to ensure consistency and fairness.

## BehaviourSystem

### **‘Going for Gold’**

The ‘Going for Gold’ system will be used throughout the school by all staff, for all situations so that children have the consistency of knowing that wherever they are, whatever they are doing and whomever they are with the same expectations and consequences apply.

The ‘Going for Gold’ system works as follows:

- The aim is that every child stays on Green (‘Always’ colour). If a child is on Green at the end of the day they are awarded 3 Dojos.
- Each lesson is a fresh start
- See Gold and Silver on the chart below for actions. For a child to get on Silver and Gold they would have to do something as a one off or repeatedly above and beyond the everyday ‘Green’ school expectations. This should be rare and remain as an incentive so as not to lose its status.
- During a lesson a child may move down and up several times. It is recognised that we all make mistakes and the Yellow and Orange areas serve as a reminder to children that they are not following the school expectations and gives them the chance to quickly put it right.
- A verbal reminder of the school expectations will always be given first before any movement on the chart takes place.
- Reasonable adjustments will be made for children with SEND through discussions and planning with the school SENDCo and Headteacher.
- Children will always be given an explanation/reason for their movement on the ‘Going for Gold’ chart.
- If a child has moved down from Green into Yellow they will be told why and what they need to do to get back into Green. As soon as that child has shown the Green behaviour again they will be moved back into Green.
- If that same child makes another poor choice (before getting back into Green) they will move down to Orange and then Red should poor choices be repeated. Each time they will be told why, what the expectation for getting into Green should be and what the consequence of not getting back into Green will be.

Each classroom will have a chart as shown below displayed near to the where the teacher teaches and that is in full view of all pupils.

### **Gold**

Awarded 5 Dojos and a Headteacher's letter is sent home

- For consistently working above and beyond 'Green' with 'WOW!' behaviours

### **Silver**

Awarded 4 Dojos and a letter form the Teacher sent home

- For those above and beyond Green 'WOW!' behaviours

### **Green**

#### **We will:**

- Respect ourselves, others and school property
- Follow instructions the first time
- Be responsible and honest
- Use our good manners
- Do our best work all of the time
- Be resilient
- Keep ourselves and others safe
- Make the most of the opportunities before us

Awarded 3 Dojos

### **Yellow**

- Not following the school expectations and not taking the opportunity to put things right.

### **Orange**

- Continuing to not follow the school expectations and not taking the opportunity to put things right.

### **Red**

- Continuously not following the schools expectations and not taking the opportunity to put things right.

3 x per week = letter home to parent (if this continues a meeting will be set up with the teacher in the first instance and then the Headteacher if poor choices continue)

## Dojos

Dojos are used in a variety of ways throughout our school behaviour systems.

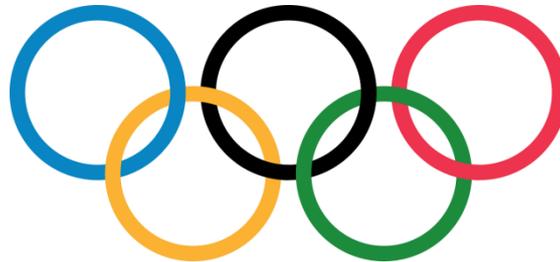
- Dojos are used as an incentive throughout the day by all staff, in all areas of the school when noticing examples of children meeting the school expectations.
- A target for the number of individual Dojos earned will be set each week by the Headteacher.
- Each child who gets at or above the target of individual Dojos set by Headteacher will have a raffle ticket put into the Friday assembly prize box.
- Dojos gained from 'Going for Gold' also apply to the individual amount (See Chart)
- To ensure consistency with the 'Going for Gold' system no more than two Dojos are awarded for any other reason in the school.

Dojos will also be collected for each Team as explained below.

## School Teams

Every child and member of staff will be put into a team. Siblings will be in the same team.

The titles of the teams will be the colours of the Olympic rings



Blue, Yellow, Black, Green, Red

- Each group of staff and pupils will wear their team's colours on chosen days and events where they will be working together as a team. The team colours will be used for events like sports day, whole school events, PSHE etc.
- The number of Dojos earned per child each day will be added to their team pot. The team with the most dojos at the end of the week will win £10 for their team money box.
- The team will choose when they want to cash their money in and what they will spend it on. They may choose to cash in at the end of the half term, full term or wait until the end of the year.

## **Celebration assembly**

Each Friday the Headteacher will hold an assembly where the following achievements will be celebrated:

- Worker of the week
  - Star of the week
  - 'Doing it right' theme of the week
  - Headteacher award
  - Personal success (Outside of school achievements)
  - Individual target Dojos
  - Team Dojos
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- Half termly reading cups
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- Termly attendance certificates
  - Termly outstanding achievement cups

## **Higher level negative behaviours**

On rare occasions, children may bypass the Yellow and Orange sections and be moved straight to Red. This will only happen if the behaviour is considered much more serious than low-level disruption. In these instances, children would be escorted to the Headteacher or a Senior teacher and their behaviour dealt with appropriately.

Examples would be:

- Persistent refusal to listen and respond to a member of staff (potentially unsafe behaviour)
- Fighting
- Swearing or extreme rudeness towards a member of staff
- Derogatory language or behaviour – e.g. racist, sexist, homophobic, cruel name-calling.
- Violent behaviour towards staff or pupils
- Intended damage to property
- Attempting to leave the school site

The Headteacher will telephone Parents/Carers and may ask them to come into school to discuss the behaviour. If they cannot be reached, the pupil will spend the remainder of the day with the Headteacher or a Senior teacher where they will reflect on their behaviour and discuss ways to put things right again and avoid future occurrences.

The Headteacher will decide if a fixed term exclusion is appropriate and Parents/Carers will be informed. It is the Headteacher's judgement whether or not a fixed term exclusion is appropriate and it is almost always based upon the safety and well-being of the child and of others in the school.

If a teacher has a pupil who is exhibiting extreme behaviour and will not leave the classroom when asked to do so, they will send for a senior member of staff who will come and collect the child and escort them to their office. The child's Parents/Carers will be contacted and if necessary the incident will be recorded.

Physical restraint will be used only when children are at risk of harming themselves or others and will only be carried out by a member of staff who has had the relevant de-escalation training. All incidents of physical restraint will be recorded and discussed with Parents/Carers.

### **Recording behaviour incidents**

All incidents of negative behaviour are recorded on our school CPOMs system. This is monitored by the Headteacher, SENDCo and Safeguarding leads for patterns of behaviours and consistency of approach.

A meeting will be called with parents/carers to discuss any patterns which emerge and what support needs to be put in place.

### **Reasonable adjustments**

It is recognised that all children are individuals and that some children have additional needs which may mean they need more support than others in managing and modifying their behaviours. The Headteacher and school SENDCo will always work with parents/carers, staff and the pupil to ensure a consistent and supportive approach. Reasonable adjustments will be made where necessary to support the child.

### **Parents/Carers**

Communicating with parents/carers is vital. Parents will be informed of their child's positive achievements through face to face discussions, calls home, certificates, parents' meetings etc.

Any concerns will also be discussed. If needed, this may take the form of regular, scheduled telephone calls or a home-school communication book.

Parents/Carers will be asked to talk to their child and reinforce the school's expectations as we believe working together will support the child in modifying their behaviour.

Parents/Carers have a clear role in making sure their child is well behaved at school. Where behaviour is consistently poor, the school and other agencies will help support parents to modify their child's behaviour.

If the situation does not improve and serious behaviour concerns remain, the school, Local Authority and Parents/Carers will work together to find a resolution.

In extreme circumstances a child's persistent unacceptable behaviours which are damaging to the welfare and education of themselves and others may result in a permanent exclusion from the school. This will only happen once other options have been explored and a permanent exclusion is the final conclusion.